

IMRA 2024 SRP Errors

English Language Arts and Reading

Publisher: Savvas Learning

ELAR, Grade K (IMRA)

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

Component: N/A (ISBN: 9780134919911)

REPORTED ERROR:

The title of the page is Peer Feedback: Narrative Writing, and I believe it should be Peer Feedback: Informational Writing

Page Number: Writing Peer Evaluation Rubrics page 322

Location:

Grade K Resource Download Center; Writing Peer Evaluation Rubrics; page 322; title of page

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to correct this typographical error. You can view the correction here:

<https://us-school.pk12ls.com/school/cb5ccdaf-7502-49e2-985d-600b4a6137d...>

ELAR, Grade 1 (IMRA)

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

Component: N/A (ISBN: 9780134919911)

REPORTED ERROR:

The FOCUS statement reads, "FOCUS Explain that digraphs are two consonant that together spell a single sound." I believe consonant should be plural in this sentence, reading "two consonants"

Page Number: T76 Unit 3 Week 1 Lesson 2 Reading-Writing Workshop Bridge

Location:

Teacher's Edition in Savvas Realize
Unit 3 Week 1 Lesson 2 Reading-Writing Workshop Bridge
page T76
FOCUS statement

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to remove the typographical error. You can review the correction here:

<https://us-school.pk12ls.com/school/f1e376a9-d365-4027-9ebe-bf15c377c31...>

ELAR, Grade 2 (IMRA)

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

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (ISBN: 9780328941681)

REPORTED ERROR:

A noun is a person, place, thing, OR IDEA

Page Number: Unit 2 Week 3: p. 330

Location:

Language and Conventions: Common and Proper Nouns

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (ISBN: 9780328941698)

REPORTED ERROR:

Nouns are people, places, things, AND IDEAS.

Page Number: Unit 3 Week 5: p. 211

Location:

Writing Workshop: Edit for Nouns, top of page

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

ELAR, Grade 4 (IMRA)

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

Component: Texas myView Literacy Grade 4, Student Print Consumable 4.2 (ISBN: 9780328941735)

REPORTED ERROR:

The word 'rehearse' does not follow the r-controlled vowel patterns taught in the lesson.

Page Number: Additional Practice: Spelling, p. 95

Location:

Spelling Words

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to include *-ear* patterns that students have been taught in the lessons.

<https://us-school.pk12ls.com/school/9a7aa034-e792-4caa-ac62-4d5591f98e6...>

REPORTED ERROR:

The word reheat does not follow the vccv pattern.

Page Number: Additional Practice: Word Study, p. 135

Location:

If the word has a prefix or a suffix, divide it after the prefix or before the suffix:

re/heat

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to remove *reheat*.

REPORTED ERROR:

The word "rehearse" does not follow the r-controlled vowel patterns taught in the lesson.

Page Number: Unit 3: Week 2: p. 71

Location:

Spelling Words

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to include *-ear* patterns that students have been taught in the lessons.

<https://us-school.pk12ls.com/school/9a7aa034-e792-4caa-ac62-4d5591f98e6...>

REPORTED ERROR:

Violent does not follow the root and suffix pattern. Viol is not a root word

Page Number: Unit 5: Week 2: p. 490

Location:

My turn #1 Violent

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to remove references to the root *viol*. [https://us-](https://us-school.pk12ls.com/school/9a7aa034-e792-4caa-ac62-4d5591f98e6...)

[school.pk12ls.com/school/9a7aa034-e792-4caa-ac62-4d5591f98e6...](https://us-school.pk12ls.com/school/9a7aa034-e792-4caa-ac62-4d5591f98e6...)

REPORTED ERROR:

The word "reheat" is not syllable pattern VCCCV.

Page Number: Unit 5: Week 3: p. 532

Location:

Second bullet point

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to remove the word *reheat*. <https://us-school.pk12ls.com/school/fbc7b056-3cd3-4cf4-afd4-0b95d33b318...>

Component: Texas myView Literacy Grade 4, Student Print Consumable 4.1 (ISBN: 9780328941728)**REPORTED ERROR:**

There is a typo that gives the students the correct answer.

Page Number: Additional Practice: Word Study, p. 47

Location:

#5 on page 47: It should say-There are twenty (child) ____ in my math class.

Instead it currently says-There are twenty children ____ (child) in my math class.

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to fix this error. <https://us-school.pk12ls.com/school/c89dd0e9-afe0-42b3-a594-2faa4b5cf3e...>

REPORTED ERROR:

There is a typo that gives the students the correct answer.

Page Number: Additional Practice: Word Study, p. 47

Location:

#5 on page 47: It should say-There are twenty (child) ____ in my math class.

Instead it currently says-There are twenty children ____ (child) in my math class.

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to fix this error. <https://us-school.pk12ls.com/school/c89dd0e9-afe0-42b3-a594-2faa4b5cf3e...>

REPORTED ERROR:

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Page Number: Additional Practice: Word Study, p. 47

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#5 on page 47: It should say-There are twenty (child) ____ in my math class.

Instead it currently says-There are twenty children ____ (child) in my math class.

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to fix this error. <https://us-school.pk12ls.com/school/c89dd0e9-afe0-42b3-a594-2faa4b5cf3e...>

Publisher: Texas Education Agency, Open Education Resources

ELAR, Grade K (IMRA)

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

Component: GK: Skills Unit 6: Teacher Guide (ISBN: 9798890728357)

REPORTED ERROR:

- To satisfy the standard entirely add the sentence that spacing comes between words.

Now point to the first sentence on the next page. Ask students how they can tell that this is a complete sentence.

Page Number: 139

Location:

Foundational Skills TG, U6, L11, "Read Seth's Dad", [PDF p. 146]

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

Publisher Response: Accept

Grade Kindergarten Unit 6 Lesson 11 has been revised.

ELAR, Grade 1 (IMRA)

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

Component: G1: Knowledge Unit 7: Teacher Guide (ISBN: 9798890729729)

REPORTED ERROR:

Rapunzel's name should be capitalized.

Page Number: 48

Location:

TG, U7, L3, "Read-Aloud": Rapunzel

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

Publisher Response: Accept

Grade 1 Unit 7 Lesson 3 has been revised.

Publisher: Laprea Education

ELAR, Phonics, Grade K (IMRA)

Program: Kindergarten Structured Literacy with E.A.S.E. Second Edition

Component: Sound Sequence Second Edition (ISBN: 9798887416724)

REPORTED ERROR:

The uppercase C practice sheet involves "floating" C's and this is not the accurate formation i.e. the C needs to touch the top line and bottom line in formation.

Page Number: 23

Location:

PDF 26. Day 1 Focus Skill Practice

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback. Space was provided for students to trace the letter, which would allow for them to touch the top and bottom of the line.

Publisher: Literacy Resources, LLC

ELAR, Phonics, Grade K (IMRA)

Program: Bridge to Reading, Kindergarten

Component: Teacher Edition Book 3 (ISBN: 9781960968555)

REPORTED ERROR:

Week 28, Day 5-the teacher note says "hildren" instead of "children".
While the lessons and activities are correct the teacher example says "children" instead of "children".

Page Number: 2-296

Location:

Bridge to Reading - Phonemic awareness portion of lesson - weeks 25-34. See section labeled "Segmenting Phonemes." 1. Username: TexasRFIM Password: TexasPhonics2024; 2. Note: Sometimes you will need to select "Launch myHeggerty before the next step. 3. Select Bridge to Reading; Select Kindergarten

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: Teacher Edition Book 1 (ISBN: 9781960968531)

REPORTED ERROR:

While you are correctly segmenting syllables in the lesson, the title is labeled incorrectly as "Segmenting into Phonemes". A phoneme is the smallest unit of sound whereas a syllable is a part of a word with a vowel sound. The lesson is correctly identifying syllables but the title of the lesson on Week 6 Day 2, 3, 4, and 5 is called "Segmenting into Phonemes" when it should be titled "Segmenting into Syllables".

Page Number: 62-177

Location:

Bridge to Reading - Phonemic awareness portion of lesson - weeks 3-6.
See section labeled "Segmenting Into syllables."

1. Username: TexasRFIM; Password: TexasPhonics2024
2. Note: Sometimes you must select "Launch myHeggerty"
3. Select the Bridge to Reading; Select Kindergarten

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

While the directions of the page are correct and the student work is correct as well, the teacher's example is deleting rather than substituting.

Page Number: 63-178

Location:

Bridge to Reading - Phonemic awareness portion of lesson - weeks 3-6. See sections labeled "Adding syllables," "Deleting syllables," and "substituting syllables." 1. Username: TexasRFIM Password: TexasPhonics2024; 2. Note: Sometimes you need to select "Launch myHeggerty" before the next step.
3. Select Bridge to Reading; Select Kindergarten

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: N/A)

REPORTED ERROR:

The word 'chips' is misspelled 'chipes' and the word 'counters' is misspelled 'counter'. See below for the script copied from the digital platform:

Children can use chipes, cubes or counter to represent the sounds they hear. The folder is laminated, so children can use a dry erase marker to write the letters, replacing the chips or counters.

Page Number: Instructional Strategies

Location:

In the Instructional Strategies section of the Digital Curriculum there is a subheading labeled "Spell Tabs Folders and Word Construction Cards"

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Accept

We will make this change. Thank you for the feedback.

REPORTED ERROR:

The teacher directions are repeated twice in this section of the lesson.

Starting at the words "Display the back of the W Sound Poster" and ending at the bullet that says "Explain that the word to is used when talking about the direction of something or when something is owned. Then read the sentence on the back of the card." This section of the lesson is repeated right underneath the above sentence.

Here is what is copied from the We Do section online. See below:

Display the back of the W Sound Poster.

Point to the uppercase and lowercase Ww. Say: The letter W stands for the /w/ sound. Let's practice writing uppercase and lowercase Ww in the air.

Trace the letter as you explain how to form it. Model tracing from the starting dot of the letter. Invite children to copy your model by skywriting each letter. Repeat several times.

After children skywrite the letter, tell them now they will work with Red Words.

Say: We will learn a new Red Word today. Display the front of Red Word Card to.

Say: This word has two sounds. Watch me as I tap and say each sound and then read the word. Tap and say each sound: /t/ /oo/, to. Let's say the word together: to. We see a stop sign under the letter o because, in this word, the letter o stands for the sound /oo/.

How many sounds are in the word to? (2)

Repeat the procedure, but have children say each sound as you tap. Then sweep your finger under the word and have children read it aloud.

Let's match the letters to the sounds we hear in to: /t/, letter t. /oo/, letter o.

What is this word? (to) How do you spell to? (t, o)

Explain that the word to is used when talking about the direction of something or when something is owned. Then read the sentence on the back of the card.

Sound Poster

Display the back of the W Sound Poster.

Point to the uppercase and lowercase Ww. Say: The letter W stands for the /w/ sound. Let's practice writing uppercase and lowercase Ww in the air.

Trace the letter as you explain how to form it. Model tracing from the starting dot of the letter. Invite children to copy your model by skywriting each letter. Repeat several times.

After children skywrite the letter, tell them now they will work with Red Words.

Say: We will learn a new Red Word today. Display the front of Red Word Card to.

Say: This word has two sounds. Watch me as I tap and say each sound and then read the word. Tap and say each sound: /t/ /oo/, to. Let's say the word together: to. We see a stop sign under the letter o because, in this word, the letter o stands for the sound /oo/.

How many sounds are in the word to? (2)

Repeat the procedure, but have children say each sound as you tap. Then sweep your finger under the word and have children read it aloud.

Let's match the letters to the sounds we hear in to: /t/, letter t. /oo/, letter o.

What is this word? (to) How do you spell to? (t, o)

Explain that the word to is used when talking about the direction of something or when something is owned. Then read the sentence on the back of the card.

Page Number: Week 9, Day 1 in the We Do section

Location:

In week 9, day 1 of the we do section of the phonics program.

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Accept

Thank you for the feedback. We will make this change.

REPORTED ERROR:

There are repeated directions in the I Do section of Week 9, Day 2 lesson plan.

The directions for the sound poster are in the lesson plan twice.

See below for the script copied from the digital platform:

Display the front of the J Sound Poster. Say: Listen as I read the J Sound Story. Listen for words that begin with the /j/ sound.

Weekends at Jefferson Park are always full of joy and excitement. Jason and Jamal practice jumping rope for next weekend's competition, while Jennifer juggles and plays jacks. Jill takes a break from jewelry making and joins in to watch all of the fun while eating her jelly sandwich and drinking her juice. Everyone stops what they are doing for a minute when they hear a jet flying overhead. What season do you think it is?

Display the front of the J Sound Poster. Say: Listen as I read the J Sound Story. Listen for words that begin with the /j/ sound.

Weekends at Jefferson Park are always full of joy and excitement. Jason and Jamal practice jumping rope for next weekend's competition, while Jennifer juggles and plays jacks. Jill takes a break from jewelry making and joins in to watch all of the fun while eating her jelly sandwich and drinking her juice. Everyone stops what they are doing for a minute when they hear a jet flying overhead. What season do you think it is?

Page Number: Week 9, Day 2

Location:

Week 9, Day 2 in weekly lessons on the digital platform in the I Do section of the lesson

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Accept

We will make this change. Thank you for the feedback.

English Language Arts and Reading - Phonics

Publisher: Amplify

ELAR, Phonics, Grade 1 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 1

Component: N/A (ISBN: 9798894040158)

REPORTED ERROR:

The note for teachers states, "English short vowels /a/, /i/, /e/, and /u/ do not occur in Spanish. Ensure students have many opportunities to practice working with these vowel sounds."

This is factually incorrect because the vowels only have one sound in Spanish, and that is the short vowel sound. It is the long vowel sounds that do not occur in the Spanish language, and students must be provided with many opportunities to practice these new sounds. Additionally, students need practice with vowels having 2 sounds in the English language.

Page Number: 23

Location:

The error can be found at the very top of page 23 in the teacher's guide for Grade 1, Unit t, with the bolded title, "Note".

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Accept

Amplify will revise the Grade 1, Skills Unit 1 Teacher Guide teacher note at the top of PDF p. 34 in Lesson 1. REPLACE "English short vowels /a/, /i/, /e/, and /u/ do not occur in Spanish." WITH "English long vowels /ae/, /ie/, /ee/, and /ue/ do not occur in Spanish."

Component: Amplify ELAR Texas Skills, Grade 1 Unit 1 Teacher Guide (ISBN: 9798894040158)

REPORTED ERROR:

The Note states that short vowel sounds do not occur in Spanish. That is incorrect; it is the long vowel sounds that do not occur in Spanish.

Page Number: p. 23

Location:

Skills Unit 1 TG: Lesson 1: Concept Review ("light") (PDF p. 34)

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

Publisher Response: Accept

Amplify will revise the Grade 1, Skills Unit 1 Teacher Guide teacher note at the top of PDF p. 34 in Lesson 1.

REPLACE "English short vowels /a/, /i/, /e/, and /u/ do not occur in Spanish."

WITH "English long vowels /ae/, /ie/, /ee/, and /ue/ do not occur in Spanish."

Publisher: EPS Operations, LLC ("EPS Learning")

ELAR, Phonics, Grade 1 (IMRA)

Program: SPIRE Program: Grade 1

Component: SPIRE 4E Teachers Guide Level 2 (ISBN: 9780838879016)

REPORTED ERROR:

It is has the subheading phonological awareness however this activity is not a phonological awareness activity because it uses words.

Page Number: 379

Location:

Step 8: Prespelling

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: 9780838879009)

REPORTED ERROR:

The table of contents is missing Lesson 2 both Introductory and Reinforcing Lessons.

Page Number: iii

Location:

In the Table of Contents on page iii.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: Institute for Multi-Sensory Education

ELAR, Phonics, Grade 1 (IMRA)

Program: IMSE Comprehensive Orton-Gillingham Plus, Grade 1 Phonics

Component: N/A (ISBN: 9781948926911)

REPORTED ERROR:

Sentence reads "Student will work with breaking phonemes apart and blending them together" rather than "Students will work with breaking phonemes apart and blending them together."

Page Number: Digital page 141

Location:

Phonological Awareness Manual, digital page 141, middle of page

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: Laprea Education

ELAR, Phonics, Grade 1 (IMRA)

Program: Grade 1 Structured Literacy with E.A.S.E. Second Edition

Component: N/A (ISBN: 9798887416748)

REPORTED ERROR:

"wh," which represents /w/ and /hw/. - /hw/ should be /wh/

Page Number: 131

Location:

PDF slide 134. Lesson 12, Day 1, Skill Introduction (section 4)

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

Publisher Response: Accept

This will be corrected

REPORTED ERROR:

Trigraphs at the end of the paragraph are called digraphs.

Page Number: 131

Location:

PDF slide 134. Lesson 12, Day 1, Skill Introduction (section 4)

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

Publisher Response: Accept

This will be corrected

ELAR, Phonics, Grade 2 (IMRA)

Program: Grade 2 Structured Literacy with E.A.S.E. Second Edition

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 2 (ISBN: 9798887416748)

REPORTED ERROR:

Materials refer to squ, thr and shr as digraphs.

Page Number: 131

Location:

S2 pg131. PDF slide 134. Lesson 12, Day 1, Skill Introduction (section 4)

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

Publisher Response: Reject

Squ, thr, and shr are described as consonant blends that can have accompanying digraphs.

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 4 (ISBN: 9798887416762)

REPORTED ERROR:

The diphthong oo is being referred to as a vowel team. oo does not represent the long u sound.

Page Number: 177

Location:

S4 pg177. PDF slide 180. Lesson 21, Day, Word Mapping (section 6)

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

Publisher Response: **Reject**

In terms of our research, including reviewing materials from the University of Florida Literacy Institute, the lesson and words provided are acceptable.

Publisher: Literacy Resources, LLC

ELAR, Phonics, Grade 1 (IMRA)

Program: Bridge to Reading - First Grade

Component: N/A (ISBN: N/A)

REPORTED ERROR:

The word 'chips' is misspelled 'chipes' and the word 'counters' is misspelled 'counter'. See below for the script copied from the digital platform:

Children can use chipes, cubes or counter to represent the sounds they hear. The folder is laminated, so children can use a dry erase marker to write the letters, replacing the chips or counters.

Page Number: Instructional Strategies

Location:

In the Instructional Strategies section of the Digital Curriculum there is a subheading labeled "Spell Tabs Folders and Word Construction Cards"

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

ELAR, Phonics, Grade 2 (IMRA)

Program: Bridge to Reading - Second Grade

Component: N/A (ISBN: N/A)

REPORTED ERROR:

The word 'chips' is misspelled 'chipes' and the word 'counters' is misspelled 'counter'. See below for the script copied from the digital platform:

Children can use chipes, cubes or counter to represent the sounds they hear. The folder is laminated, so children can use a dry erase marker to write the letters, replacing the chips or counters.

Page Number: Instructional Strategies

Location:

In the Instructional Strategies section of the Digital Curriculum there is a subheading labeled "Spell Tabs Folders and Word Construction Cards"

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: Pioneer Valley Educational Press, Inc

ELAR, Phonics, Grade 1 (IMRA)

Program: Phonics Launch

Component: Phonics Launch: Building Up, Set 1 (Lesson Plans) (ISBN: 9781603438438)

REPORTED ERROR:

A trigraph is a three-letter combination that represents one phoneme. The lesson here refers to the spelling 'nch' as a trigraph. It uses the words inch, munch, and ranch in this lesson component. In these words the spelling 'nch' is composed of consonant sound /n/ and consonant digraph sound /ch/, two phonemes.

Page Number: 1

Location:

Building Up 1, lesson 12, Day 1, Step 1, Identifying Sounds and Letters

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

Publisher Response: **Reject**

This citation was mistakenly submitted as evidence of the breakout asking for final consonant trigraphs; we replaced the citation and the new citation was accepted. In the lesson, which can be seen at https://drive.google.com/file/d/17A72DPuvPj82rYJNFWKkRWVjAqf0ttsk/view?usp=drive_link, "nch" is described as a digraph blend (with two phonemes), not as a trigraph. We believe this relieves the reviewer's concerns.

REPORTED ERROR:

The citation states,

Say the following words, emphasizing the final blend: bank, pink, junk. Now let's say these words together and listen for the sounds at the end: bank, pink, junk. What sounds do you hear at the end of these words? Say the sounds: /n/-/k/. Write nk on the easel, showing the letters that spell the sounds.

However in these three words the n spelling does not make the /n/ sound, it has the same spelling but it makes the /ng/ sound. The sound correlated with the spelling here is inaccurate.

Page Number: 1

Location:

Building Up 1, Lesson 1, Day 1, Step 1, Identifying Sounds and Letters

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

Publisher Response: **Accept**

We accept this feedback. The text in "Identifying Sounds and Letters" will change to : "Say the sounds: /ŋ/-/k/. Write nk on the easel, showing the letters that spell the sounds. Use the Explicit Instruction in Sounds chart to help students distinguish the /n/ sounds from the /ŋ/ sound in bank, pink, junk." Please see the proposed revised text here: <https://drive.google.com/file/d/1kmZMoAOAILOLNGyPEPjRwucrsU-HCTcv/view?..>

ELAR, Phonics, Grade 2 (IMRA)

Program: Phonics Launch

Component: Phonics Launch: Lifting Off, Set 1 (Lesson Plans) (ISBN: 9781603439183)

REPORTED ERROR:

The materials state:

- Ask students to break off the ending of the word and then break the word at the vowel f-ear-ful and read each part. Then have them remake and read the word.

The materials instruct to break the word "at the vowel" and read each "part". Based on the text it seems to refer to the first vowel sound long e. The way the text breaks up the word though doesn't correspond with a phonetic breakdown (/f/ /ea/ /r/ /f/ /schwa/ /l/) or a syllabic breakdown (fear-ful). The materials should be clearer and accurate in how it asks the teacher to take this word apart.

Page Number: 1

Location:

Lifting Off 1, Lesson 15, Day 2, Step 2, Breaking Big Words - Bullets 1 - 3

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

Publisher Response: **Reject**

Thank you for the feedback. As stated in the Phonics Launch Handbook, the purpose of the Breaking Words activity is "to teach students to identify common rimes within words." In Breaking Big Words, "the rime is embedded in the middle of the words. Students must learn to look at the word a bit differently and break it first at the ending and then at the onset. This helps students to identify known letter clusters and decode with increasing automaticity." This is why the breakdown of the word is indicated in the lesson as *f-ear-ful*.

Publisher: Reading Horizons

ELAR, Phonics, Grade 1 (IMRA)

Program: Reading Horizons Discovery First

Component: Reading Horizons Discovery Software (ISBN: 9781623823382)

REPORTED ERROR:

Vowel pairs and vCe patterns are listed and taught as r-controlled vowels

Page Number: 4

Location:

Go to the program software webpage - Login as Admin - Email: pl@rh.com - Password: Literacy4all - Click Login - You are in the Lesson Dashboard - Go to the top right - In the dropdown, select "1st Grade Class" - Find Lesson 93: R-Controlled Vowels: Exceptions Silent e and Adjacent Vowels - Click the magnifying glass icon - Scroll down Lesson Summary Page - Click "Preview Lesson" button - Go to page 4 - Part 2:

Phonics and Spelling- Special Vowel Sounds: oi - Scroll down to view evidence

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

Publisher Response: Reject

R-controlled vowels are explicitly taught in Grade 1, Lessons 88-92. The citation mentioned here is an exception to the r-controlled rule and is intended to be taught as such.

The Vce (Lessons 58 - 64) and Vowel Pair (Lessons 70 - 77) patterns are taught earlier in the scope and sequence as separate skills.

REPORTED ERROR:

Vowel pairs and vCE patterns are listed and taught as r-controlled vowels

Page Number: 5

Location:

Go to the program software webpage - Login as Admin - Email: pl@rh.com - Password: Literacy4all - Click Login - You are in the Lesson Dashboard - Go to the top right - In the dropdown, select "1st Grade Class"; - Find Lesson 93: R-Controlled Vowels: Exceptions Silent e and Adjacent Vowels - Click the magnifying glass icon - Scroll down Lesson Summary Page - Click "Preview Lesson"; button- Go to page 5 - Part 2: Phonics and Spelling - Guided Dictation, Dictation for Decoding - Scroll down to view evidence

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

Publisher Response: Reject

R-controlled vowels are explicitly taught in Grade 1, Lessons 88-92. The citation mentioned here is an exception to the r-controlled rule and is intended to be taught as such.

The Vce (Lessons 58 - 64) and Vowel Pair (Lessons 70 - 77) patterns are taught earlier in the scope and sequence as separate skills.

REPORTED ERROR:

The vowel pairing of o-o is not a diphthong. It is a digraph.

Page Number: 5

Location:

Go to the program software webpage - Login as Admin - Email: pl@rh.com - Password: Literacy4all - Click Login - You are in the Lesson Dashboard - Go to the top right - In the dropdown, select "1st Grade Class"; - Find Lesson 103: Special Vowel Sounds: oo as in moon - Click the magnifying glass icon - Scroll down Lesson Summary Page - Click "Preview Lesson"; button- Go to page 5 - Part 2: Phonics and Spelling - Guided Dictation, Dictation for Decoding - Scroll down to view evidence

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

Publisher Response: Reject

The Reading Horizons Discovery program doesn't teach diphthongs as a separate concept. Instead, we categorize these and some other vowel sounds and spellings as Special Vowel Sounds—vowel sounds that are neither long nor short. We focus exclusively on consonant digraphs to reduce complexity, allowing us to progress from simple to more complex skills.

Additionally, we ensure that teachers are fully supported by consistently incorporating both program-specific and academic terms in our teacher materials (e.g., Lesson Summary pages, Real-Time Coaching videos). This dual approach enables us to maintain our commitment to student-centered learning while also preparing students and teachers for future academic demands.

Publisher: Just Right Reader, Inc.

ELAR, Phonics, Grade 2 (IMRA)

Program: 2nd Grade Decodables

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED ERROR:

On the second sentence in Step 2 (Page 3, lower half), the sentence is missing "and" between "ran" and "made".

Page Number: 3

Location:

Vowel Team & Diphthong Syllables Lesson Plan > Step 2 (Page 3, lower half)

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

Publisher Response: Accept

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans/Temporary%20links%20for%20Proposed%20documents/Vowel%20TeamDiphthong%20Syllable%20Lesson%20Plan.pdf>Will make these changes

Spanish Language Arts and Reading

Publisher: Savvas Learning

SLAR, Grade K (IMRA)

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

Component: N/A (ISBN: 9781418268541)

REPORTED ERROR:

The sentence structure in the sentence Cual es su tipo favorito de cuento? is not correct in Spanish. It should be Cuál es su tipo de cuento favorito? At the same way Mi favorito es un cuento de hadas. It should be Mi tipo de cuento favorito es un cuento de hadas.

Page Number: pp. T282–T283

Location:

In the "Demostrar y practicar paragraph (mini leccion)"

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

Publisher Response: **Reject**

Thank you for taking the time to comment. We do not consider this to be an error given that the teacher script is using the tacit form in the response.

Component: N/A (ISBN: 9780328992171)

REPORTED ERROR:

The answer key uses the words "telefono y brocoli" as the correct answer. The first syllable in "brocoli" is stressed and the second syllable in "telefono" is stressed. Correction: Change the picture or call it "movil" instead of "telefono".

Page Number: Student Consumable, p. 84

Location:

Teacher's Edition T140 answer key for Student Print Consumable P84

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

Publisher Response: **Reject**

Thank you for taking the time to comment. The activity is focused on how syllables are stressed. The options are grammatically correct, esdrújulas: brócoli, teléfono.

Component: Texas miVisión Lectura Grade K, Student Print Consumable K.2 (ISBN: 9780328992171)

REPORTED ERROR:

The example of the answer key "microfono" and "circulo" is incorrect. "microfono" has the stress on the second syllable and "circulo" has the stress on the first syllable. Change the pictures to match the stressed syllables.

Page Number: Unidad 2 Semana 4 p. 160

Location:

Error is on both TE page T280 and Libro Interactivo de Estudiante page 160.

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

Publisher Response: **Accept without change**

Thank you for taking the time to comment.

Component: Texas miVisión Lectura Grade K, Teacher Edition K.3 (ISBN: 9781418268541)

REPORTED ERROR:

The sentence structure in the sentence Cual es su tipo favorito de cuento? is not correct in Spanish. It should be Cuál es su tipo de cuento favorito? At the same way Mi favorito es un cuento de hadas. It should be Mi tipo de cuento favorito es un cuento de hadas.

Page Number: Unidad 3, Semana 4, pp. T282–T283

Location:

At the Demostrar y practicar paragraph (mini leccion)

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

Publisher Response: Reject

Thank you for taking the time to comment. We do not consider this to be an error given that the teacher script is using the tacit form in the response.

SLAR, Grade 1 (IMRA)

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

Component: N/A (ISBN: 9780328992218)

REPORTED ERROR:

The TE page T57 providing answers to the student consumable p. 40 contains a grammar error. In Spanish, after a semicolon, the 1st letter of the 1st word after the semicolon is not capitalized.

...;Comparte capital "c" is incorrect. The 1st letter after the semicolon is lowercase...; comparte

Page Number: Student Consumable, p. 40

Location:

Student consumable, section, Lectura Atenta

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to correct this typographical error. The answer will now read "comparte" using lowercase "c".

Component: Texas miVisión Lectura Grade 1, Student Print Consumable 1.1 (ISBN: 9780328992218)

REPORTED ERROR:

The TE page T57 providing answers to the student consumable p. 40 contains a grammar error. In Spanish, after a semicolon, the 1st letter of the 1st word after the semicolon is not capitalized.

...;Comparte capital "c" is incorrect. The 1st letter after the semicolon is lowercase...; comparte

Page Number: Unidad 1, Semana 1, p. 40

Location:

Género

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to correct this typographical error. The answer will now read "comparte" using lowercase "c".

REPORTED ERROR:

The skill for ga go gu under the "Mi Turno" section does not match the required skill being asked of students to do. The section of the skill is with silabas "l" not "g"

Page Number: Unidad 1, Semana 2, p. 52

Location:

Las silabas ga, go, gu: Mi turno

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word "ambiente" does not support the TEK 8.D, describe setting, as the Spanish ELAR is "describe el escenario."

Page Number: Unidad 1, Semana 2, p. 62

Location:

Ficción realista: primer párrafo, Cartel de referencia

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word "ambiente" does not support the TEK 8.D, describe setting, as the Spanish ELAR is "describe el escenario."

Page Number: Unidad 1, Semana 2, p. 86

Location:
Lectura atenta

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

Component: Texas miVisión Lectura Grade 1, Student Print Consumable 1.4 (ISBN: 9780328992249)

REPORTED ERROR:

The word "ambiente" is not an academic vocabulary word that should be used when introducing the story elements.
According to.....

<https://tea.texas.gov/academics/curriculum-standards/teks/capitulo-128-...>

Page 8, 7D.. the descriptions reads, " describe el escenario."

The word "ambiente" does not agree with the TEK. The better option for students to relate with understanding is what the TEK has specified, "describe el escenario."

Page Number: Unidad 4, Semana 2, p. 107

Location:
Taller de escritura

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

SLAR, Grade 2 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 2

Component: N/A (ISBN: 9780134920535)

REPORTED ERROR:

The word fastástica should be fantástica.

Page Number: T334

Location:
Last sentence in the mini-lesson.

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to correct this typographical error. The incorrect word "fastástica" will now appear with the correct spelling "fantástica".

SLAR, Grade 4 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 4

Component: Texas miVisión Lectura Grade 4, Student Print Consumable 4.2 (ISBN: 9780328992317)

REPORTED ERROR:

In the 2nd table, there should be a comma added before conjunctions "y" and "pero".

Page Number: Unidad 4, Semana 4, p. 364

Location:
Corregir el uso de las oraciones compuestas / First 3 paragraphs

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

Publisher Response: Reject

Thank you for taking the time to comment. The conjunctions "y" and "pero" can be used with a comma when two opposing clauses are used. The examples in the table are not necessarily opposing.

SLAR, Grade 5 (IMRA)

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

Component: N/A (ISBN: 9780134920566)

REPORTED ERROR:

responsibilities should be responsibilities

Page Number: T370

Location:
1st sentence

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to correct this typographical error. The incorrect word "responsabiities" will now appear with the correct spelling "responsibilities".

Spanish Language Arts and Reading - Phonics

Publisher: Amplify

SLAR, Phonics, Grade K (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade K

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 3 Teacher Guide (ISBN: 9798885761208)

REPORTED ERROR:

On the material, the part "Párese frente a los estudiantes Usando el protocolo de movimientos", It should be either a period or a colon after the word *estudiantes*, to use either capital U or change it to lower case u.

Page Number: p. 37-38

Location:
Habilidades y Destrezas Unit 3 TG: Lesson 1: "Cómo segmentar sílabas" (PDF p. 44-45)

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

Publisher Response: Accept

Full response details [here](#). The following change will be made to Unit 3 TG, Lesson 1: "Cómo segmentar sílabas" (PDF p. 45):
INSERT a period after the word *estudiantes*. The sentence will read: "Párese frente a los estudiantes. Usando el protocolo de movimientos..."

SLAR, Phonics, Grade 2 (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade 2

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade 2 Unit 2 Teacher Guide (ISBN: 9798885761178)

REPORTED ERROR:

P. 105, 3rd last bullet, "actual" instead of "habitar".

Page Number: p. 105

Location:
Habilidades y Destrezas Unit 2 TG: Lesson 7: Ortografía/ Formar cadenas de palabras (PDF 112-113)

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

Publisher Response: Accept

Full response details [here](#). The following change will be made to Unit 2 TG, Lesson 7: Formar cadenas de palabras (PDF p. 112):

REPLACE • Puede decir: "Escuchen y lean la palabra *habitar*. ¿Cuántas sílabas tiene la palabra *actual*? (Dos: ac-tual). La primera sílaba es ac y la segunda es tual.

WITH • Puede decir: "Escuchen y lean la palabra **actual**. ¿Cuántas sílabas tiene la palabra *actual*? (Dos: ac-tual). La primera sílaba es ac y la segunda es tual.

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade 2 Unit 2 Activity Book (ISBN: 9798885761185)

REPORTED ERROR:

Top section - "ejercicio anterior" instead of "ejercicio anterio".

Page Number: p. 124

Location:
Habilidades y Destrezas Unit 2 AB: Lesson 17: Activity Page 17.1 (PDF p. 129)

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

Publisher Response: Accept

Full response details [here](#). The following change will be made to Unit 2 AB, Lesson 17, Activity Page 17.1 (PDF p. 129) and to 17.1 Activity Page Answer Key located in Unit 2 TG p. 423 (PDF p. 430):

REPLACE "Después subraya el hiato con tilde en las palabras de la oración y en las palabras de la Evaluación de ortografía del ejercicio **anterio**."

WITH "Después subraya el hiato con tilde en las palabras de la oración y en las palabras de la Evaluación de ortografía del ejercicio anterior."

Publisher: Just Right Reader, Inc.

SLAR, Phonics, Grade K (IMRA)

Program: Decodables de jardín de infantes

Component: Catálogo de planes de lecciones de español (ISBN: JRR02LPCAT123)

REPORTED ERROR:

The lesson does provide practice of multisyllabic words in Spanish, however, the teacher is speaking in English for the instruction .

Page Number: 1-4

Location:

Spanish Lesson Plan Catalog / Set - 8 / Renata hace masa /This is the lesson plan for a decodable with multisyllabic CVCV words focused on letters r (hard), d, n, and t.

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

Publisher Response: Accept

There is a video located below the English version of which is offered exclusively in Spanish.

Component: Customer Resource Page (ISBN: JRR01RSRC1234)

REPORTED ERROR:

The syllable that was removed to form the new word was "za" from cereza, not "ze". Word cereza does not have syllable ze anywhere.

Page Number: 2

Location:

Stand Alone Lesson Plan > Manipulating/Changing/Adding/Deleting Syllables (pg. 2)

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

Publisher Response: Accept

The change noted was made in the [lesson plan](#).

Component: Renata hace masa (ISBN: 9798888888421)

REPORTED ERROR:

Teacher on the video does provide review of multisyllabic words in Spanish but her delivery of instruction is in English.

Page Number: insidecover

Location:

There is a QR code on the inside cover to scan and listen to the explicit phonics instruction of the decodable with multisyllabic CVCV words focused on letters r (hard), d, n, and t.

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

Publisher Response: Accept

There is a video located below the English version of which is offered exclusively in Spanish.

Publisher: Ono Learning LLC

SLAR, Phonics, Grade K (IMRA)

Program: Método Onomatopéyico KG -Onomatopoeic Program KG

Component: N/A (ISBN: 2403047236599)

REPORTED ERROR:

The question is missing the question mark ¿ and the accent mark in the word Qué

Page Number: 1

Location:

Apertura section- question in the third column, under Maestra/o

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

ch is not considered a letter anymore. It is a diagraph.

Page Number: 1

Location:
second line

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

The image show two boots and the word only say one bota for rhyming words.

Page Number: 13

Location:
Image on left of boots

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

The word corros is misspelled, it should say coros.

Page Number: 13

Location:
Last paragraph

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

En cada la página - Correct En cada página
"la" should not be included

Page Number: 2

Location:
4th paragraph, 1st sentence

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

The word "corros" is misspelled, it should be spelled "coros"

Page Number: 2

Location:
Title on page

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

The word objetivo is misspelled, it should say objetivo

Page Number: 3

Location:
Práctica independiente section- the last line under Materiales/Notas

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

The word Secuación does not exist -RAE dictionary

Page Number: 4

Location:
Title on page

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

The word vocales does not have an accent mark, the word vocales is misspelled.

Page Number: 4

Location:
second line

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

These two words do not rhyme.

Page Number: 40

Location:
Words llave - calle

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

The word vocales does not have accent mark, the word vocales is misspelled.

Page Number: 6

Location:
Second line

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

Component: 20. Instrucción Phonetic Kn KG (ISBN: 2403257484834)

REPORTED ERROR:

Onemas is not a real word.

Page Number: 1

Location:
PG 1, sección verde y amarilla de la tabla.

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

Onema is not a real word. Onemas is not a real word.

Page Number: 1,3,5

Location:

Instrucciones para deletrear , pg 1,3 y 5

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: 2403257484834)

REPORTED ERROR:

Onograma is not a real word according to the real academica Espanola. While your company has it trademarked, we need to teach students academic Spanish.

Page Number: 1

Location:

PDF page 1, only the green section of the chart title: "Apertura"

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Remove the Ch and the LL. This is an incorrect Spanish Alphabet set of cards.

Page Number: 1-4

Location:

Tarjetas imprimibles para la identificación de minúsculas

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Straight line pieces to form letters are not completely straight as they have curved lines on the top and bottom. This is not an accurate representation of how to use straight and curved lines to make letters.

Page Number: 1-9

Location:

Rompecabezas para la identificar la composición de las mayúsculas

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

This is not to support identification of letters. When looking at these letters we are reporting a factual error due to letters having straight and curved lines. For example, the lowercase k is shown as a straight line down and a curved line. In reality, lowercase k has all straight lines.

Page Number: 2-29

Location:

PDF pages 2 to 29

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 18. Ono Tarjetas Letras (ISBN: 2403257484834)

REPORTED ERROR:

Update the Spanish alphabet cards to remove Ch, Ll

Page Number: 1,2,3,4

Location:

Tarjetas con letras para emparejar con las tarjetas de los onemas

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: Conciencia L (ISBN: 2403257484834)**REPORTED ERROR:**

Pages number citation is 1-12 not 1-52. Onema is not a real word according to the real academia Espanola. The activity says it is for L and it is for M, N, C, G. There is no example of the L.

Page Number: 1-52

Location:

Tarjetas de coarticulación y formación de palabras multisilábicas

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: Onemas (ISBN: 2403257484834)**REPORTED ERROR:**

On page 6 the word vocales is misspelled.

On page 27 the titles are using capital letters in all words, that does not apply on the Spanish titles.

Page Number: 1-60

Location:

Onemas 1.0.0

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 16.Ono Tarjetas Silábicas (ISBN: 2403257484834)**REPORTED ERROR:**

Onema is not a real word. Even if it is trademarked based on your publisher branding, students should be taught academic Spanish Vocabulary.

Page Number: 2,3

Location:

Instrucciones para el aprendizaje con las tarjetas silábicas, pg 2 y 3

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 5.Cartilla de Lectura KG (ISBN: 2403257484834)**REPORTED ERROR:**

Page 2 onema is not a real word. Although you have trademarked this word, it is important to use academic Spanish vocabulary, especially with English Learners. There is an error in the sentence on page 2 "En cada la pagina. Remove la. Page 4 secuancion is not a real word.

Page Number: 2,3,4

Location:

Cartilla de lectura de KG, instrucciones para el maestro, pg 2,3,4.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Onema is not a real word.

Page Number: 2-3

Location:
PDF pages 2 and 3

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:
Fa is not a multisyllabic word. Fea is not a multisyllabic word.

Page Number: 28,43
Location:
PDF, pg 27 (famoso), 43 (Jimena)

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:
sies is not a word. I believe the spelling is incorrect and should be seis.

Page Number: 39,43,52
Location:
Cartilla de lectura, los estudiantes deletran palabras de la cartilla de las páginas 39, 43, 52

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

Component: 2. Onemas (ISBN: 2403257484834)

REPORTED ERROR:
Onema and introcepcion are not real words according to the real academia Espanola.

Page Number: 2,3,4,5,6,7,42,43
Location:
En el manual de Onemas, las pg de las instrucciones para que el maestro presente el sonido al estudiante.

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:
Onemas is not a word and introcepcion is not a word according to the real academia Espanola.

Page Number: 2-15
Location:
PDF Pages 2-15

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:
On page 3: the words onema and introcepcion do not exist in the Spanish Language based on the real academia espanol.

Page Number: 3,4,5,45,46
Location:
Pg de las instrucciones del manual de Onemas para identificar los sonidos finales en el lenguaje oral

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

Component: 10. Cuadernillo de Escritura KG (ISBN: 2403257484834)

REPORTED ERROR:

Remove ch as a letter from page 23. Remove gu as a letter from page 33. Letter formation is not accurate for the letters t, f, and k. Letters like c and r also look like incorrect letter formations when complete.

Page Number: 2-33

Location:

PDF pages 2 to 22

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: Manual del Maestro del Método Onomatopéyico Multisensorial de Lectoescritura Integrada-Onomatopoeic Program (ISBN: 2403257484834)

REPORTED ERROR:

Onemas is not a word according to the real academia Espanola.

Page Number: 27,28,29

Location:

Capitulo de categorización de sonidos, ONEMAS

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 3. Formación de Sílabas (ISBN: 2403257484834)

REPORTED ERROR:

The word onema does not exist in the Spanish Language according to the real academia Espanola.

Page Number: 3,54

Location:

Pg 3 y 54 de instrucciones para la enseñanza de formación de sílabas

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Onema is not a real word according to the real academia Espanola.

Page Number: 3,54

Location:

PDF pgs 3, 54

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 1.Manual del Maestro del Método Onomatopéyico (ISBN: 2403257484834)

REPORTED ERROR:

Onema is not a real word according to the real academia Espanola.

Page Number: 34,35

Location:

Tablas de Coarticulación para que el maestro demuestre como se unen dos onemas para formar la sílaba e instrucciones incluidas en el manual del maestro

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

There is no period at the end of this sentence.

Page Number: 39, 51, 55, 56, 57, 58, 59

Location:

Actividades Conciencia Léxica incluídas en el manual del maestro, variedad de actividades en diferentes páginas

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Onogramas is not a real word according to the real academia Espanola.

Page Number: 82,83,84

Location:

Manual del Maestro, explicación par la instrucción de los Onogramas, o el puente del fonema a la grafía, o del sonido a la letra.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

SLAR, Phonics, Grade 1 (IMRA)

Program: Método Onomatopéyico 1° Curso - Onomatopoeic Program Grade 1

Component: N/A (ISBN: 2403047236599)

REPORTED ERROR:

ch is not considered a letter anymore. It is a diagraph

Page Number: 1

Location:

2nd line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word corro is misspelled. It should read coro

Page Number: 13

Location:

line second to the last

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The information says "El dígrafo que y qui". Que and qui are no diagraphs.

Page Number: 16

Location:

2nd line, left column

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

ll is not considered a letter anymore. It is a diagraph

Page Number: 2

Location:
2nd line

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

This paragraph is incomplete:
También se usa para la lectura en voz alta y en el tiempo de gran grupo en

Page Number: 2

Location:
1. Cartilla de 1° Curso
3rd paragraph, line second to the last

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

It says onena, it should say fonema.

Page Number: 2

Location:
1. Cartilla de 1° Curso
4th paragraph, 3rd line

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

Delete the comma after the word palabras

Page Number: 2

Location:
10. Oralidad Primer Curso_Rimas, Retahílas, Rondas y corros
1st paragraph, Line 6

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

En cada la página should say En cada página

Page Number: 2

Location:
1. Cartilla de 1° Curso
4th paragraph, first line

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

In Spanish when listing, you don't use a comma before y

Page Number: 2

Location:

2nd paragraph, line second to the last

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Complete the incomplete sentence: Las flautas son

Page Number: 20

Location:

1. Cartilla de 1° Curso

Last line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Delete the preposition a in adaptarlo a al objetivo. It should say adaptarlo al objetivo.

Page Number: 3

Location:

10. Oralidad Primer Curso_Rimas, Retahílas, Rondas y corros

Last paragraph, last line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word corros is misspelled. It should read coros

Page Number: 3

Location:

Title

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Delete the comma after the word coros

Page Number: 3

Location:

10. Oralidad Primer Curso_Rimas, Retahílas, Rondas y corros

Title

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word vocales does not have accent mark, the word vocales is misspelled.

Page Number: 6

Location:

2nd line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 16. Tarjetas de Letras de Primer Curso (ISBN: 2403047236599)

REPORTED ERROR:

Remove Ch and Ll from the alphabet. Those are no longer letters in the Spanish Alphabet.

Page Number: 1-4

Location:

pg 1,2,3 y 4 de tarjetas para identificar las letras individuales

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Onema is not a real word. Replace it with fonema.

Page Number: 14

Location:

pg 14 de las tarjetas silábicas

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 7. Tarjetas de Prefijos, Sufijos y Palabras Compuestas (ISBN: 2403047236599)

REPORTED ERROR:

Page 3 reads Golpeando tapitas d refresco. Add the e to make the word de

Page Number: 2,3,4

Location:

Pg 2,3,4 con las instrucciones para la enseñanza de manipular las sílabas en palabras

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 15. Manual de Onogramas (ISBN: 2403047236599)

REPORTED ERROR:

Onema and onograma are not real words according to the real academia Espanola. When teaching our students we need to use accurate academic language.

Page Number: 2,3,4

Location:

PG 2, 3 y 4 del manual de instrucción de los onogramas o puentes entre los fonemas y las grafías

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 4. Tarjetas Silábicas de Primer Curso (ISBN: 2403047236599)

REPORTED ERROR:

There should not be the use of picture cards to teach phonological awareness. Students should be listening to manipulate syllables.

Page Number: 2,4

Location:

Pg 2 y 4 de las instrucciones para el uso de las tarjetas silábicas

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

mistakes are on this page hiatos is spelled dhiatos.

Page Number: 28

Location:

pg 28, instrucción de hiatos

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 3. Cuadernillo de Dictado de Primer Curso (ISBN: 2403047236599)

REPORTED ERROR:

Con la lluvia, me calé y perdí las llaves. CALE incorrect.
El bebé era un llorón, ¡menudo llanto!. !. has 2 punctuation marks

Page Number: 21

Location:

pg 21, palabras con dígrafos para el dictado

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: NA)

REPORTED ERROR:

Golpeando tapitas d refresco - d is misspelled, it should read de

Page Number: 3

Location:

7. Ono Tarjetas Prefijos_Sufijos_Compuestas de Primer Curso
line second to the last

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The last sentence has the wrong punctuation: lenguaje..

Page Number: 4

Location:

7. Ono Tarjetas Prefijos_Sufijos_Compuestas de Primer Curso
2nd paragraph, last line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The page is talking about prefijos, however in the actividad 4 it says sufijos three times, and it should say prefijos.

Page Number: 5

Location:

Last paragraph on the right side, Actividad 4

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word uniendolas is misspelled. It should read uniéndolas

Page Number: 5

Location:

3rd paragraph, Actividad 1

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 1. Cartilla de Lectura de Primer Grado (ISBN: 2403047236599)**REPORTED ERROR:**

This page is incomplete. The last sentence needs a final word-- El agua se fue por el

Page Number: 99

Location:

pg 99 de la cartilla de primer curso enfocada en la silaba güe

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

This page is incomplete. The last sentence needs a final word "El agua se fue por el"

Page Number: 99

Location:

pg 99 de la cartilla de primer curso enfocada en la silaba güi

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

SLAR, Phonics, Grade 2 (IMRA)**Program: Método Onomatopéyico 2º Curso- Onomatopoeic Program Grade 2****Component: 3. Cuadernillo Ono de Dictado de Segundo Curso (ISBN: 2403047236599)****REPORTED ERROR:**

Check the sentences in the dictado. Sentences do not begin with capital letters.

Page Number: 10,11

Location:

pg 10 y 11, los estudiantes usan las palabras del dictado para construir sus oraciones

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 3. Cuadernillo Ono de Dictado de Segundo Curso (ISBN: 12403047236599)**REPORTED ERROR:**

Capitalize words on this pages.

guitarristas y pianistas son artistas.

todo el día comiendo dulces, eres muy goloso.

Page Number: 10,11

Location:

pg 10 y 11 del cuadernillo de dictado

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: 2403047236599)

REPORTED ERROR:

The word ortografía is missing the accent on the letter í

Page Number: 11

Location:

4th paragraph-Actividad 1, 3rd line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word xilófono should be written with lower case and has accent in the first letter o.

Page Number: 11

Location:

2nd paragraph, last line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The syllable fóno from the word xilófono is missing a letter o

Page Number: 12

Location:

1st line, 1st square

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word corro is misspelled. It should read coro

Page Number: 13

Location:

line second to the last

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The syllable qui from the word aquí is missing the accent in the letter í

Page Number: 18

Location:

1st line, last square

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word dhiato is misspelled. It should say hiato.

Page Number: 29

Location:
5th paragraph-Actividad 2, 3rd line

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:
The word dhiatos is misspelled. It should say hiatos.

Page Number: 29
Location:
4th paragraph-Actividad 1, 1st line

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:
Delete the preposition a in adaptarlo a al objetivo. It should say adaptarlo al objetivo.

Page Number: 3
Location:
10. Oralidad Primer Curso_Rimas, Retahílas, Rondas y corros
Last paragraph, last line

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:
Delete the comma after the word coros

Page Number: 3
Location:
10. Oralidad Primer Curso_Rimas, Retahílas, Rondas y corros
Title

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:
The words peine and cueva do not have a hiato. Those words are divided into 2 syllables each as follow: pei-ne, cue-va.

Page Number: 30
Location:
whole page

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:
The word vocales does not have accent mark, the word vocales is misspelled.

Page Number: 6
Location:
2nd line

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

The word biblioteca has the diphthong io; therefore, it has 4 syllables, not 5: Bi-blio-te-ca

Page Number: 8

Location:

1st paragraph, 1st line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: NA)

REPORTED ERROR:

The word uniendolas is misspelled. The word uniéndolas has an accent mark.

Page Number: 12

Location:

Actividad 1, 2nd line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word uniendolas is misspelled. The word uniéndolas has an accent mark.

Page Number: 2

Location:

Actividad 1, 2nd line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Delete the comma after the word palabras

Page Number: 2

Location:

13. Conciencia Fonológica de Primer Curso_Indep.

1st paragraph, line 6

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Golpeando tapitas d refresco - d is misspelled, it should read de

Page Number: 3

Location:

7. Ono Tarjetas Prefijos_Sufijos_Compuestas de Primer Curso

line second to the last

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The sentence ends with two periods: lenguaje.. This is the wrong punctuation.

Page Number: 4

Location:

7. Ono Tarjetas Prefijos_Sufijos_Compuestas de Primer Curso
2nd paragraph, last line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word uniéndolas is misspelled. The word uniéndolas has an accent mark.

Page Number: 4

Location:

Actividad 1, 2nd line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word uniéndolas is misspelled. The word uniéndolas has an accent mark.

Page Number: 6

Location:

Actividad 1, 2nd line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word uniéndolas is misspelled. The word uniéndolas has an accent mark.

Page Number: 6

Location:

Actividad 1, 2nd line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word uniéndolas is misspelled. The word uniéndolas has an accent mark.

Page Number: 6

Location:

Actividad 1, 2nd line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 9. Tarjetas Silábicas y Morfológicas Ono de Segundo Curso (ISBN: 2403047236599)

REPORTED ERROR:

"Onema" is not an academic term and/or does not exist

Page Number: 13

Location:

pg 13 de las tarjetas silábicas

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 1. Cartilla de Lectura Ono de Segundo Curso (ISBN: 2403047236599)

REPORTED ERROR:

"Onema" non-existent term

Page Number: 25

Location:

pg 25 de la cartilla de lectura

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

SLAR, Phonics, Grade 3 (IMRA)

Program: Método Onomatopéyico 3º Curso - Onomatopoeic Program Grade 3

Component: N/A (ISBN: NA)

REPORTED ERROR:

This material is for third grade and the title says Segundo Curso

Page Number: 1

Location:

Title, 2nd line

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 1. Cartilla de Lectura de Tercer Curso (ISBN: 2403047236599)

REPORTED ERROR:

The words used to ask questions, such as qué, cuál, cuáles, dónde, cómo, etc. are not pronombres personales, like it is stated on page 11. "Los pronombres personales, se acentúan al realizar una pregunta:"

Page Number: 11

Location:

pg 11 de la cartilla de lectura

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The exclamation marks in Spanish are added before and after the word or the sentence that shows emotion. Page 12 states exclamation marks are written after the word or words: "Se escriben después de una palabra o conjunto de palabras para indicar que el mensaje que se está transmitiendo es intenso y debe percibirse como tal."

Page Number: 12

Location:

pg 12 de la cartilla de lectura

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The pages states:

1. Se escribe entre vocales and include words like tortuga, ardilla, and barco where the r is not between vowels.
2. Después de las consonantes c,b,r,g,p: and includes the words avestruz and dragón where the letter r is after the consonants t and d.
3. Al final de la palabra: and includes the words hormiga and curva.

Page Number: 24

Location:

pg 24 de la cartilla de lectura

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Add the word "escribe" to complete the phase antes de p, siempre se escribe m

Page Number: 30

Location:

pg 30 de la cartilla de lectura

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

pg 34 de la cartilla de lectura

Palabras con que-

quechua is listed twice on the card. If this is a language or group of people shouldn't it be capitalized?

Page Number: 34

Location:

Palabras con que

Cartilla de lectura

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 8. Tarjetas Silábicas-Morfológicas de Tercer Grado (ISBN: 2403047236599)

REPORTED ERROR:

File uses "onema" instead of the correct spelling for phoneme

Page Number: 13,14

Location:

pg 13 y 14 de las tarjetas silab-morf

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Instructions use the word "onema" instead of "fonema"

Page Number: 17,18

Location:

pg 17 y 18 de las tarjetas silk-morfol

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Text says "dhiato". It should be "hiato".

Page Number: 29,30

Location:

pg 29 30 de las tarjetas silab-morf

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

Component: 10. Cuadernillo de Dictado de Tercer Curso (ISBN: 2403047236599)

REPORTED ERROR:

Hiatos con tilde: contraanálisis and Mediterráneo do not have the tilde on the hiatus (aa, eo).

Page Number: 3, 4, 23, 24

Location:

pg 3, 4, 23, 24 del cuadernillo de dictado

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

Mathematics

Publisher: Accelerate Learning Inc.

Math, Grade K (IMRA)

Program: STEMscopes Texas Math - Kindergarten

Component: N/A (ISBN: 9798893538571)

REPORTED ERROR:

Several references to Science in directions - NGSS, Science Terms, Solids, Liquids, Gasses. The graphic organizer also asks to list the science terms

Page Number: online

Location:

"Scopes>STEMcoach in action>Designing the Learning Experience>Interpreting Standards>Resources>Interpreting StandardsES"

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

Publisher Response: Accept

Thank you for your feedback. STEMcoach in Action is being removed until Math content can be added. We will submit this for review during the next IMRA cycle.

REPORTED ERROR:

Bolded titles of the videos should read Aligning Instruction: Part 2, Aligning Instruction: Part 3, Aligning Instruction: Part 4 to show consistency

Page Number: online

Location:

Scopes>STEMcoach>Designing the Learning Experience>Interpreting Standards>Video Library

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

Publisher Response: Accept

Thank you for your feedback. STEMcoach in Action is being removed until Math content can be added. We will submit this for review during the next IMRA cycle.

Component: STEMscopes Texas Math - Kindergarten (One online license) (ISBN: 9798893533699)

REPORTED ERROR:

We accepted the citation, however there is a grammatical error.

Part I, #2, There should be a space between the words picture graph. and the first word of the next sentence.

Page Number: TeacherDirections

Location:

Data Analysis - Explore- Explore 4 - Collect Data and create Picture Graphs - Entire Teacher Directions

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

Publisher Response: Accept

Thank you for your feedback! This revision has been made and can be viewed in the file titled "TXMR_K_DataAnalysis_EXPLORE4_CollectDataandCreatePictureGraphs_Markdown"

Math, Grade 1 (IMRA)

Program: STEMscopes Texas Math - Grade 1

Component: N/A (ISBN: 9798893538588)

REPORTED ERROR:

Several references to Science in directions - NGSS, Science Terms, Solids, Liquids, Gasses. The graphic organizer also asks to list the science terms

Page Number: online

Location:

"Scopes>STEMcoach in action>Designing the Learning Experience>Interpreting Standards>Resources>Interpreting StandardsES"

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

Publisher Response: Accept

Thank you for your feedback. STEMcoach in Action is being removed until Math content can be added. We will submit this for review during the next IMRA cycle.

REPORTED ERROR:

Bolded titles of the videos should read Aligning Instruction: Part 2, Aligning Instruction: Part 3, Aligning Instruction: Part 4 to show consistency

Page Number: online

Location:

Scopes>STEMcoach>Designing the Learning Experience>Interpreting Standards>Video Library

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

Publisher Response: Accept

Thank you for your feedback. STEMcoach in Action is being removed until Math content can be added. We will submit this for review during the next IMRA cycle.

Math, Grade 2 (IMRA)

Program: STEMscopes Texas Math - Grade 2

Component: N/A (ISBN: 9798893538595)

REPORTED ERROR:

Bolded titles of the videos should read Aligning Instruction: Part 2, Aligning Instruction: Part 3, Aligning Instruction: Part 4 to show consistency

Page Number: online

Location:

Scopes>STEMcoach>Designing the Learning Experience>Interpreting Standards>Video Library

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

Publisher Response: Accept

Thank you for your feedback. STEMcoach in Action is being removed until Math content can be added. We will submit this for review during the next IMRA cycle.

REPORTED ERROR:

Several references to Science in directions - NGSS, Science Terms, Solids, Liquids, Gasses. The graphic organizer also asks to list the science terms

Page Number: online

Location:

"Scopes>STEMcoach in action>Designing the Learning Experience>Interpreting Standards>Resources>Interpreting StandardsES"

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

Publisher Response: Accept

Thank you for your feedback. STEMcoach in Action is being removed until Math content can be added. We will submit this for review during the next IMRA cycle.

Math, Grade 3 (IMRA)

Program: STEMscopes Texas Math - Grade 3

Component: N/A (ISBN: NA)

REPORTED ERROR:

This video claims that each explore has a set-up video. Scope Explores viewed did NOT include a set-up video.

Page Number: NA

Location:

Grade 3 Teacher Toolbox, Explore Video

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

Publisher Response: Accept

Thank you for your feedback. The section that states information about the setup video has been deleted. The updated video was submitted on the LCEC.

REPORTED ERROR:

Although the TEA definition in the Interactive Math Glossary includes representation of data with categories on a dot plot, it also includes specific guidance for dots to be placed vertically. Question number 4 organizes data in horizontal format in a table. This does not meet the definition of a dot plot. "Dots, indicating frequencies, are placed vertically above a line labeled with categories or numerical values."

Page Number: NA

Location:

Scope 3.8A,3.8B, Elaborate, Math Story

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

Publisher Response: Accept

Thank you for your feedback. The dot plots have been corrected. Please see the following file:

TXM_3_RepresentandInterpretData_ELABORATE_MathStory_AnswerKey

Component: STEMscopes Texas Math - Grade 3 (one online license) (ISBN: 9798893533729)

REPORTED ERROR:

On the left side of page 2, the question is asked, "How many groups of ten minutes did each girl read?" The stem should state, "_____ groups of ten."

Page Number: TeacherDirections

Location:

Place Value Relationships - Explain - Language Connections - Teacher Directions (Listening Section) and Student Handouts (Print Files)

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

Publisher Response: Accept

Thank you for your feedback! The stems have been updated to appropriately correspond with the question. Please see the following files:

TXMR_3_PlaceValueRelationships_EXPLAIN_LanguageConnections_AdvancedHandout_AnswerKey;

TXMR_3_PlaceValueRelationships_EXPLAIN_LanguageConnections_BeginnerHandout_AnswerKey;

TXMR_3_PlaceValueRelationships_EXPLAIN_LanguageConnections_IntermediateHandout_AnswerKey

Math, Grade 4 (IMRA)

Program: STEMscopes Texas Math - Grade 4

Component: N/A (ISBN: NA)

REPORTED ERROR:

Scope 4.2D, 4.4AG Teacher Guide's Explores and the Explores under the Explore tab do not match. For example, teacher guide's Explore 1 – Multi-digit Addition. Explore tab's Explore 1 - Round to Any Place Value

Page Number: NA

Location:

Teacher Guide and Explores under the Explore tab

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

Publisher Response: Accept

Thank you for your feedback. This error cannot be replicated on our end. It seems to match at this time.

Component: STEMscopes Texas Math - Grade 4 (one online license) (ISBN: 9798893533736)

REPORTED ERROR:

The question on the Questions and Answer Keys print files reads, "How many more parties lasting less than 3 1/2 hours were there than parties lasting up to 5 hours?" Writing up to 5 hours would include all the parties on the dot plot. However, the answer key indicates that the students should find the difference between parties lasting less than 3 1/2 hours and parties that last 3 1/2 hours or more. The question should be reworded to say, "How many more parties lasting less than 3 1/2 hours were there than parties lasting 3 1/2 hours or more?" 20-4 = 16 parties

Page Number: PrintFiles

Location:

Represent and Interpret Data - ELABORATE - Fluency Builder - Problem Solving with Line Plots - Print Files

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

Publisher Response: Accept

Thank you for your feedback! The question has been updated as suggested. Please see the following file:

MATH_Elementary_ELABORATE_FluencyBuilder_RiskyWagers_ProblemSolvingwithLinePlots

Math, Grade 5 (IMRA)

Program: STEMscopes Texas Math - Grade 5

Component: N/A (ISBN: NA)

REPORTED ERROR:

In the section Growth Measurement Assessments, it states that the assessments measure growth of on-grade level standards, however the initial growth assessment for the beginning of the year includes standards from the grade level before.

Page Number: 11

Location:

Growth Measurement Assessments descriptive paragraph, sentence 2

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

Publisher Response: Accept

Thank you for your feedback! The following note was deleted from the teacher directions: "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; the following note was revised to correctly state: "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." Please see the following file:

Benchmark_Growth Measurement Assessment Blurb

REPORTED ERROR:

The sentence begins with "ecord students' findings..." but should read, "Record..."

Page Number: 3

Location:

Second Facilitation Tip on the left-hand side of the page

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

Publisher Response: Accept

Thank you for your feedback. The sentence now reads "Record students' findings on the board or chart paper. Be sure to use and highlight the terms parallel, perpendicular, and angles." Please see the following file:

TXMR_G5_ClassifyTwo-DimensionalFigures_HOME_ScopeOverview_TeacherGuide

REPORTED ERROR:

Growth Measurement Assessments are included in grades 6-8 and Algebra 1. When you scroll, growth measurement assessments are also included for elementary grade levels.

Page Number: NA

Location:

1st sentence

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

Publisher Response: Accept

Thank you for your feedback. The teacher directions have been changed to "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." Please see the following file:

Benchmark_Growth Measurement Assessment Blurb

REPORTED ERROR:

The Planning Guide video claims that guidance should be used for 1-2 Explores and 3-5 Explores. The actual Planning Guides describe the difference between the guides as 1-3 Explores and 3-5 Explores.

Page Number: NA

Location:
3rd-5th grade section Planning Guides

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

Publisher Response: **Accept**

Thank you for your feedback. The section that states "1-2 Explores" has been changed to "1-3 Explores". The updated video link can be found on the LCEC.

REPORTED ERROR:

The title states, "Explore 1-Common Denominators Using Objects." The actual title of Explore 1 is, "Prime and Composite Numbers." The title is incorrect on the View All Sections landing page as well as the student assignment page.

Page Number: NA

Location:
Explore 1 Student Facing link

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

Publisher Response: **Accept**

Thank you for your feedback. This error will be corrected once the digital site is updated after November.

Math, Grade 6 (IMRA)

Program: STEMscopes Texas Math - Grade 6

Component: STEMscopes Texas Math - Grade 6 (one online license) (ISBN: 9798893533750)

REPORTED ERROR:

The answer key to question 2 shows the answer as B when the correct answer is actually D.

Page Number: PrintFiles

Location:
Rational Numbers - Intervention - Skill Review and Practice - Quick Check Answer Key - Question 2

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

Publisher Response: **Accept**

Thank you for your feedback! The answer for question 2 on the Quick Check has been corrected to D. Please see the following file:

TXMR_6_RationalNumbers_INTERVENTION_SkillReviewandPractice_QuickCheck_AnswerKey

REPORTED ERROR:

*In the digital version (when assigned to students) - #4 is entered as C (rather than D) being the correct answer. In the print files #4 is D (which is in fact the correct answer. Simply change the correct answer to D (#4) in the digital assigned version.

Page Number: PrintFiles

Location:
Integer Operations - Evaluate - Standards-Based Assessment - Print Files Answer Key Questions 2, 3, 4, 6, and 7

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

Publisher Response: **Accept**

Thank you for your feedback! The digital version of the Standards Based Assessment **will be** corrected to show the correct answer as D for question 4.

Algebra I (IMRA)

Program: STEMscopes Texas Math - Algebra I

Component: STEMscopes Texas Math - Algebra (one online license) (ISBN: 9798893533682)

REPORTED ERROR:

In the game, depending on the question, the correct answer is actually wrong or the answers were the same. For instance, if you were given points (5, 9) and (10, 18) and the equation $y = 5/9x + 15$, both slopes are 5/9, so which one is the correct answer? The other issue is when you have a slope that is -1/2 and 1/2. Both slopes have the same steepness, which means that they are both equivalent in that aspect. There would not be a difference.

Page Number: DigitalActivity

Location:
Parallel and Perpendicular Lines - Elaborate - Interactive Practice - Function Junction

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

Publisher Response: Accept

Thank you for your feedback. We have removed this game until it is corrected. We will submit for review during the next IMRA cycle.

REPORTED ERROR:

When using the immersive AI reader the word "company's" is read as "company" pause "sss". This is incorrect.
At the end of the sentence that ends "conveyer belts A and B." the computer does not pause before reading the next sentence which is not correct.
The pronunciation of "coating" is incorrect.
The way the term "slope-intercept" was read was "slope minus intercept" which is incorrect.

Page Number: DigitalActivity

Location:

Slope and Rate of Change - Explore - Explore 3 - View Student (blue wording on right) - Accessibility Features Toolbar (symbols above the title "Explore 3 - Slope and Rate of Change Given an Equation") - Enable Speech (play button, circle with triangle inside)

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

Publisher Response: Accept

Thank you for your feedback. This feature is a site technology enhancement we are working on for implementation before the fall of 2025 school year.

REPORTED ERROR:

The slope is not given in the first equation (the one written in point slope form). On the student recording sheet the slope is left off of just that equation. it is noted in the answer key in red

Page Number: TeacherDirections

Location:

Slope and Rate of Change - Explain - Language Connections - Teacher Directions - Under the header "Procedure and Facilitation Points" - Writing and Speaking

see also

Slope and Rate of Change - Explain - Language Connections - Print Files - Answer Key - Intermediate

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

Publisher Response: Accept

Thank you for your feedback. The student handout has been corrected so that the slope for the first equation is given in black text. Please see the following file:

TXMR_ALG1_SlopeandRateofChange_EXPLAIN_LanguageConnections_IntermediateHandout_AnswerKey

Publisher: Curriculum Associates, LLC

Math, Grade K (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade K

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade K (ISBN: 9781728047010)

REPORTED ERROR:

Correct the spelling of connect.

Page Number: 114b

Location:

Lesson 6; Coonect To Culture; Anytime During the lesson

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

This example, while a good setup for future concepts, does not include application to mathematics.

Page Number: 114b

Location:

Lesson 6; Connect To Culture; Anytime During the lesson

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: 9781728047010)

REPORTED ERROR:

The last sentence reads "As you plan for this unit, use the examples of language expectations to help you differentiate instruction and meet the needs of your English Learners." Every other unit in the Kindergarten materials say "meet the needs of your English Language".

This section in the Unit Overviews in the grade 1 materials and grade 2 materials but with different language. The grade 1 materials say "meet the needs of your English Learners" and grade 2 materials say "meet the needs of your English Language Learners"

Page Number: 711

Location:

Teacher's Guide > Unit 2 > Connect Language Development to Mathematics > Differentiation for English Language Learners > Language Expectations Description paragraph > Last sentence

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Math, Grade 1 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 1

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 1 (ISBN: 9781728047034)

REPORTED ERROR:

Reflect and Revise
second sentence
Remove the second "to"

Page Number: 124

Location:

Unit 1; Session 1; Math in Action; Apply it; Make Fruit Snacks Activity

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED ERROR:

Wrong number on Guided practice. 117 is typed-should be 114

Page Number: 174

Location:

Lesson 21 > p 174 > p 5 of 8 in the PDF > Guided Practice

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: 9781728047034)

REPORTED ERROR:

The numbers in the column "DOK" contain the numbers for the Standards of Mathematical Practice. The numbers in the column "SMP" contain the levels for Depth of Knowledge.

Page Number: 260e

Location:

Orange Scoring Guide Chart

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: 9781728047010)

REPORTED ERROR:

The DOK column contains the SMP number instead of the DOK Level. The SMP column contains the DOK level instead of the SMP number.

Page Number: 470 / 260e

Location:

Orange scoring guide chart on pg. 470 - 4th and 5th columns

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 1 (ISBN: 9781728047041)**REPORTED ERROR:**

Instead of "show it", use "represent it"

Page Number: 615a

Location:

Lesson 24; Session 3; Start; Number Sense; Show it another way

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Math, Grade 2 (IMRA)**Program: Texas i-Ready Classroom Mathematics Grade 2****Component: N/A (ISBN: 9781728047058)****REPORTED ERROR:**

The first sentence reads "In Grade 2 are expected to become fluent in two digit addition and subtraction." The word 'students' is missing.

Page Number: 139a

Location:

Middle Column > Grade 2

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The word "Differentiation" is misspelled as "Differentation"

Page Number: A60

Location:

Title on pg. A60

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: 9781728047065)**REPORTED ERROR:**

Unit 4 reads "use the examples of language expectations to help you differentiate instruction and meet the needs of your English Learners". Every other unit in Grade 2 reads. "use the examples of language expectations to help you differentiate instruction and meet the needs of your English Language Learners"

Page Number: 505n

Location:

Language Expectations for Differentiation paragraph > last sentence

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Math, Grade 3 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 3

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 3 (ISBN: 9781728047089)

REPORTED ERROR:

The standard does not require students to determine mass. Opportunities to use units of measure for weight should include ounces, pounds and tons.

Page Number: 653-654

Location:

Practice Problems 1-7

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Texas does not use an inclusive definition for trapezoid. Therefore, rhombuses, squares and rectangles are not classified as trapezoids according to the TEKS. Trapezoids have exactly one set of parallel sides.

Page Number: 697-698

Location:

Practice problems 1-7

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Math, Grade 5 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 5

Component: N/A (ISBN: 6796631)

REPORTED ERROR:

"... volumes of Elon two boxes?" should be "...volumes of Elon's two boxes?"

Page Number: 18

Location:

Reflect Question, #3, in the question

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED ERROR:

There is no data shown on Shane's graph.

Page Number: 262

Location:

8/13 in the PDF; Modeled Instruction

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 5 (ISBN: 9781728047126)

REPORTED ERROR:

9 3 ? tenths 5 27 tenths and 2.7 4 9 5 k are not equations

Page Number: 352

Location:

Lesson 17, Page 352, Deepen Understanding

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

Math, Grade 6 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 6

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED ERROR:

While there is a Venn Diagram that shows the relationship between the sets and subsets of numbers. This Venn Diagram is incorrect because by placing 1,2,3 in the whole number box, we are saying that 1,2,3,... are not natural numbers by the definition of a Venn Diagram.

On the 2018 STAAR test, Q.36 for this standard, students were asked what number should be placed in the integer section of the Venn diagram and with the model that is located on p.137 students could have put 10 or -8 in that section but really -8 would be the only that would belong there.

Here is a alternative diagram that you could use that would showcase what you were wanting students to understand.

<https://brainly.in/question/41189778>

Page Number: 132

Location:

p 3/10 in the PDF; Think, Step by Step, Mathematical Discourse, MPS Tip

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

Student does not actually solve the equation until they get into the guided practice, which is the citation for the student activity. There should really be 2 separate references: one for the teacher narrative and one for student activity.

Page Number: 234

Location:

8/13 in the PDF; Picture It, Write It

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED ERROR:

While this touches on the breakout, I would recommend adding specifics into the challenge about researching the various incentives and features that might be available at local bank branches to insure that the teacher doesn't overlook that part of the TEKS.

Page Number: 381

Location:

11/11 in the PDF; Challenge Activity

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

Component: N/A (ISBN: 9781728047133)

REPORTED ERROR:

Students do not use exponents to write powers of 10 in 5th grade in Texas. This statement is in reference to Common Core 5th grade Standard 5.NBT.A.2. It is important for teachers to know that students do not use exponents this way in 5th grade in Texas.

Page Number: 1Q

Location:

First Bullet in the side bar on the left. "In Grade 5, students used exponents to write powers of 10."

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

Math, Grade 7 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 7

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED ERROR:

Problem 13 is corrected to refer to Retirement Savings, as cited in the ELL support box.

Page Number: 338

Location:

9781663002754 > L29 > Part 3 > ELL Support > PDF 6/10

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The ELL Support Box says that #13 asks for the budget to be adjusted in order to account for college and retirement, but actually #13 does not address retirement. Instead it asks that the budget be adjusted to save for college and a car.

Page Number: 338

Location:

9781663002754 > L29 > Part 3 > ELL Support > PDF 6/10

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: Kiddom

Math, Grade K (IMRA)

Program: Texas Math: Grade K Powered by Kiddom

Component: Texas Math: Grade K Powered by Kiddom Print (ISBN: 9798894308791)

REPORTED ERROR:

Bullet 8 of Launch section states "Invite the student to shower..." word shower should be replaced by show.

Page Number: 199-200

Location:

Unit 2: Lesson 5: Activity 2: Launch

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

Publisher Response: Accept

As part of the errata process we will change the word "shower" with "show".

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED ERROR:

Labelled is misspelled. Should be spelled l-a-b-e-l-e-d.

Page Number: online

Location:

Unit 8: Lesson 1: Lesson Synthesis

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

Publisher Response: Accept

As part of the errata process we will correct this spelling. Thank you for your feedback.

REPORTED ERROR:

Directions for student question 1 have a repeat of words: will have will have

Page Number: online

Location:

Unit 4: Lesson 15: Activity 1: Question 1

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

Publisher Response: Accept

As part of the errata process we will remove the second instance of "will have" in this question.

Math, Grade 3 (IMRA)

Program: Texas Math: Grade 3 Powered by Kiddom

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN: 9798894308883)

REPORTED ERROR:

Question asked in Student-Facing Task Statement and the provided answer in the Student Response does not correctly answer the question.

Page Number: 6

Location:

Activity 2 > Activity, Building on Student Thinking, Activity Synthesis

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

Publisher Response: Accept

As part of the errata process we will update the student response to align to the student-facing task statement.

REPORTED ERROR:

Although it states pairs pick a "Two-Step Problem Card" the example in Student-Facing Task Statement is a one-step problem. Change problem to reflect a two-step example.

Page Number: 6

Location:

Activity 2 > Student Task Statement

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

Publisher Response: Accept

As part of the errata process, we will revise the question in Activity 2 to include a two-step problem.

Math, Grade 4 (IMRA)

Program: Texas Math: Grade 4 Powered by Kiddom

Component: Texas Math: Grade 4 Powered by Kiddom Print (ISBN: 9798894308913)

REPORTED ERROR:

Space is needed in the following sentence:

"How are the ways of measuring the same, and how are theydifferent?"

Page Number: 113

Location:

Unit 7 > Lesson 10 > Activity 1 > ACTIVITY SYNTHESIS

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

Publisher Response: Accept

We will make this change as part of the errata process.

REPORTED ERROR:

Table titles are not capitalized but should be capitalized. Please capitalize all table titles throughout entire curriculum.

Page Number: 381

Location:

Unit 9 > Lesson 7 > Activity 1 > The Most and the Least Expensive > Student task statement > Question #1-2

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

Publisher Response: Accept

As part of the errata process we will capitalized table titles in this section.

REPORTED ERROR:

Capitalize first letter in table titles

Page Number: 383

Location:

Unit 9 > Lesson 7 > Lesson Synthesis

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

Publisher Response: Accept

As part of the errata process we will capitalized table titles in this section.

REPORTED ERROR:

Text states:

"If you were given a number that is the area of rectangle, how could you find out how...

It should have "a" rectangle.

Text should state, "If you were given a number that is the area of a rectangle...

Page Number: 39-40

Location:

Unit 1 > Lesson 3 > Activity 2 > Student Task Statement & Launch

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

Publisher Response: Accept

As part of the errata process we will revise this text as suggested.

REPORTED ERROR:

Table Headings should be capitalized

Page Number: 408

Location:

Unit 6> Lesson 24 > Activity 2 > Languages in Philadelphia and Chicago > Activity Synthesis

Table

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

Publisher Response: Accept

As part of the errata process we will capitalized table titles in this section.

REPORTED ERROR:

Incomplete Sentence (If you are moving to a new place.)

Page Number: 408

Location:

Unit 6> Lesson 24 > Activity 2 > Languages in Philadelphia and Chicago > Activity Synthesis

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

Publisher Response: Accept

As part of the errata process we will adjust this sentence to "If you are moving to a new place, you would want to know if your rent or home would cost more or less than where you currently live."

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

REPORTED ERROR:

"Take a few quiet minutes on work on the activity"

Should say, "Take a few quiet minutes to work on the activity."

Page Number: online

Location:

Unit 3> Lesson 6 > Activity 1- Banana Bread Recipe > Student task statement > Question #1-3

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

Publisher Response: Accept

We will make this change as part of the errata process.

REPORTED ERROR:

"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 87÷9.)

43 x 2 does not equal 87

Page Number: online

Location:

The revised lesson will be embedded within the originally submitted digital URL: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b3...>

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

Publisher Response: Accept

We will submit in errata to change the "87" to "86".

REPORTED ERROR:

"Select students to share their responses and strategies for how they determined if they can afford to live a month in Bermuda with \ \$2,000."

Remove the \ in front of the \$2000.

Page Number: online

Location:

Unit 9 > Lesson 7 > Activity 1 > The Most and the Least Expensive > Student task statement > Question #1-2

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

Publisher Response: Accept

As part of the errata process we will remove the "\" in front of the \$2000.

REPORTED ERROR:

Table titles should be capitalized in question 1.

Page Number: online

Location:

Unit 9 > Lesson 7 > Activity 1 > The Most and the Least Expensive > Student task statement > Question #1-2

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

Publisher Response: Accept

As part of the errata process we will capitalized table titles in this section.

REPORTED ERROR:

The question states, "Here is Andre and Elena's work," but the work below is labeled "Tyler's and Elena's." Also, consider correcting the question wording to "Andre's and Elena's," so that both names show possession.

Page Number: online

Location:

Unit 6, Lesson 19

The revised lesson will be embedded in the original digital URL: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b3...>

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

Publisher Response: Reject

The original lesson had the correct name, therefore we will include "Andre" and not "Tyler" in the errata changes.

REPORTED ERROR:

Incomplete Sentence (If you are moving to a new place.)

Page Number: online

Location:

Unit 9 > Lesson 7 > Lesson Synthesis

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

Publisher Response: Accept

As part of the errata process we will adjust this sentence to "If you are moving to a new place, you would want to know if your rent or home would cost more or less than where you currently live."

REPORTED ERROR:

Remove \ from in Bermuda with \ \$2,000

Page Number: online

Location:

Unit 9 > Lesson 7 > Activity 1- The Most and the Least Expensive > Activity narrative & Activity Synthesis (Students choose between estimating or calculating missing information to solve problems.)

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

Publisher Response: Accept

As part of the errata process we will remove the "\" in front of the \$2000.

REPORTED ERROR:

Model does not match the given answer.

Page Number: online

Location:

Unit 4 > Lesson 1 > Activity 1 > Shady Fractions > Questions #2-3

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

Publisher Response: Accept

As part of the errata process we will revise the model.

REPORTED ERROR:

No hyphen needed in "hundred thousands"

Page Number: online

Location:

Unit 4 > Lesson 8 > Activity #3- Build Hundred-thousands > Activity Narrative & Synthesis

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

Publisher Response: Accept

As part of the errata process we will remove the hyphen.

Math, Grade 5 (IMRA)

Program: Texas Math: Grade 5 Powered by Kiddom

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED ERROR:

Student is being asked to give expanded form, but in the example student response, expanded notation is being shown. Question should ask for "expanded notation," requiring students to differentiate between the two.

Page Number: online

Location:

Unit 5, Lesson 4, Activity 2, Activity Synthesis

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

Publisher Response: Accept

We will replace "expanded form" with "expanded notion" for this citation content as part of the errata process.

REPORTED ERROR:

Should use wording "expanded notation," not "expanded form."

Page Number: online

Location:

Unit 5, Lesson 4, Activity 2, Questions 1-3

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

Publisher Response: Accept

We will replace "expanded form" with "expanded notion" for this citation content as part of the errata process.

Math, Grade 6 (IMRA)

Program: Texas Math: Grade 6 Powered by Kiddom

Component: Texas Math: Grade 6 Powered by Kiddom (Print) (ISBN: 9798894308975)

REPORTED ERROR:

-5.5 is not an integer.

Page Number: 75

Location:

Unit 7, Lesson 3.2, Student Task Statement Number 2-3

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

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Component: Texas Math: Grade 6 Powered by Kiddom (Digital) (ISBN: 9798894308968)

REPORTED ERROR:

An inequality is not an equation as stated on page 6 3) True: This is an inequality, a form of an equation because it compares two expressions with a greater than sign.

Page Number: Online

Location:

Activity 1 > Activity Synthesis

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

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Algebra I (IMRA)

Program: Texas Math: Algebra 1 Powered by Kiddom

Component: Texas Math: Algebra 1 Powered by Kiddom Digital (ISBN: 9798894309118)

REPORTED ERROR:

On the second bullet of the synthesis, where the domain needs to be discrete, it should not be represented with an inequality. The numbers should be listed as a set {5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16}

Page Number: online

Location:

Unit 4: Lesson 10: Activity 10.2

Activity synthesis

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

Publisher Response: Accept

We will correct this error as part of the errata process.

Program: Texas Math: Algebra Supports Powered by Kiddom

Component: N/A (ISBN: 9798894309071)

REPORTED ERROR:

@Leslie, @Gayle, @Abby: Referring to the TOC in the online materials: This document is the table of contents. While attempting to use it to identify suitable citations, it became apparent that it contains Common Core standards. Furthermore, many links in the citations lead to Google Docs that provide only lesson outlines, which lack the necessary strategies and materials for effective implementation. Consequently, there is little to review beyond a statement of the TEKS and 1 or 2 problems at the end. Although this superficially meets the criteria for many breakouts, it remains fundamentally inadequate and incomplete. Numerous missing worksheets, problem sets, and data sets were identified throughout the citations. This incompleteness has led to concerns, as a thorough review of all referenced materials cannot be performed. We cannot confidently assert that the materials completely meet the breakout requirements for the lessons. The absence of these materials is a significant issue.

Page Number: 1-404

Location:

Table of contents and lessons throughout the online interface. Citations that lead to Google Docs in many breakouts.

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

Publisher Response: **Reject**

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED ERROR:

For 10.A- 12.E : The formatting on these is tough to read. No teacher will use this. Many lessons are incomplete. Overall: We also received communications from the publisher that they expect teachers "would leverage content found within the lesson plans to create the additional handouts. For example, in the sample, teachers would reference the practice problems at the end of the lesson to create the student handouts." This is backward. Teachers use the worksheets and handouts the publisher provides to pull sample problems to work with students. The content of the lessons is nothing more than an outline for a lesson. There is not enough material for a teacher, especially a new one, to feasibly use. The missing datasets, graphs, tables, and handouts are an enormous issue. This curriculum is not suitable to be implemented.

Page Number: TEKS 10.A-12.E

Location:

The citation is an example of one of the "lessons" provided by the publisher for TEKS 10.A-12.E. This feedback is also for every other lesson with a Google doc.

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

Publisher Response: **Accept**

As part of the errata process we will generate content to fill in the expected expectations of the handouts for this citation.

Component: Texas Math: Algebra Supports powered by Kiddom (ISBN: 9798894309095)**REPORTED ERROR:**

There is no video for students to interact with.

Page Number: 6

Location:

Activity 2: Student-facing Task Statement

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

Publisher Response: **Reject**

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Component: Texas Math: Algebra Supports powered by Kiddom Digital (ISBN: 9798894309088)**REPORTED ERROR:**

This is the same lesson as "15.1: Coin Weight". It has been renamed "10.1 Lamp Post" and is attached to a different link.

Page Number: Online

Location:

10.1 Estimation: Lamp Post

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

Publisher Response: **Reject**

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Component: N/A (ISBN: 9798894496719)**REPORTED ERROR:**

The Warm up for Unit 1, Lesson 9 is missing. It just says the following:

Question

DESCRIPTION

Let's explore technology used to represent data and calculate statistics.

Record an estimate that is:

Untitled Section

Untitled Section

Untitled Section

INSTRUCTOR INFO

TEACHER NOTE

Answers vary.

Actual answer: 2 feet or 24 inches tall. The stack of books is about the height of the person. If the person is 6 feet tall, then the stack of books is about 2 feet tall.

Page Number: Unit 1, Lesson 9

Location:

The Warm up for Unit 1, Lesson 9 is missing.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The sentence is missing punctuation.

ACTIVITY SYNTHESIS

The purpose of this discussion is for students to generalize their strategies for solving two-number riddles and connect them to what they know about inequalities. The discussion focuses on preparing students to use a graph to interpret solutions to systems of inequalities

Page Number: Unit 2, Lesson 24

Location:

24.2: Some (Admittedly Silly) Riddles, ACTIVITY SYNTHESIS, 2nd sentence

The purpose of this discussion is for students to generalize their strategies for solving two-number riddles and connect them to what they know about inequalities. The discussion focuses on preparing students to use a graph to interpret solutions to systems of inequalities

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

The sentence reads, "Students must reason abstractly and quantitatively (MP2) when they reason about the relationship between the variables." Quantitatively is spelled incorrectly.

Page Number: Unit 3, Lesson 8, 8.2: Variable Relationships

Location:

Unit 3, Lesson 8, 8.2: Variable Relationships, ACTIVITY NARRATIVE, in the last sentence in the paragraph.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED ERROR:

Grammatical Error - The sentence is missing "to"
Additionally, students can recall that a number raised the first power equals itself.

Page Number: Unit 5, Lesson 3, 3.1: Warm-up

Location:

Unit 5, Lesson 3, 3.1: Warm-up - In the warm up description; In the 4th sentence

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN:

<https://app.kiddom.com/curriculum/906396/node/e42c795ba52d4d619add82b6b52c0f83:72264eb3f2b211eeb80202fe2bddb0a9:3dadab3d>)

REPORTED ERROR:

The page is blank in Unit 6: Lesson 13:2: Make me invisible activity narrative

Page Number: Unit 6 Lesson 13:2

Location:

13.2: MAKE ME INVISIBLE ACTIVITY NARRATIVE 0 minutes is blank

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Algebra II (IMRA)

Program: Texas Math: Algebra II Powered by Kiddom

Component: Texas Math: Algebra II Powered by Kiddom Digital (ISBN: 9798894309149)

REPORTED ERROR:

$f(bx)=f(bx)^3$ should actually read as $f(x)=f(bx)^3$

Page Number: online

Location:

Al.a2.6.A.iv, Activity 2 Analyzing Negative Coefficient Effects, Student-facing Task Statement

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

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Component: Texas Math: Algebra II Powered by Kiddom Digital (ISBN: 9798894309132)

REPORTED ERROR:

The equation is wrong in the Student Response, it should be $(x-4)^2=6(y-0.5)$

The first question in the Practice Questions has the wrong answer. It should be $(x-3)^2 = -6(y+0.5)$

Page Number: online

Location:

Al.a2.4.B.ii, Activity 2 Writing Equations of Parabolas, Student Response

Al.a2.4.B.ii, Activity 2 Writing Equations of Parabolas, Practice Questions

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

Publisher Response: Accept

We will correct these errors as part of the errata process.

REPORTED ERROR:

The equation shown is not correct. It should be $y = 1/8(x-2)^2 - 3$.

Page Number: online

Location:

Al.a2.4.B.iii, Activity 2 Crafting Equations from Parabolas, Student Response

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

Publisher Response: Accept

We will correct this error as part of the errata process.

Geometry (IMRA)

Program: Texas Math: Geometry Powered by Kiddom

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED ERROR:

Take turns reads should be take turns reading

Page Number: Online

Location:

Duplicate a Design

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

Publisher Response: Accept

Thank you for flagging. As part of the errata process we will make this change.

Publisher: Cosenza & Associates, LLC

Math, Grade 6 (IMRA)

Program: Math - Grade 6

Component: N/A (ISBN: 9781948709088)

REPORTED ERROR:

Griddable responses were removed in the STAAR 2.0 format when interactive types were introduced. There is no need to practice them for STAAR specifically.

Page Number: 2, 3, 4, 6

Location:

page 2- last paragraph about "stepped out examples"
page 3- first paragraph about "practice problems"
page 4- "Griddable Response Practice"
page 6- "Using the Practice Problems" - Griddable Response section

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

Publisher Response: Accept

Thank you for this feedback. We will remove griddable responses from the materials.

Component: Performing Math Grade 6 (ISBN: 9781948709255)

REPORTED ERROR:

In the table, the zero value for Y should be 100 with the $x + 100 = y$ formula and the right last tab for that row should be 100. Or take out the zero value.

Page Number: 3-5

Location:

Pages 3-5. "Possible Solution" In order to get to page reference, go to My Courses, type Performing 6 into search box, click course card, open 6.4A "Linear Relationships: The Wildlife Conservatory"

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

Publisher Response: Accept

Thank you for this feedback! We will remove the row with the 0 value since it doesn't make sense in the context of the problem. Good suggestion and thank you for your careful eye.

Component: N/A (ISBN: 9781948709347)

REPORTED ERROR:

Top of "Grade 6 Teacher Materials" -First Paragraph: Math-Grade 6 by Cosenza & Associates is a full, Tier 1 curriculum resource. We address 100% of the TEKS and required ELPS for Grade 8 Mathematics.

Replace 8 with 6.

Page Number: Grade 6 Course Level Documents

Location:

First paragraph- Second sentence

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

Publisher Response: Accept

Thank you for this feedback. We will replace 8 with 6.

REPORTED ERROR:

sentence states "Students apply their prior knowledge of locating rational numbers on a number line to represent the solution to the equation (inequalities are saved for Unit 6)."

Inequalities are taught in this unit in lessons 5, 7, and 8.

Page Number: Unit 5

Location:

Unit Introduction, second paragraph, second sentence

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

Publisher Response: Accept

Thank you for this feedback. We have revised the sentence to "Students apply their prior knowledge of locating rational numbers on a number line to represent the solution to the equation and inequality." to reflect the accurate unit that combines equations and inequalities.

REPORTED ERROR:

Bullets 2 and 3 contain materials titled "M6U6L2 Comparing Additive and Multiplicative Relationships" for the video, blackline master, and answer key. These are materials for Lesson 3.

Page Number: Unit 6 Lesson 2 Exploration

Location:

Exploration: Unit 6, Lesson 2- Bullets 2 and 3

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

Publisher Response: [Accept](#)

Thank you for this feedback. We will link the correct documents.

REPORTED ERROR:

Bullets 2 and 3 contain materials titled "M6U6L3 Independent and Dependent Variables" for the video, blackline master, and answer key. These materials go with lesson 2.

Page Number: Unit 6 Lesson 3 Exploration

Location:

Bullets 2 and 3

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

Publisher Response: [Accept](#)

Thank you for this feedback. We will link the correct documents.

REPORTED ERROR:

"Lesson 1: The Coordinate Plane" doesn't exist in the materials in the left-hand menu. It puts all other lesson numbers off by one from matching what is in the table on the overview page to what is in the left-hand menu. The table under "Prior Learning Supports" has that extra lesson in it as well, but the G6 Unit 6 Document does not- it matches the lessons in the menu.

Page Number: Unit 6 Teacher Materials

Location:

Unit 6 Teacher Materials - Lesson Table on overview page

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

Publisher Response: [Accept](#)

Thank you for this feedback! We revised Unit 6 for clarity and neglected to update the table on the Unit 6 Teacher Materials page. We will revise this table to accurately reflect the lessons in the menu.

REPORTED ERROR:

The lesson table on the overview page is out of order. The description of the lesson matches what is in the left-hand menu, but the numbers of each lesson have not been updated. The Prior Learning Supports section matches the original order of the lessons. The G6 Unit 8 Document pacing includes only 5 lessons which matches the left-hand menu of materials.

Page Number: Unit 8 Teacher Materials

Location:

Unit 8 Teacher Materials- Lesson Table on overview page

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

Publisher Response: [Accept](#)

Thank you for this feedback! We revised Unit 8 for clarity and neglected to update the table on the Unit 8 Teacher Materials page. We will revise this table to accurately reflect the lessons in the menu.

REPORTED ERROR:

Title Image has the Unit 9 Teacher Materials lime green banner, as well as one for unit 10 and unit 11 right underneath it.

Page Number: Unit 9 Teacher Materials

Location:

Top of page- Banner Image

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

Publisher Response: [Accept](#)

Thank you for this feedback. We will remove the extraneous images.

Component: Grade 6 TEKS Companion Guide - Digital (ISBN: 9781948709224)

REPORTED ERROR:

The number line diagrams should not have arrows. Given the examples where there is a definite stop point, there should be a closed circle where the arrow is on the 8 on the first number line and on the 5 on the bottom number line.

Page Number: Pg. 119

Location:

Top of page 119, Tell Me More. In order to get to page reference, type 6.9B into search box, open pdf.

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

Publisher Response: Accept

Thank you for this feedback! To make the number line model for addition and subtraction more clear and anchor it more strongly in elementary math (where students add and subtract whole numbers on a number line), we will use a curved arrow instead of a linear one.

REPORTED ERROR:

The problem is not solvable because the question does not make it clear what "both" is referring to and the question does not mention unit rate, ratio, or other terms about the lesson.

Page Number: Pg. 89

Location:

Top and left side of page 89, Question 1. In order to get to page reference, type 6.4B into search box, open pdf

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

Publisher Response: Accept

Thank you for this feedback! We will change the wording of the question to "If the price charged per basket is the same at each farm,..." to make it more clear.

Component: Focused Math Grade 6 (ISBN: 9781948709286)

REPORTED ERROR:

Video has no sound.

Page Number: Video

Location:

Video: Ratios in the Real World. In order to get to page reference, go to Courses, use the dropdown to click on Focused Math, then FM6 RC2, scroll to Ratios and Rates, click on green icon for "Ratios in the Real World" video.

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

Publisher Response: Accept

Thank you for this feedback! We will upload a video with sound to replace this one.

Math, Grade 7 (IMRA)

Program: Math - Grade 7

Component: N/A (ISBN: 9781948709354)

REPORTED ERROR:

The sentence "Unit applies proportionality to the context of similar figures, and Unit 6 applies proportional reasoning to probabilities for simple and compound events." seems to be missing the Unit number (5) in the sentence.

Page Number: 10

Location:

Grade 7 Mathematics Scope and Sequence document, page 10- Rationale for Unit Progression- halfway through the paragraph

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

Publisher Response: Accept

Thank you for this feedback. We will edit this typo so that the sentence reads "Unit 5 applies proportionality..."

Math, Grade 8 (IMRA)

Program: Math - Grade 8

Component: N/A (ISBN: 9781948709361)

REPORTED ERROR:

"Lesson 4: Investments" and "Lesson 5: Loans" listed in the table do not exist in the materials. The lessons on the left hand menu don't contain those lessons. The G8 Unit 3 Document in the resources does not mention those lessons in the pacing or TEKS in the table of TEKS covered, and the test does not contain the TEKS that match those lessons either.

Page Number: Unit 3 Teacher Materials

Location:

Unit 3 Teacher Materials lesson table

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

Publisher Response: Accept

Thank you for this feedback. We will update the table to accurately reflect the lessons in the menu, removing the rows with Lesson 4: Investments and Lesson 5: Loans.

Component: Focused Math Grade 8 (ISBN: 9781948709309)**REPORTED ERROR:**

Video is talking about rotations but the quote says "an informal word for REFLECTION is turn."

Page Number: Video

Location:

Video: Translations, Reflections, and Rotations. In order to get to page reference, go to Courses, use the dropdown to click on Focused Math, then FM8 RC3, scroll to Congruence Transformations and Dilations, click on green icon for "Translations, Reflections, and Rotations" video.

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

Publisher Response: Accept

Thank you for catching this error! I have re-recorded the video with the correct language "an informal word for *rotation* is turn" and we will upload the correct version in our August 26 submission.

Publisher: Texas Education Agency, Open Education Resources**Math, Grade 6 (IMRA)**

Program: Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1

Component: Secondary Mathematics Grade 6 Teacher Edition, Volume 1 (ISBN: 1845678901001)

REPORTED ERROR:

There are two #2's. Change #2 on page 281 to #3 and #3 on page 281 to #4.

Page Number: 280-281

Location:

Module 2, Topic 1 Lesson 5 Getting Started Questions 1 - 3 (TE Vol. 1)

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

Publisher Response: Accept

The numbers have been changed to represent a correct progression of numbers 1-4.

Algebra I (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 1 (ISBN: 1689781298128)

REPORTED ERROR:

Using Desmos, the r value for the data on the graph for problem 1.c is -0.08913 which would be closer to -0.1 not 0.01. If students were calculate this r value using technology, the answer key would be confusing or misleading.

Page Number: 168

Location:

Module 2, Topic 1, Lesson 2
Activity 2.1, Narrative before Question 2, Question 2 (Vol. 1 TE)

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

Publisher Response: Accept

The following changes will be made: "r = -0.1" to "r = -0.5."

REPORTED ERROR:

there needs to be a comma in the first sentence of question 1 between the words sequence and record.

"For each sequence in the previous activity, write the numeric SEQUENCE, RECORD whether the sequence increases or decreases, and describe the sequence by stating the first term and the operation(s)..."

Page Number: 88

Location:

Module 1 Topic 2 Lesson 1

Activity 1.2 Narrative and Question 1 (TE Vol. 1)

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

Publisher Response: Accept

A comma has been added between "sequence" and "record" to comply with grammatical rules.

Component: Secondary Mathematics Algebra I Skills Practice Teacher Edition (ISBN: 1989791276179)**REPORTED ERROR:**

The exponent on the first term in the first binomial is noted as a subscript instead of a superscript.

Page Number: 272

Location:

Module 5, Topic 2, Skills Practice II., Section B, Questions 7-10 (Skills Practice TE)

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

Publisher Response: Accept

The recommended revision has been made. The exponent on the first term in the first binomial is now noted as a superscript.

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 2 (ISBN: 1689781289182)**REPORTED ERROR:**

The $(2)^{-1}$ was rewritten as $(1/2)$ but the way it is written it looks like a rational exponent on 45, instead of 45 times half it looks like 45 to the power of half.

Page Number: 605

Location:

Module 4, Topic 1, Topic Summary, Lesson 3 section (TE Vol 2)

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

Publisher Response: Accept

The recommended revision has been made. The expression was rewritten to $(45)(1/2)(2)^n$.

REPORTED ERROR:

The inset textbook page shows Module 4, topic 1, Topic summary, but at the very bottom of the the TE edition page 606 shows Module 5, Topic 1 Topic summary (a typo that needs to be corrected)

This error occurs on pages 603-606

Page Number: 606

Location:

Module 4, Topic 1, Topic Summary, Lesson 5 section, 4th paragraph about x- and y-intercepts (TE Vol. 2)

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

Publisher Response: Accept

The typo has been corrected.

Publisher: Agile Mind, Inc.**Algebra I (IMRA)**

Program: Agile Mind Texas Algebra I

Component: N/A (ISBN: 9781961490215)

REPORTED ERROR:

The instructions state "Solve this inequality" however the given problem is an equation.

Page Number: 1

Location:
Instructions

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

Publisher Response: Accept

Instructions will be changed from "Solve this inequality," to "Solve this equation."

Component: Texas Algebra I online course (ISBN: 9781961490215)

REPORTED ERROR:

The animation includes a video that looks like it is supposed to have sound for students to listen to and derive meaning, but in the upper left corner, it says the video has no sound

Page Number: T1 L1 Lesson activities page 2

Location:
Students explore the interactive animation to gain meaning.

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

Publisher Response: Reject

This experience is designed for the teacher to elicit discussion that enables students to engage and derive meaning.

REPORTED ERROR:

There needs to be subscripts on the y values: y_1 and y_2

You cannot have two outputs for the same input.

Page Number: T8 L2 Practice, page 2

Location:
Breakout addressed with item on page.

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

Publisher Response: Accept

We will make this change, adding subscripts to the y values in the table header to reference y_1 and y_2 .

Geometry (IMRA)

Program: Agile Mind Texas Geometry

Component: Texas Geometry online course (ISBN: 9781961490178)

REPORTED ERROR:

Side lengths of two of the non right triangles do not satisfy the Triangle Inequality Theorem. As such, these are not even triangle.

Page Number: T13 L1 Lesson activities page 8

Location:
Students use mental math to decide if 3 sides are a pythagorean triple.

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

Publisher Response: Accept

We will edit the dimensions of the 4 in x 4 in x 8 in non-right triangle to be 4 in x 6 in x 8 in on the online page and the associated Student Activity Sheet.

REPORTED ERROR:

When speaking the formula for "partial circumference/whole circumference," on page 3, the software says "over" instead of "divide."

Page Number: T23 L4 Lesson activities page 3

Location:
Breakout is addressed in this page. Total surface area is the last calculation on the page.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: OpenStax

Algebra I (IMRA)

Program: Algebra 1

Component: N/A (ISBN: 9781961584471)

REPORTED ERROR:

There is a word spelled incorrectly. The sentence reads, "Consider the statment, "The dog was 2 feet away from the post after 80 seconds." Ask students if this statement was applicable to all three days or only specific days."

Page Number: Lesson 4.2 Teacher Guide: Function Notation 4.2.1: Interpreting Graphs to Answer Questions

Location:

In Lesson 4.2 Teacher Guide: Function Notation, 4.2.1: Interpreting Graphs to Answer Questions, in the Warm Up: the second paragraph, first sentence

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

Publisher Response: Accept

Spelling change for "statement."

Old wording: Consider the statement, "The dog was 2 feet away from the post after 80 seconds." Ask students if this statement was applicable to all three days or only specific days.

New wording: Consider the statement, "The dog was 2 feet away from the post after 80 seconds." Ask students if this statement was applicable to all three days or only specific days.

REPORTED ERROR:

The sentence is incorrect. It looks like it is missing a word - is.

This project scenario not a typical regression-style problem.

Page Number: the appendix, Course Design, Unit Sequence and Resources, in the section titled Developing Mathematical Proficiency within the U

Location:

the appendix, Course Design, Unit Sequence and Resources, in the section titled Developing Mathematical Proficiency within the Unit, the Strategic Competence - The first sentence under the screen shot in that STRATEGIC COMPETENCE section.

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

Publisher Response: Accept

Sentence changed to add "is."

Old wording: This project scenario not a typical regression-style problem.

New wording: This project scenario is not a typical regression-style problem.

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED ERROR:

This statement is false: For example, if x cannot be negative, you would write $(x \geq 0)$ or $(-\infty, 0] \cup (0, +\infty)$ in interval notation.

Page Number: 1

Location:

Lesson 4.12: Domain and Range, Part 1 && 4.12.2: Additional Resources && Try It: Determine the Domain of a Function Using Inequalities

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

Publisher Response: Accept

Recommended Change: For example, if x cannot be negative, you would write $(x \geq 0)$ or $[0, +\infty)$ in interval notation.

REPORTED ERROR:

The answers aren't written as an inequality for domain and range, AND it says to "write the equation as an inequality" which doesn't make sense...

Page Number: 1

Location:

Lesson 5.4: Representing Exponential Growth && 5.4.4: Graphing Exponential Expressions && && Question 2

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

Publisher Response: Accept

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.

REPORTED ERROR:

The arithmetic sequence example #2 has a typo with 6 as an exponent.

Page Number: 1

Location:

Lesson 4.18: The nth Term of a Sequence & & 4.18.3: Additional Resources & & & & Examples 1 & 2

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

Publisher Response: Accept

Recommended Change: (Not the subscripts aren't 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:

$$a_n = 7 + (n-1)9$$

REPORTED ERROR:

Use "the the" function - typo in the directions

Page Number: 1

Location:

Lesson 7.11: Graphing from the Factored Form & & 7.11.4: Using the Vertex and Axis of Symmetry of Quadratics & & & Question 6 asks students to organize their understanding of key characteristics of quadratic graphs by creating the graph of a parabola with those key elements labeled."

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

Publisher Response: Accept

Typo corrected.

REPORTED ERROR:

There is no equation in the form $y = a(b)^x$, which would be helpful. Without adding the equation or arrows on the graph, this is incorrect.

Page Number: 1

Location:

Lesson 5.9: Interpreting Exponential Functions & & 5.9.3: Additional Resources & & Domain and Range of Exponential Graphs

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

Publisher Response: Accept

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 $y=12,000(1-0.25)^t$.

Arrows on Graph:

Current software limitations prevent the option of adding arrows to the ends of the graphed line. However, the axes do have arrows for the implied continuation of the domain or range. Our development team is working towards a solution.

REPORTED ERROR:

Again, I'd add arrows to both the linear function and the axes to represent that the graph continues.

Page Number: 1

Location:

Lesson 4.13: Domain and Range, Part 2 && 4.13.4: Additional Resources && Domain and Range as Inequalities

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

Publisher Response: Reject

Response: Current software limitations prevent the option of adding arrows to the ends of the graphed line. However, the axes do have arrows for the implied continuation of the domain or range. Our development team is working towards a solution.

REPORTED ERROR:

Explain your RATIONALE (typo, has an e at the end)

Page Number: 1

Location:

Lesson 1.6: Equivalent Equations && 1.6.1: Exploring Equivalent Expressions && && In Question 5 students use language to communicate the implication of equivalent expressions even though the questions are different. (Teachers are prompted to press students to explain why all the answers are the same)

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

Publisher Response: Accept

Typo corrected.

REPORTED ERROR:

There are multiple grammar issues (ending questions with periods and the interval notation having a period in it instead of a comma.)

Page Number: 1

Location:

Lesson 4.12: Domain and Range, Part 1 && 4.12.3: Additional Resources && Naming Input-Output Pairs & Using Inequalities to Determine Range

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

Publisher Response: Accept

Copy editing changes made.

REPORTED ERROR:

In the Try It section the first question has the wrong solution.

Page Number: 1

Location:

Lesson 5.8: Exponential Situations as Functions & 5.8.3: Additional Resources & Try It: Writing Functions from Exponential Situations & Example 1

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

Publisher Response: Accept

Recommended New Content:

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. $f(y)=150*3^t$

Publisher: Bedford, Freeman & Worth Publishing Group LLC

Statistics (IMRA)

Program: Statistics and Probability with Applications (High School) 4E

Component: Statistics and Probability with Applications (High School) 4E (ISBN: 9781319244323)

REPORTED ERROR:

In the online resources for teachers, questions 11 and 12 are missing. However, the materials include suggested answers for those questions in the teacher's notes.

Page Number: Teacher Resource Materials

Location:

Activity - CH.3 COMPARING DIFFERENT METHODS FOR DETERMINING A LINE OF BEST FIT

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Accept

We will correct this error. 8/27/24 - We have corrected this error. The last two questions were cut off from original and we will revise text with correct version.

IMRA 2024 SRP Feedback

English Language Arts and Reading

Publisher: Savvas Learning

ELAR, Grade K (IMRA)

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

Component: N/A (ISBN: N/A)

REPORTED FEEDBACK:

This kindergarten curriculum mostly addresses the kindergarten TEKS, however lacks a systematic approach to foundational skills and seems to miss the mark with building habits and routines throughout the lesson scope and sequence.

Page Number: N/A

Location: N/A

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade K, Teacher Edition K.1 (ISBN: 9780328990665)

REPORTED FEEDBACK:

This linguistic support is weak. Although the definition is somewhat of a support, picture supports would be more appropriate, especially in kindergarten.

Page Number: Unit 1: Page T175

Location:

ELL Targeted Support T-175

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

To better support this progression of language (simple to complex), please provide more examples of model language in these ELPS strategies. This citation provides an example; however, it could embed more common vocabulary, such as "This lady is old" as opposed to the vague phrase "That one...".

Page Number: Unit 1: Page T54

Location:

Intermediate strategy on page T54

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade K, Teacher Edition K.2 (ISBN: 9780328990672)

REPORTED FEEDBACK:

Past tense verbs is not a kindergarten standard; the language structure of past tense begins in grade 1.

Page Number: Unit 2: Page T284

Location:

ELL Targeted Support

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

They are modeling how to ask for information about the assignment.

Page Number: Unit 2, Week 5, p. T364

Location:
Minilesson

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade K, Teacher Edition K.3 (ISBN: 9780328990689)

REPORTED FEEDBACK:

The ELL Targeted Support gives very little guidance on how to support students speaking abilities. Sentence stems and supports added here will make this activity more accessible for learners.

Page Number: Unit 3 Week 6: pp. T394T395

Location:
Inquire

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Although this citation meets the ELPS standard, subject-verb agreement does not align with kindergarten TEKS. Supporting students through ELPS with subject-verb agreement will create a misconception because this is not a writing standard that students will have learned in kindergarten.

Page Number: Unit 3: Page T297

Location:
ELL Targeted Support, Column 1

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Although this citation meets the ELPS standard, long /i/ does not align with kindergarten TEKS. Supporting students through ELPS with /i/ will create a misconception because this is not a letter sound relationship that students will have learned.

Page Number: Unit 3: Page T316

Location:
Entire Page

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Please be consistent with providing model language to support instruction and learning.

Page Number: Unit 3: pp. T12T13

Location:
Unit Launch

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade K, Teacher Edition K.4 (ISBN: 9780328990696)

REPORTED FEEDBACK:

Students are not required to spell with long vowel sounds in kindergarten per the TEKS.

Page Number: Unit 4: Page T24

Location:
T24

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

Component: Texas myView Literacy Grade K, Student Print Consumable K.2 (ISBN: 9780328941599)

REPORTED FEEDBACK:

Decodables should not have pictures. The TEKS dictate that digraphs are not taught until after single letter-sound correspondences. Digraph /th/ should not be included. In addition, having small pictures above words like "monkey" are not decodable, it is three-cueing.

Page Number: Unit 1 Week 1 pp. 24–25

Location:
Decodable Story

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

The directions of generating ideas for writing are confusing and will possibly create misconceptions for students and teachers.

Page Number: Unit 2 Week 1 p. 50

Location:
Directions

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Predictable structure is not a text structure type as defined by the TEKS.

Page Number: Unit 2 Week 4 p. 144

Location:
Directions

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

There needs to be more direction of what sources are appropriate for students to use. Also, it is confusing about where they would circle which resources to use.

Page Number: Unit 2 Week 6 p. 215

Location:
Directions

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

The variety of sources guidance is quite vague. Could examples be added to help them learn about the variety of sources.

Page Number: Unit 2 Week 6 p. 216

Location:

Directions, Collaborate

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade K, Student Print Consumable K.1 (ISBN: 9780328941582)**REPORTED FEEDBACK:**

It would be helpful if students had examples of options on how they can share.

Page Number: Unit 1 Week 6 p. 218

Location:

Directions

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade K, Student Print Consumable K.3 (ISBN: 9780328941605)**REPORTED FEEDBACK:**

I wish there were examples and non-examples of action words.

Page Number: Unit 3 How to Use a Picture Dictionary p. 228

Location:

Directions

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Students may be able to have more authentic practice by being able to choosing between a plural or singular noun (ex: boy or boys) versus just choosing between two singular nouns.

Page Number: Unit 3 Week 4 p. 172

Location:

Directions, Edit for Complete Sentences

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Selecting a favorite story to research is a confusing task, especially when students are just learning the difference between fiction and informational text. It may be helpful to connect research to informational text.

Page Number: Unit 3 Week 6 p. 221

Location:

Directions

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade K, Student Print Consumable K.4 (ISBN: 9780328941612)

REPORTED FEEDBACK:

Teaching long o and short o at the same time is not developmentally appropriate or research-based.

Page Number: Unit 4 Week 1 p. 26

Location:

Turn and Talk

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Word bank is providing practice that is too scaffolded.

Page Number: Unit 4 Week 1 p. 46

Location:

Directions

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

It is not developmentally appropriate nor research based to have students learning short e and long e at the same time.

Page Number: Unit 4 Week 3 p. 97

Location:

My Turn: bottom

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Teacher directions should explicitly address the spelling rules for short "e" by teaching the CVC word pattern, rather than simply stating that short "e" is usually found in words with three letters. This approach will help avoid creating misconceptions for students and ensure a clearer understanding of spelling patterns.

Page Number: Unit 4 Week 5 p. 198

Location:

Directions, Edit for Spelling

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade K, Student Print Consumable K.5 (ISBN: 9780328941629)

REPORTED FEEDBACK:

Including a word bank on every spelling practice is too scaffolded and does not provide authentic opportunities to spell and internalize the pattern. The teacher should be the one with the list.

Page Number: Unit 5 Week 2 p. 80

Location:

Directions

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

There are vowel sounds included in this activity that are not developmentally appropriate for students in kindergarten (ex: Jane, home, come, Dave).

Page Number: Unit 5 Week 3 p. 90

Location:
My Turn

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

ELAR, Grade 1 (IMRA)

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

Component: Texas myView Literacy Grade 1, Teacher Edition 1.5 (ISBN: 9780328990757)

REPORTED FEEDBACK:

The intermediate ELL support encourages the use of three-cueing, which is illegal in Texas.

Page Number: ELL Targeted Support Unit 1: Page T254

Location:
ELL Targeted Support

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised this activity to clearly avoid any potential references to three-cueing, which is prohibited when students are attempting to decode a word. You can see new content on page T254 here: <https://us-school.pk12ls.com/school/90aa4aa7-ea97-48a4-bf2b-64d9e759ff8...>

REPORTED FEEDBACK:

The ELPS citation reference at the bottom of the ELL supports does not include 4.C.iii.

Page Number: ELL Targeted Support Unit 2: Page T327

Location:
ELL Targeted Support

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

On "Flexible Option" Lesson 4, there are words provided orally for students to spell. This satisfies the breakout. However, all of the other spelling practices include word banks, which are not opportunities for authentic spelling practice. This would address the TEKS in a better way if teachers were provided a list of words to dictate.

Page Number: p.T364

Location:
See Focus, Model & Practice, and Apply in Lessons

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 1, Teacher Edition 1.3 (ISBN: 9780328990733)

REPORTED FEEDBACK:

This activity is weak language attainment. It would be more beneficial for students to re-voice their thinking after taking notes.

Page Number: Unit 3 Week 6: pp. T404–T405

Location:
Conduct Research

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 1, Student Print Consumable 1.1 (ISBN: 9780328941636)

REPORTED FEEDBACK:

This lesson could be upgraded with a list of words in isolation focused on the words instead of a matching activity.

Page Number: Additional Practice: Phonics, p. 7

Location:

Entire Page

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The activity for providing text evidence is weak. Although students are given vague prompts to provide evidence about a character, the activity lacks specific instructions for students to provide evidence towards a claim. Leaving the activity in this way will provide many misconceptions.

Page Number: Unit 1 Week 1: p. 41

Location:

My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The standard uses the term "central idea" but throughout the materials both "main idea" and "central idea" are used. It would be beneficial for students if the language was consistent throughout the materials.

Page Number: Unit 1 Week 6: p. 226

Location:

Collaborate

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 1, Student Print Consumable 1.2 (ISBN: 9780328941643)

REPORTED FEEDBACK:

More consonant blends need to be present for authentic practice.

Page Number: Unit 2 Week 1: p. 22

Location:

Decodable Story

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Use consistent language when referring to the central idea; currently, "main idea" and "central idea" are used interchangeably. Additionally, while the TEKS use "supporting evidence," the materials frequently refer to "supporting detail." Maintaining consistency in language would benefit students and help avoid confusion.

Page Number: Unit 2 Week 1: p. 24

Location:

Informational Text

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The TEKS says supporting evidence not the supporting detail. This needs to be consistent.

Page Number: Unit 2 Week 1: p. 41

Location:

My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

A Word Bank is not necessary for Tier 1 spelling.

Page Number: Unit 2 Week 2: p. 83

Location:

My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Forest is the only word in the second sentence that helps students determine what "natural" means. This is a very high level context clue.

Page Number: Unit 2 Week 3: p. 115

Location:

Academic Vocabulary

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Students would benefit from using consistent language from the TEKS and help avoid confusion as they are just learning this concept. The materials use "opinion letter" instead of "persuasive text" as used in the TEKS

Page Number: Unit 2 Week 6: p. 212

Location:

Opinion Letter

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 1, Teacher Edition 1.2 (ISBN: 9780328990726)

REPORTED FEEDBACK:

The explanation needs to give some examples of specific vocabulary words that should be used during this activity.

Page Number: Unit 2: Page T363

Location:

ELL Support: first column

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 1, Student Print Consumable 1.3 (ISBN: 9780328941650)

REPORTED FEEDBACK:

A more grade-appropriate orthographic spelling pattern could have been chosen instead of contest.

Page Number: Unit 3 Week 4: p. 174

Location:

Edit for Spelling

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 1, Student Print Consumable 1.4 (ISBN: 9780328941667)

REPORTED FEEDBACK:

It says "identify", but students aren't asked to explicitly identify by highlighting or pointing.

Page Number: Unit 4 Week 1: p. 18

Location:

My Words to Know

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

No procedures are provided for students or teachers on how to use a dictionary. It is extremely presumptuous to tell first graders to "find four words in a dictionary".

Page Number: Unit 4 Week 1: p. 59

Location:

Spell r-Controlled ar Words

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

This task asks students to develop a narrative piece, however there is vague prompting for students to write with details. The prompt asks students to write the events, but it would be more beneficial to ask students to write events "using details" so that the task aligns to the TEK more efficiently.

Page Number: Unit 4 Week 2: p. 109

Location:

My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 1, Teacher Edition 1.4 (ISBN: 9780328990740)

REPORTED FEEDBACK:

Compound sentences are a third-grade TEKS

Page Number: Unit 4: Page T374

Location:

ELL Targeted Support

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 1, Student Print Consumable 1.5 (ISBN: 9780328941674)

REPORTED FEEDBACK:

This is extremely complex for first grade students. More scaffolds need to be provided.

Page Number: Unit 5 Week 5: p. 177

Location:

Manipulate Sounds: See and Say

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Spelling practice does not require a word bank.

Page Number: Unit 5 Week 5: p. 205

Location:

My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

ELAR, Grade 2 (IMRA)

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

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.1 (ISBN: 9780328941681)

REPORTED FEEDBACK:

To keep this activity from being merely a copying task, have students underline the letters that spell the /i/ sound in each word. Also, adding a dictation of words and sentences that contain the /i/ sound will require students to more deeply apply this skill. This would be an effective routine to use for each new phonics concepts: explain, model, practice with word sort, then dictate words/sentences to apply.

Page Number: Additional Practice Spelling: p. 147

Location:

try and spy are one-syllable words with open syllables.

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

It would be helpful to also practice spelling words with digraphs--choose between witch/which, when/win for those digraphs that are just 1 way to spell that sound (ch/tch, w/wh)

Page Number: Additional Practice: Phonics, p. 4

Location:

Entire Page

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The pictures are not clear what the word should be--may be interpreted in several ways but the SE is for multisyllabic words so be sure to clarify. For example: fencepost or post or gate?
Another picture that is not clear: baseball bat or just bat which is not a multisyllabic word.

Page Number: Unit 1 Week 1: p. 16

Location:

Listen for Long and Short Vowels: See and Say

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

I recommend providing practice opportunities for mapping each sound to its spelling for these high-frequency words, rather than having students memorize them as whole units. In addition to using the words in sentences, ensure students can identify sound-to-letter mapping, especially for learning any irregular spellings within these words.

Page Number: Unit 1 Week 1: p. 19

Location:

My Words to Know: My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Possibly add a few examples for students to reference

Page Number: Unit 1 Week 2: p. 85

Location:

Spell Words with Long Vowels (CVCe)

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

If you want to underline, I suggest you underline digraphs and trigraphs so students see that as one sound unit. For blends, if you want students to underline, then underline each consonant in the blend so there is no confusion that each consonant is sounded.

Page Number: Unit 1 Week 3: p. 93

Location:

Consonant Blends: Turn and Talk

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

For trigraphs, it is a common pattern that they follow short vowels. It would be helpful to describe this common pattern. Also, the W tends to distort the vowel sound following it so may not want to use the word WATCH as example word.

Page Number: Unit 1 Week 4: p. 131

Location:

Consonant Digraphs ch, sh wh,th, ph and Trigraph tch

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

on the word CHICK, may want to note that CK is also a digraph.

Page Number: Unit 1 Week 4: p. 131

Location:

Consonant Digraphs ch, sh wh,th, ph and Trigraph tch

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Would prefer to see the teacher-side of these lessons

Page Number: Unit 1 Week 5: p. 160

Location:

Add and Remove Sounds: See and Say

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

It would be helpful to include narrative on the awareness that suffix -ed has 3 different pronunciations although spelled in the same way: Folded, walked, crammed. This should be addressed to support decoding and encoding of this suffix in addition to the meaning.

Page Number: Unit 1 Week 5: p. 189

Location:

Spell Words with -s, -es, -ed, -ing

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Include attention to spelling patterns when adding suffixes to basewords: doubling, dropping e, changing y to i. Needs lots of practice with this.

Page Number: Unit 1 Week 5: p. 189

Location:

Spell Words with -s, -es, -ed, -ing

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

While TEXTBOOKS are secondary sources, regular books can also be considered primary sources. It may be important to make this distinction

Page Number: Unit 1 Week 6: p. 205

Location:

Project Based Inquiry: Primary or Secondary? second Collaborate

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Have a spot or chart that has the students to write down a few questions they have before they read

Page Number: Unit 2 Week 1: p. 224

Location:

First Read

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Include the vocabulary "graphics" with photos

Page Number: Unit 2 Week 2: p. 280
Location:
Close Read: Use Text Features and Graphics

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:
add the word "main" before events

Page Number: Unit 2 Week 3: p. 324
Location:
Understand Setting and Plot
in the bullet list description of plot

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:
Maybe use the teacher's guide here so there's actual examples how teaching the kids how to spell

Page Number: Unit 2 Week 3: p. 329
Location:
Spell Words with ie

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:
Include specific elements in the description.

Page Number: Unit 2 Week 4: p. 369
Location:
Make Inferences

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:
Maybe link the teacher instructions instead

Page Number: Unit 2 Week 6: p. 416
Location:
Compound Words

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 2, Teacher Edition 2.4 (ISBN: 9780328990795)

REPORTED FEEDBACK:
When modeling and practicing connections between cursive letters, there are different connecting strokes required depending on the letters. Pointing out these differences, introducing 1 at a time, with lots of practice will support the muscle memory needed to write fluently. Not all schools have a separate handwriting program so this addition would help support this skill.

Page Number: p T78 - T79
Location:

Handwriting: Write Words (p. T78)
Practice (p. T78)

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

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Location:
Handwriting: Write Words (p. T78)
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URL to Content: [View Publisher Materials](#)

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

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

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

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Location:

Handwriting: Write Words (p. T78)
Practice (p. T78)

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

Publisher Response: Accept without change

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Location:

Handwriting: Write Words (p. T78)
Practice (p. T78)

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

Publisher Response: Accept without change

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Location:

Handwriting: Write Words (p. T78)
Practice (p. T78)

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

Publisher Response: Accept without change

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Page Number: p T78 - T79

Location:

Handwriting: Write Words (p. T78)
Practice (p. T78)

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

Publisher Response: Accept without change

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Page Number: p T78 - T79

Location:

Handwriting: Write Words (p. T78)
Practice (p. T78)

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

When modeling and practicing connections between cursive letters, there are different connecting strokes required depending on the letters. Pointing out these differences, introducing 1 at a time, with lots of practice will support the muscle memory needed to write fluently. Not all schools have a separate handwriting program so this addition would help support this skill.

Page Number: p T78 - T79

Location:
Handwriting: Write Words (p. T78)
Practice (p. T78)

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

When modeling and practicing connections between cursive letters, there are different connecting strokes required depending on the letters. Pointing out these differences, introducing 1 at a time, with lots of practice will support the muscle memory needed to write fluently. Not all schools have a separate handwriting program so this addition would help support this skill.

Page Number: p T78 - T79

Location:
Handwriting: Write Words (p. T78)
Practice (p. T78)

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

When modeling and practicing connections between cursive letters, there are different connecting strokes required depending on the letters. Pointing out these differences, introducing 1 at a time, with lots of practice will support the muscle memory needed to write fluently. Not all schools have a separate handwriting program so this addition would help support this skill.

Page Number: p T78 - T79

Location:
Handwriting: Write Words (p. T78)
Practice (p. T78)

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 2, Teacher Edition 2.2 (ISBN: 9780328990771)

REPORTED FEEDBACK:

This particular citation does a great job of using genre characteristics to make predictions and understand the text. The "Model and Practice" does not focus on main events of the story, but the identification of main events seems to be addressed with the focus on strategy as a part of the discussion of all read alouds.

Page Number: p. T182

Location:
Minilessons: Focus on Strategies

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

This particular citation does a great job of using genre characteristics to make predictions and understand the text. The "Model and Practice" does not focus on main events of the story, but the identification of main events seems to be addressed with the focus on strategy as a part of the discussion of all read alouds.

Page Number: p. T182

Location:

Minilesson: Focus on Strategies

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

This particular citation does a great job of using genre characteristics to make predictions and understand the text. The "Model and Practice" does not focus on main events of the story, but the identification of main events seems to be addressed with the focus on strategy as a part of the discussion of all read alouds.

Page Number: p. T182

Location:

Minilesson: Focus on Strategies

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The side bar explains that texts can have different organizational structures like cause and effect. But the activity is simply an example of cause/effect relationship in the text, not how the text itself is organized. Look at a larger part of the text or the text as a whole to determine the organizational structure. Use headings to help identify the structure.

Page Number: T44

Location:

See Close Read box on teacher page, which corresponds to the Close Read sidebar on the student page.

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

For these strategies, I recommend you guide the teacher to start support with the activity for the beginner and move on to the activities in the more advanced levels as students are able and needed to meet the proficiency level of their peers. The beginner level activity would be enhanced with a sound to spelling mapping component (use sound boxes to map sounds to letters).

Page Number: Unit 2: Page T189

Location:

ELL Targeted Support

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Instead of the word "circumlocution" in the directions, say "support students with clear and concise word choice".

Page Number: Unit 2: Page T425

Location:

ELL Targeted Support

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 2, Student Digital License (ISBN: 9780134922461)

REPORTED FEEDBACK:

I really like this routine. Routines are so helpful for teachers and students to know the steps for learning something new. The only suggestion I would make is with the letters in the boxes on the side. If you think of those as "sound boxes", then for each sound you would use one box and put the letter or letters that spell that sound. That would support the verbiage you used in the routine. For example in the word THAN, you would only need 3 boxes since /th/ is 1 sound spelled with 2 letters.

Page Number: RRC pp. 87-90

Location:

Students are explicitly taught to identify grade-appropriate high frequency words originally sourced from Dolch and Fry lists and placed in a scope and sequence that provides the most access possible to connected text for readers, beginning in GK and extending to G5. In this particular citation, instruction is provided for identifying both decodable and nondecodable high frequency words.

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 2, Teacher Edition 2.1 (ISBN: 9780328990764)

REPORTED FEEDBACK:

Language structure is how words are used in a sentence including patterns that show grammar. This not how you are using the term. You are referring to orthographic patterns (spelling patterns).

Page Number: Unit 1: Page T319

Location:

ELL Targeted Support

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

All words are learned by making the connections between the sounds and spellings, whether the sound to spelling is regular or irregular. Instead of saying "Some of these words cannot be sounded out or some of these words must be memorized" say instead that "some of these words contain an unusual spelling. Let's notice how each sound is spelled in this word." This process connects the phonemes to the graphemes which is necessary for a word to become orthographically mapped and identified by sight (sight word).

Page Number: • Unit 1 Week 1: p. T27

Location:

Word Work

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 2, Student Print Consumable 2.2 (ISBN: 9780328941698)

REPORTED FEEDBACK:

Perhaps add a personal connection to the chart instead of simply stating, "I made a connection to...". It would also be helpful to provide an example of a connection to other texts and model the thinking process.

Page Number: Unit 3 Week 2: p. 85

Location:

Make Connections

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

On the chart, be sure to have students explain "I made a connection to...by...". Explaining how they made a connection is fully reaches the SE.

Page Number: Unit 3 Week 2: p. 85

Location:

My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Include explicit instruction for spelling changes when adding suffix to base words (not just notice—but teach the pattern).

Page Number: Unit 3 Week 2: p. 89

Location:

Spell Words with Comparative Endings

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Provide example of text and how word choice creates clear mental images.

Page Number: Unit 3 Week 3: p. 129

Location:

Visualize Details

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Please add examples.

Page Number: Unit 3 Week 3: p. 96

Location:

r-Controlled Vowels: er, ir, ur

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Explicitly state what a diphthong is along with the diphthongs of focus.

Page Number: Unit 3 Week 4: p. 140

Location:

Diphthongs ou, ow, oi, oy

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Ensure students are making connections by including the type of connection on the chart.

Page Number: Unit 3 Week 4: p. 163

Location:

My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Provide an example of synthesizing for students since synthesizing is a very abstract concept.

Page Number: Unit 4 Week 3: p. 355

Location:

Create New Understandings

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Suggestion to have have the content vocabulary words used in the sentence starter....for example "I Know..." I confirm....

Page Number: Unit 4 Week 4: p. 399

Location:

My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

possible bold key words like days, etc

Page Number: Unit 4 Week 4: p. 405

Location:

Writing Workshop: Edit for Capitalization and Commas, top of page

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Include the specific text elements in the instruction.

Page Number: Unit 5 Week 3: p. 576

Location:

Identify Elements of Drama

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Be more explicit with instructions on how predictions can be based on text structure. Give examples.

Page Number: Unit 5 Week 3: p. 577

Location:

Make and Confirm Predictions

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

Publisher Response: Accept without change

Thank you for taking the time to comment. The Teacher's Edition for this lesson provides more explicit instruction.

REPORTED FEEDBACK:

Be more explicit with instructions on how predictions can be based on text structure. Give examples.

Page Number: Unit 5 Week 3: p. 577

Location:
Make and Confirm Predictions

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Text should include a clear definition for the prefix re-

Page Number: Unit 5 Week 4: p. 621

Location:
Academic Vocabulary

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

ELAR, Grade 3 (IMRA)

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

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.1 (ISBN: 9780328941704)

REPORTED FEEDBACK:

To address a variety of sources, you may consider including having students access another resource as part of the example and "Collaborate" activity. For example, consult a gardening book to identify and gather information about which plants grow in this environment.

Page Number: pp. 216–217

Location:
New Student Edition material emailed to IMRA. For p. 216 labeled "Fact-Finding in the Field:" new content for top paragraph, new content for EXAMPLE (middle of page). For p. 217: new content for top paragraph (Collaborate), new content for last paragraph.

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Also provide opportunities for students to spell this type of words through dictation—model how you think through the process of spelling words with more than 1 syllable—spelling one syllable at a time, then reading to check. Choose words to reinforce previous spelling patterns or morphemes.

Page Number: Unit 1 Week 1: p. 51

Location:
Spelling: My Turn

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Provide an example as part of the explanation.

Page Number: Unit 1 Week 2: p. 80

Location:
Narrative (Infer Theme: first paragraph)

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Identify the academic vocabulary word you want them to use to find the meaning of. This may create misunderstandings for this task.

Page Number: Unit 1 Week 3: p. 119

Location:
Academic Vocabulary: Context Clues

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Show specific text examples of central idea and supporting details as part of explanation.

Page Number: Unit 1 Week 4: p. 132

Location:
Narrative (Informational Text: first paragraph, first bullet, second paragraph)

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

It would be better to reference the HFW list you're pulling from here in the teacher materials.

Page Number: Unit 1 Week 5: p. 200

Location:
Word Study: High-Frequency Words

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

This method of modeling with specific steps for the teacher including questioning is very helpful. Then it follows same steps for students to practice which supports success. Great job here!

Page Number: Unit 1 Week 5: p. 201

Location:
Narrative (Read Like a Writer: first paragraph, Model!)

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Be sure to provide explicit and systematic handwriting instruction before expecting this level of task. Students need to have letters modeled for where to start and directionality for each cursive letter. Model and monitor this practice for all letters, grouping for similar approach strokes. Then making connections between the cursive letters must also be modeled and monitored for each different type of connector. Muscle memory requires lots of practice.

Page Number: Unit 1 Week 5: p. 205

Location:
Writing Workshop: Edit for Legibility

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Again, provide opportunities to spell dictated words that follow this pattern.

Page Number: Unit 2 Week 1: p. 263

Location:

Spelling: My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Identify for the student which academic vocabulary word to focus on. This may lead to misunderstanding of the target skill.

Page Number: Unit 2 Week 3: p. 329

Location:

Academic Vocabulary: Context Clues

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

This pattern can be challenging for spelling since the final e is silent. Model and practice dictating words--talking through the process to spell these long vowel options. Connect to previous spelling patterns for long vowels. Make lists of words for each spelling pattern.

Page Number: Unit 2 Week 4: p. 369

Location:

Spelling: My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

This and all the previous citations could really be improved by giving the student specific examples

Page Number: Unit 2 Week 4: p. 372

Location:

Narrative (Revising for Coherence and Clarity, top half of page)

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Providing specific examples of print features in text would be helpful in addition to defining what they are.

Page Number: Unit 2 Week 5: p. 378-379

Location:

Narrative (Informational Text: first paragraph and bullets, Anchor Chart)

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Encourage students to look for patterns within contractions. What patterns do I see in spelling? What patterns do I notice with pronunciation?

Page Number: Unit 2 Week 5: p. 405

Location:

Spelling: Spell Contractions

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 3, Teacher Edition 3.2 (ISBN: 9780328990825)

REPORTED FEEDBACK:

Consider using the term "central idea" to replace "main idea" or add as a synonym.

Page Number: T146

Location:

Minilesson and Independent Writing

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 3, Teacher Edition 3.4 (ISBN: 9780328990849)

REPORTED FEEDBACK:

Model applying the meaning of idiom in context and confirming for accuracy of interpretation. Idioms are challenging and must be learned individually. Explaining how you process through this confirmation of meaning would be helpful.

Page Number: T312

Location:

Vocabulary in Context

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

To use idioms in text, have students apply the learned idioms from the text in new contexts and encourage to use in their own compositions.

Page Number: T320

Location:

vocabulary in context

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 3, Teacher Edition 3.1 (ISBN: 9780328990818)

REPORTED FEEDBACK:

The ELPS listed is not 2.b.1

Page Number: TE p.214

Location:

Please see ELL Targeted Support note on p. T214, bottom left-hand corner.

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

ELPS 3.J.ii is not listed.

Page Number: TE pp. T12–T13

Location:

Introduce the Unit video instruction on T12 and ELL Targeted Support note on T13

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 3, Student Print Consumable 3.2 (ISBN: 9780328941711)

REPORTED FEEDBACK:

Include how these words are used in a sentence. Give examples for each prefixed word.

Page Number: Unit 3 Week 1: p. 50

Location:

Word Study: Prefixes

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Make the connection to meaning as students learn to spell these prefixes. The meaning of prefixes unlocks the meaning of lots of words. Explain how to use the meaning of the prefix to determine the meaning of the whole word. Explain and give examples of how to use the prefixed words in sentences in various contexts.

Page Number: Unit 3 Week 1: p. 53

Location:

Spelling: Spell Prefixes

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

It would be helpful to provide a list of genres to pick from.

Page Number: Unit 3 Week 2: p. 93

Location:

Narrative (Select a Genre: first paragraph)

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Provide specific examples of sound devices and explain why poets use them. You have an example of rhyme scheme only. Add additional examples of other sound devices and why they are used.

Page Number: Unit 3 Week 5: p. 182

Location:

Narrative (Explain Poetic Characteristics: first paragraph)

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The provided example with color coding different parts of structure to point out is very clear and explicit.

Page Number: Unit 4 Week 3: p. 328

Location:

Narrative (Writing Workshop: Compose a Conclusion)

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Providing a chart of HFW organized by initial sound (rather than alphabetically by letter) would make a helpful and user-friendly reference.

Page Number: Unit 4 Week 5: p. 402

Location:

Narrative (Writing Workshop: Top half of page)

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

It would be helpful to explain that some of these final stable syllables can act as a suffix and carry meaning. For example for the word, sensitive, -ive is a suffix added to base sense. Also looking at related words helps develop word awareness...sense, senses, sensible, sensitive, sensation, etc...

Page Number: Unit 5 Week 5: p. 604

Location:

Word Study: Final Stable Syllables

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

When possible, include the connection to meaning of these syllables/suffixes. Knowing the meaning of the words they are spelling allows students to use the word more accurately and develop better word awareness. Make connections to the related words with common base for example finalize, final, finally, etc...

Page Number: Unit 5 Week 5: p. 607

Location:

Spelling: Spell Final Stable Syllables

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

ELAR, Grade 4 (IMRA)

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

Component: N/A (ISBN: N/A)

REPORTED FEEDBACK:

I have to say that I love the anchor charts that are provided in the text. These will be so helpful for new teachers! Plus, they can also be used as personal note pages for student notebooks.

Page Number: 119

Location:

Citation # 7020051

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 4, Teacher Edition 4.1 (ISBN: 9780328990863)

REPORTED FEEDBACK:

The ELL Targeted Support box says ELPS 3.D.ii and not 1.E.i which is the ELPS that was aligned with this lesson. Both ELPS should be listed if they are both being addressed with this support lesson.

Page Number: Unit 1: pp. T14–T15

Location:

Introduce the Unit: Academic Vocabulary

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 4, Student Print Consumable 4.2 (ISBN: 9780328941735)

REPORTED FEEDBACK:

The directions read: "Use what you know about prefixes to spell each word correctly." However, the activity provides a word bank of all the word with and without the prefixes. Therefore, the students are not using their knowledge; they are simply copying the word from the word bank.

Page Number: Additional Practice: Spelling, p. 140

Location:

My Turn

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The description should say "make pertinent comments" rather than "ask pertinent comment."

Page Number: Unit 3: Week 1: p. 32

Location:

Ask Questions and Ask Pertinent Comments:

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Mood and tone are not 4th grade TEKS. Mood is introduced in 6th grade, and tone is introduced in 7th grade.

Page Number: Unit 3: Week 2: p. 69

Location:

Activity (Bottom half of page)

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The TEKS specifically states "analyze plot elements, including falling action. However, both of the examples provide a general overview of plot elements, but do not specifically address analyzing falling action.

Page Number: Unit 3: Week 2: pp. 46–47

Location:

Narrative (Whole page; Anchor Chart)

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

'And', 'but', and 'or' are not the only coordinating conjunctions. Students needs to know all of them to create compound sentences.

Page Number: Unit 4: Week 4: p. 366

Location:

Narrative (Third paragraph, second chart)

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

We appreciate how you provide the TEKS at the bottom of the page to make lesson plan writing easier for new teachers, and we also like how the lesson offers guidance on presentation skills, such as making eye contact and speaking at a natural rate and volume.

Page Number: Unit 5: Week 6: p. 630

Location:
Collaborate

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 4, Student Print Consumable 4.1 (ISBN: 9780328941728)**REPORTED FEEDBACK:**

The words that have the spelling pattern /ule/ can be confusing for students because it doesn't quite make the long/u/ sound. It takes on more of the final syllable sound /le/.

Page Number: Additional Practice: Spelling, p.8

Location:
Top of page

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

The breakout states, "demonstrate spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words." The words in the word bank can be confusing because some words are base words, and some have suffixes. Either the words should all have the suffixes, and the students have to apply alphabetical order or the words should have only base words, and they need to apply the suffix rules to spell the words correctly and place them in the correct alphabetical order.

Page Number: Unit 1: Week 2: p. 77

Location:
My Turn

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

How do students know which words are academic vocabulary words?

Page Number: Unit 1: Week 3: p. 105

Location:
My Turn

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Words such as ridicule can be confusing because it takes on more of the final stable rule than the vce rule.

Page Number: Unit 1: Week 3: p. 109

Location:
My Turn

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Putting the vocabulary word in bold text will help students locate the word.

Page Number: Unit 1: Week 4: p. 134

Location:

Close Read Vocabulary in Context

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Students need to understand all of the plot elements, and using a chart with just a beginning, middle, and end could potentially confuse them. This approach might also lead a new teacher to teach a misconception, making it difficult for students to respond to questions that use terms like climax or falling action. Instead, the chart should include all the plot elements or use a similar graphic organizer to the anchor chart, where students can use text evidence from the story to fill in each plot element.

Page Number: Unit 2: Week 3: p. 322

Location:

Activity (My Turn, bottom of page)

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The question "What other words do you know that share the same base word as 'survive'? is confusing. Are you asking for a base word in the word 'survive'? Or other words that contain the word 'survive', like 'survival' and 'survivor'?"

Page Number: Volume 1: p.426

Location:

My Turn; Turn and Talk

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

ELAR, Grade 5 (IMRA)

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

Component: N/A (ISBN: N/A)

REPORTED FEEDBACK:

Documents still refer to ELL (English Language Learners) even though schools have moved on to EB (Emergent Bilinguals). I'm curious as to whether this will be changed on textbooks.

Page Number: N/A

Location: N/A

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 5, Teacher Edition 5.1 (ISBN: 9780328990917)

REPORTED FEEDBACK:

I can see how some of these words can be used to identify and describe people, places, and objects, but for the ELPS, it does not explicitly say that these activities are for "identifying and describing people, places, and objects."

Page Number: Unit 1 Week 4: p. T264

Location:

Word Study

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

One of the example words for adding -ive to is 'divide'. There is no word (that I can find) where -ive is added to 'divide'.

Page Number: Unit 1: Page T60

Location:

ELL Targeted Support

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 5, Student Print Consumable 5.1 (ISBN: 9780328941742)

REPORTED FEEDBACK:

I think this TEKS is supposed to be "generate questions about text during reading to gain information" because "generate questions about text after reading to gain information" is listed twice.

Page Number: Unit 2 Week 3: p. 315

Location:

First paragraph

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

I like that the students are instructed to take notes on the discussion. This will allow the teacher to do a quick check on student learning.

Page Number: Unit 2 Week 4: p. 330

Location:

Turn and Talk

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 5, Teacher Edition 5.2 (ISBN: 9780328990924)

REPORTED FEEDBACK:

The ELPS listed on the citation page does not match the ELPS referenced for the breakout. While the ELPS is addressed, it also needs to be included on the textbook page. Specifically, the ELPS referenced on page T50 should include 4.F.viii.

Page Number: Unit 2: T50

Location:

ELL Targeted Support

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 5, Student Print Consumable 5.2 (ISBN: 9780328941759)

REPORTED FEEDBACK:

Students should be provided with all of the coordinating conjunctions since there are so few of them.

Page Number: Unit 4 Week 3: p. 314

Location:

Top half of page

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas myView Literacy Grade 5, Student Print Consumable 5.2 (ISBN: Th9780328941759)

REPORTED FEEDBACK:

The activity doesn't allow the students to understand the spelling of multisyllabic words. Instead, they are just copying the words in alphabetic order. Perhaps they should sort the words into the amount of syllables they have.

Page Number: Unit 5 Week 4: p. 563

Location:

Top of page

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Publisher: Texas Education Agency, Open Education Resources

ELAR, Grade K (IMRA)

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

Component: GK: Skills Unit 2: Teacher Guide (ISBN: 9798890728548)

REPORTED FEEDBACK:

I think this activity is great. It uses multi-sensory learning.

Page Number: 11

Location:

Foundational Skills TG, U2, L1, "Practice Blending: Tap and Chase", [PDF p. 18]

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

Publisher Response: Accept without change

Pending Publisher Response

REPORTED FEEDBACK:

When asking the student to segment the word I would recommend not having the student blend the word after breaking it apart. Example: I have the word cupcake. Then the teacher models using her hands the word (left hand) cup (right hand) cake.

Page Number: 11

Location:

Foundational Skills TG, U2, L1, "Practice Blending: Tap and Chase", [PDF p. 18]

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

Publisher Response: Reject

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

REPORTED FEEDBACK:

When asking the student to segment the word I would recommend not having the student blend the word after breaking it apart. Example: I have the word cupcake. Then the teacher models using her hands the word (left hand) cup (right hand) cake.

Page Number: 19

Location:

Foundational Skills TG, U2, L2, "Warm-Up: Syllable Blending", [PDF p. 26]

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

Publisher Response: Reject

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

Component: GK: Skills Unit 5: Teacher Guide (ISBN: 9798890728319)

REPORTED FEEDBACK:

More VC words in practice...
at-it-sit-sat-cat...
ax-ox-box-bot-lot-let
an-in-fin-fan...

Page Number: 119

Location:

Foundational Skills TG, U5, L10, "Student Chaining", [PDF p. 128]

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

Publisher Response: Reject

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

REPORTED FEEDBACK:

In order to properly address the TEKS it is imperative that the teacher instructions have the teacher explain/mention to students that they will be reading the phrases from left to right.

Page Number: 30

Location:

Foundational Skills TG, U5, L2, "Differentiated Instruction", [PDF p. 39]

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

Publisher Response: Accept

Grade Kindergarten Unit 5 Lesson 2 has been revised.

Component: GK: Skills Unit 4: Teacher Guide (ISBN: 9798890728272)

REPORTED FEEDBACK:

This section needs to include more examples.

Page Number: 165

Location:

Foundational Skills TG, U4, L15 "Word Box", [PDF p. 172]

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

Publisher Response: Reject

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

Component: GK: Skills Unit 8: Teacher Guide (ISBN: 9798890728456)

REPORTED FEEDBACK:

It's important to add more cvc words to properly review the TEKS, add words such as: shop, ship, flip, plop, crab, clam, clap, clog, club, plot, plug, plum, snug, span, spin

Page Number: 215

Location:

Foundational Skills TG, U8, L20, "Word Recognition Assessment", [PDF p. 224]

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

Publisher Response: Reject

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

Component: GK: Skills Unit 3: Teacher Guide (ISBN: 9798890728234)

REPORTED FEEDBACK:

Add Appendix link or page number to improve teacher navigation.

Page Number: 44

Location:

Foundational Skills TG, U3, L4, "Warm-Up: Oral Blending", [PDF p. 51]

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

Publisher Response: Accept

Grade Kindergarten Unit 3 Lesson 4 has been revised.

REPORTED FEEDBACK:

Use the word "decode" in the lesson, in addition to blend.

Page Number: 53

Location:

Foundational Skills TG, U3, L5, "Warm-Up: Oral Blending"; [PDF p. 60]

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

Publisher Response: **Reject**

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

Component: GK: Knowledge Unit 11: Teacher Guide (ISBN: 9798890723208)

REPORTED FEEDBACK:

In the third bullet point, change "or" to "and" to ensure students are asking questions.

Page Number: 62

Location:

TG, U11, L5, "What have we already learned?"; [PDF p.69]

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

Publisher Response: **Reject**

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

REPORTED FEEDBACK:

TEKS 12.B is not listed at the bottom of the page as being covered.

Page Number: 83

Location:

TG, U11, L6, "Modeling Research"; [PDF p.90]

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

Publisher Response: **Accept**

Grade Kindergarten Unit 11 Lesson 6 has been revised.

Component: GK: Skills Unit 1: Teacher Guide (ISBN: 9798890728203)

REPORTED FEEDBACK:

I like the use of hand motions in this lesson.

Page Number: 69

Location:

Foundational Skills TG, U1, L7, "Listening to Words: student-Student Echo"; [PDF p. 76]

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

Publisher Response: **Accept without change**

Pending Publisher Response

Component: GK: Knowledge Unit 10: Teacher Guide (ISBN: 9798890723154)

REPORTED FEEDBACK:

Suggestion: add (build stamina throughout year by increasing periods of independent reading time.)

Page Number: 76

Location:

TG, U10, Pausing Point, "Self-Selecting Text"; [PDF, p. 83]

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

Publisher Response: **Accept**

Grade Kindergarten Unit 10 Lesson 6 has been revised.

Component: GK: Knowledge Unit 4: Teacher Guide (ISBN: 9798890728586)

REPORTED FEEDBACK:

These facts are supporting evidence but use that academic vocabulary "supporting evidence" in teacher directions to ensure students know what that is.

Page Number: 99

Location:

TG, U4, L8, "Check for Understanding"; [PDF p. 106]

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

Publisher Response: **Reject**

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

ELAR, Grade 1 (IMRA)

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

Component: G1: Knowledge Unit 3: Teacher Guide (ISBN: 9798890727725)

REPORTED FEEDBACK:

Before students turn and talk, have the teacher remind students during turn and talk to use ReadAloud or unit vocabulary in their responses and speak clearly and at an appropriate pace.

Page Number: 100

Location:

TG, U3, L7, "Essential Background Information or Terms"; Turn and Talk

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

Publisher Response: **Accept**

Grade 1 Unit 3 Lesson 7 has been revised.

REPORTED FEEDBACK:

Put more details about what story they are going to be accessing prior knowledge with.

Page Number: 39

Location:

TG, K U3, L10, EBS sidebar: Reading/Evaluating Language Choices

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

Publisher Response: **Accept**

Grade 1 Unit 3 Lesson 10 has been revised.

Component: G1: Skills Unit 1: Teacher Guide (ISBN: 9798890728838)

REPORTED FEEDBACK:

I think it would be helpful to add the vocabulary of "first person" and what makes a story first person. I think it needs to be explicitly stated so that the teacher knows to teach this term.

Page Number: 113

Location:

Foundational Skills, TG, U1, L9, "Discussion Questions"; Beth # 2 questions

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

Publisher Response: **Reject**

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

Component: G1: Skills Unit 3: Activity Book (ISBN: 9798890727640)

REPORTED FEEDBACK:

Tell students they are also decoding words with initial consonant blends

Page Number: 40

Location:

Preview Spellings

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

Publisher Response: Accept

Grade 3 Unit 3 Lesson 3 has been revised.

Component: G1: Knowledge Unit 7: Teacher Guide (ISBN: 9798890729729)

REPORTED FEEDBACK:

It says to ask questions as they read. Are there questions that could be asked beforehand?

Page Number: 48

Location:

TG, U7, L3, "Read-Aloud"; Rapunzel

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

Publisher Response: Reject

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

Component: G1: Knowledge Unit 1: Teacher Guide (ISBN: 9798890722867)

REPORTED FEEDBACK:

Be more specific that the students will use the sentence frame to take notes.

Page Number: 48

Location:

TG, U1, L4, EBS sidebar: Speaking and Listening/Offering Opinions

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

Publisher Response: Reject

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

Component: G1: Knowledge Unit 2: Teacher Guide (ISBN: 9798890729170)

REPORTED FEEDBACK:

A "variety of media" is including a sentence stem on paper, poster, read aloud, illustrations, and image cards.

Page Number: 49

Location:

TG, U2, L6, Read-Aloud

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

Publisher Response: Reject

There is insufficient information to identify and address the concern.

Component: G1: Skills Unit 3: Teacher Guide (ISBN: 9798890727633)

REPORTED FEEDBACK:

Students are editing and could edit a singular noun but make sure to put under teacher guidance to use the academic vocabulary of editing nouns, verbs etc.

Page Number: 54

Location:

Foundational Skills, TG, U3, L4, "Writing"; Fictional Narrative: Edit a Draft (student demonstration)

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

Publisher Response: Reject

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

ELAR, Grade 2 (IMRA)

Program: OER K-5 Reading Language Arts_Grade 2

Component: G2: Knowledge Unit 11: Teacher Guide (ISBN: 9798890722775)

REPORTED FEEDBACK:

Make sure to also include for teacher and students to look at 14.1 in the activity guide which is the editing checklist which addresses the breakout of editing drafts INCLUDING common nouns!

Page Number: 157

Location:

TG, U11, L14, Application: Editing and Practicing

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

Publisher Response: Accept

Grade 2 Unit 11 Lesson 14 has been revised.

Component: G2: Skills Unit 4: Teacher Guide (ISBN: 9798890727251)

REPORTED FEEDBACK:

A picture of the checklist linked would be nice to have within the body of the text in the teacher guide.

Page Number: 193

Location:

Foundational Skills, TG, U4, L15, Edit a Persuasive Letter

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

Publisher Response: Reject

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

Component: G2: Skills Unit 5: Teacher Guide (ISBN: 9798890727299)

REPORTED FEEDBACK:

It would be a nice addition to show a preview of the revising checklist mentioned in the text. Teachers would appreciate seeing the specifics of the checklist imbedded within the TG so they don't have to go within another document to find the checklist.

Page Number: 213

Location:

Foundational Skills, TG, U5, L19, Writing: Write and Edit a Different Story Ending

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

Publisher Response: Reject

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

ELAR, Grade 3 (IMRA)

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

Component: G3: Skills Unit 4: Teacher Guide (ISBN: 9798890720078)

REPORTED FEEDBACK:

Great job of providing an activity citation for 2.A.v which included an opportunity for demonstration of knowledge on: multisyllabic words that include vowel teams that also included digraphs!

Page Number: 18

Location:

Foundational Skills, TG, U4, L2, Review Vowel Teams ai and ay

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

Publisher Response: Accept without change

Pending Publisher Response

Component: G3: Knowledge Unit 9: Teacher Guide (ISBN: 9798890726902)

REPORTED FEEDBACK:

Be more explicit on having students use structures TO correct or confirm predictions.

Page Number: 181

Location:

TG, U9, L7, Read-Aloud: embedded Pausing Points

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

Publisher Response: Accept

Grade 3 Unit 9 Lesson 7 has been revised.

REPORTED FEEDBACK:

Includes: "What should I look for if I am talking about where things are? (words such as on, under, and in and related phrases) but does not call them prepositions.

Page Number: 251

Location:

TG, U9, L10, Narrative Writing: Editing, 2nd bullet

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

Publisher Response: Accept

Grade 3 Unit 9 Lesson 10 has been revised.

REPORTED FEEDBACK:

Add examples to model how to ask relevant questions to clarify information. This could possibly be completed with a think aloud to model the skill and give the student the opportunity to learn how to ask relevant questions to clarify information.

Page Number: 267

Location:

TG, U9, L11, Introducing the Read-Aloud

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

Publisher Response: Accept

Grade 3 Unit 9 Lesson 11 has been revised.

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED FEEDBACK:

Great job on providing the students an opportunity to collaborate together to address the breakout.

Page Number: 183

Location:

TG, U4, L7, Second Paragraph

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

Publisher Response: Accept without change

Pending Publisher Response

Component: G3: Skills Unit 9: Teacher Guide (ISBN: 9798890720122)

REPORTED FEEDBACK:

Good job on making sure students are learning, though modeling, how to use multiple sentences as context to determine the meaning of unfamiliar words.

Page Number: 44

Location:

Foundational Skills, U9, L5, Foundational Skills: Review Context Clue Strategy

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

Publisher Response: Accept without change

Pending Publisher Response

ELAR, Grade 4 (IMRA)

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

Component: G4: Knowledge Unit 9: Teacher Guide (ISBN: 9798890726711)

REPORTED FEEDBACK:

add that the organizational pattern described in the last bullet is a descriptive pattern

Page Number: 100

Location:

TG, U9, L8, Preview the Vocabulary

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

Publisher Response: Reject

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

Component: G4: Knowledge Unit 3: Teacher Guide (ISBN: 9798890727343)

REPORTED FEEDBACK:

add 'including high frequency words' to checklist item 7 I have used correct spelling.

Page Number: 118

Location:

TG, U3, L3, Final Revisions and Editing, p. 118

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

Publisher Response: Reject

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

REPORTED FEEDBACK:

add a bullet to help students understand when to use certain volume levels when presenting

Page Number: 132

Location:

TG, G4, U3, L9, Personal Narrative Presentations: Day 1

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

Publisher Response: Accept

Grade 4 Unit 3 Lesson 9 has been revised.

REPORTED FEEDBACK:

Need to add specifics on genre characteristics in the teacher guidance.

Page Number: 156

Location:

TG, G4, U3, L11, Writing A Summary Paragraph

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

Publisher Response: Reject

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

Component: G4: Knowledge Unit 10: Teacher Guide (ISBN: 9798890726742)

REPORTED FEEDBACK:

The teacher's direction to "correct grammar as needed" is vague. Including specific look-fors or checklists that mention verb tenses would align better with the standard.

Page Number: 154

Location:

TG, K, G4, U10, L12 Writing / Review and Refine: Students correct their grammar as needed with teacher guidance.

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

Publisher Response: Reject

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

REPORTED FEEDBACK:

Add a bullet for students to ensure that they employ a good speaking rate and appropriate volume when presenting

Page Number: 155

Location:

TG, G4, U10, L12, Speaking and Listening: Presentation of "Character Analysis Project"

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

Publisher Response: Accept

Grade 4 Unit 10 Lesson 12 has been revised.

Component: G4: Knowledge Unit 2: Teacher Guide (ISBN: 9798890729583)

REPORTED FEEDBACK:

following the directions is implied, but not explicitly stated. To clearly align with the standard instead of saying "make sure each student completes their own worksheet" the sentence can be changed to include the language of the standard. "make sure each student follows directions as they complete their own worksheet"

Page Number: 163

Location:

TG, K, G4, U2, L4, Speaking and Listening: Listening Actively

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

Publisher Response: Accept

Grade 4 Unit 2 Lesson 4 has been revised.

ELAR, Grade 5 (IMRA)

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

Component: G5: Knowledge Unit 10: Teacher Guide (ISBN: 9798890726568)

REPORTED FEEDBACK:

The Preview the Text paragraph is good, but it could be a bit more explicit in directing students to identify the purpose for reading.

Page Number: 13

Location:

TG, U10, L1, Preview the Text

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

Publisher Response: Reject

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

REPORTED FEEDBACK:

Add some specific instructions about the purpose of the writing project

Page Number: 164

Location:

TG, U10, L12, Drafting

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

Publisher Response: Accept

Grade 5 Unit 10 Lesson 12 has been revised.

Component: G5: Knowledge Unit 8: Teacher Guide (ISBN: 9798890727053)

REPORTED FEEDBACK:

Add instruction for students to provide feedback about fluency (prosody)

Page Number: 154

Location:

TG, U8, L10, Partner Read

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

Publisher Response: Reject

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

REPORTED FEEDBACK:

Can you add some direction for teachers to specifically address the multisyllabic words students might come across in their reading?

Page Number: 178

Location:

TG, U8, L1, Deliver Accusations

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

Publisher Response: Accept

Grade 5 Unit 8 Lesson 1 has been revised.

REPORTED FEEDBACK:

Have students read the words multiple times to allow for fluency practice of accuracy

Page Number: 195

Location:

TG, U8, L12, Morphology: Affixes and Roots

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

Publisher Response: Accept

Grade 5 Unit 8 Lesson 12 has been revised.

REPORTED FEEDBACK:

Specificity is found in the side bar for ELL students.

Please add this specificity to the body of the page.

Page Number: 30

Location:

TG, U8, L2, Compare Geology and Chemical Matter

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

Publisher Response: Reject

No revision made. The sidebar support specificity can be used in a whole group setting.

REPORTED FEEDBACK:

Need to include either more words that honor true open syllables. The current words with open syllables only contain a schwa for open syllable.

Page Number: 34

Location:

TG, U8, L2, Morphology

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

Publisher Response: Reject

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

REPORTED FEEDBACK:

add some directions for students about using appropriate fluency when reading with a partner

Page Number: 35

Location:

TG, U8, L2, Partner Read

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

Publisher Response: Reject

The is insufficient information to identify and address the concern.

REPORTED FEEDBACK:

Give students guidance about providing feedback on fluency (prosody)

Page Number: 88

Location:

TG, U8, L6, Partner Read

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

Publisher Response: Reject

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

Component: G5: Knowledge Unit 1: Teacher Guide (ISBN: 9798890727831)

REPORTED FEEDBACK:

Provide some question stems for students.

Page Number: 171

Location:

TG, U1, L12, Surprise Narrative Presentations

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

Publisher Response: Accept

Grade 5 Unit 1 Lesson 12 has been revised.

REPORTED FEEDBACK:

Where is says, "Facilitate a whole-class discussion around the words and ideas students associate with it. As they respond, create a word map by writing students' responses around the word personal and connecting them with lines.", add that students should generate questions in this portion of the discussion.

Page Number: 9

Location:

TG, U1, L1, Introducing Personal Narratives

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

Publisher Response: Reject

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

Component: G5: Knowledge Unit 7: Teacher Guide (ISBN: 9798890727978)

REPORTED FEEDBACK:

Statement needs to include using known phonics skills representing English language.

Page Number: 263

Location:

TG, K, G5, U7, L10, EBS prompt

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

Publisher Response: Accept

Grade 5 Unit 7 Lesson 10 Teacher's Guide has been revised.

REPORTED FEEDBACK:

transions are mentioned in the sidebar. Please include information on transitions in the body of the lessons, not just the sidebar. This could easily be missed.

Page Number: 263

Location:

TG, U7, L10, Draft Body Paragraph

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

Publisher Response: Accept

Grade 5 Unit 7 Lesson 10 has been revised.

REPORTED FEEDBACK:

There was no feedback in blue, but I did notice there was a bullet mentioning italicized titles.

Page Number: 310

Location:

TG, U7, L14, Mock up, Grammar (see edits in blue)

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Reject

There is insufficient information to identify and address the concern.

Component: G5: Knowledge Unit 2: Teacher Guide (ISBN: 9798890727862)

REPORTED FEEDBACK:

More suffix examples would solidify the concept for students.

Page Number: 66

Location:

TG, U2, L2, Root Word Chart

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

Publisher Response: **Reject**

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

Publisher: 95 Percent Group LLC

ELAR, Phonics, Grade K (IMRA)

Program: 95 Phonics Core Program Classroom Kit: Kindergarten

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

REPORTED FEEDBACK:

I would like to see another representation other than just compound words.

Page Number: 25-26

Location:

Teacher's Edition: Volume 1, Lesson 1, Day 3 (pp. 25–26), under Phonological Awareness: Syllables (bolded sub-heading) in Phonological Awareness Warm-Up section

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

Publisher Response: **Pending Publisher Response**

Pending Publisher Response

REPORTED FEEDBACK:

Would like to see something other than compound words.

Page Number: 61

Location:

Teacher's Edition, Volume 1: Lesson 3, Day 1 (p. 61) under Phonological Awareness: Syllables (bolded sub-heading) in Phonological Awareness Warm-Up section.

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

Publisher Response: **Pending Publisher Response**

Pending Publisher Response

Publisher: Amplify

ELAR, Phonics, Grade K (IMRA)

Program: Amplify ELAR Texas Skills, Grade K

Component: Amplify ELAR Texas Skills, Grade K Unit 3 Teacher Guide (ISBN: 9798891808775)

REPORTED FEEDBACK:

Consider adding the page number where the teacher will find the oral blending instruction in Appendix A p. 198

Page Number: p. 100

Location:

Skills Unit 3 TG, Lesson 10: Oral Blending (PDF p. 107), see Appendix A: Oral Blending (PDF p. 205)

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

Publisher Response: **Accept**

Full response details [here](#). Amplify will revise the Kindergarten, Skills Unit 3 Teacher Guide to include a page number in Lesson 10 referencing the Oral Blending routine found in Appendix A, page 198.

Lesson 10, p. 100 (PDF p. 107) REPLACE: Be sure to use blending motions and ask what the words have in common. (They are associated with the sea.) Model for students how to add a syllable to the word *shell* using the routine described in Appendix A. WITH: Be sure to use blending motions and ask what the words have in common. (*They are associated with the sea.*) Model for students how to add a syllable to the word *shell* using the routine described in Appendix A (page 198).

REPORTED FEEDBACK:

Consider adding the page number where the teacher will find the routine in appendix A p. 198)

Page Number: p. 44

Location:

Skills Unit 3 TG, Lesson 4: Oral Blending (PDF p. 51), see Appendix A: Oral Blending (PDF p. 205)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Kindergarten, Skills Unit 3 Teacher Guide to include a page number in Lesson 4 referencing the Oral Blending routine found in Appendix A, page 198.

Lesson 4, p. 44 (PDF p. 51) REPLACE: Be sure to use blending motions and ask what the words have in common. (They are all items of clothing.) Model for students how to add a syllable to the word *coat* using the routine described in Appendix A. WITH: Be sure to use blending motions and ask what the words have in common. (*They are all items of clothing.*) Model for students how to add a syllable to the word *coat* using the routine described in Appendix A (page 198).

Component: Amplify ELAR Texas Skills, Grade K Unit 9 Teacher Guide (ISBN: 9798891808836)**REPORTED FEEDBACK:**

Consider adding the page number where the teacher will find the instructions in the introduction (pg. 6)

Page Number: p. 117

Location:

Skills Unit 9 TG, Lesson 11: Oral Blending (PDF p. 126), see Introduction: Oral Blending (PDF p. 15)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Kindergarten, Skills Unit 9 Teacher Guide to include a page number in Lesson 7 and Lesson 11 to the Oral Blending routine found in the Introduction on page 6. Lesson 7, p. 75 (PDF p. 84) REPLACE: Follow the instructions in Lesson 1. Model for students how to substitute a syllable with the words *weaker/seeker* using the routine described in the Introduction. WITH: Follow the instructions in Lesson 1. Model for students how to substitute a syllable with the words *weaker/seeker* using the routine described in the Introduction (page 6).

Lesson 11, p. 117 (PDF p. 126) REPLACE: Follow the instructions in Lesson 1. Model for students how to substitute a syllable with the words *toothbrush/hairbrush* using the routine described in the Introduction. WITH: Follow the instructions in Lesson 1. Model for students how to substitute a syllable with the words *toothbrush/hairbrush* using the routine described in the Introduction (page 6).

Component: Amplify ELAR Texas Skills, Grade K Unit 8 Teacher Guide (ISBN: 9798891808829)**REPORTED FEEDBACK:**

The activity on pg.187 states "Provide a copy of the Core Knowledge Diagnostic Assessment (located in Teacher Resources)." The materials should note that the teacher needs to reference pg.282-283 of the Teacher Resources for the Code Knowledge Diagnostic Assessment.

Page Number: p. 187

Location:

Skills Unit 8 TG: Lesson 17: Code Knowledge Diagnostic Assessment (PDF p. 196)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Kindergarten, Skills Unit 8 Teacher Guide to include page numbers in Lesson 17 referencing where teachers can locate the Code Knowledge Diagnostic Assessment materials on pages 282 and 283.

Lesson 17, p. 187 (PDF p. 196) REPLACE: Administer this task to any student who scores 26 or less on the Pseudoword or Real Word Reading Assessment. Provide a copy of the Code Knowledge Diagnostic Assessment (located in Teacher Resources) to the student and remove Activity Page 17.4 from the student's Activity Book. WITH: Administer this task to any student who scores 26 or less on the Pseudoword or Real Word Reading Assessment. Provide a copy of the Code Knowledge Diagnostic Assessment (located in Teacher Resources, pages 282 and 283) to the student and remove Activity Page 17.4 from the student's Activity Book.

Component: Amplify ELAR Texas Skills, Grade K Unit 2 Teacher Guide (ISBN: 9798891808768)**REPORTED FEEDBACK:**

There are only 2 bullet points about deleting a syllable and it isn't explained well. Appendix A is referenced but no page number is given. Teachers will not know where to go to find those directions and even in appendix A, the instructions aren't very clear.

Page Number: p. 21

Location:

Skills Unit 2 TG: Lesson 2: Warm-Up: Blend Syllables and Sounds (PDF p. 28)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Kindergarten, Skills Unit 2 Teacher Guide to include page numbers in Lesson 2 and Lesson 3 referencing where teachers can locate the Deleting Syllables routine found in Appendix A on page 163.

Lesson 2, p. 21 (PDF p. 28) REPLACE: Once students have successfully blended the syllables listed above, model for students how to delete a syllable in the word *anthill* using the routine described in Appendix A. WITH: Once students have successfully blended the syllables listed above, model for students how to delete a syllable in the word *anthill* using the routine described in Appendix A (page 163).

Lesson 3, p. 29 (PDF p. 36) REPLACE: Once students have successfully blended the syllables, model for students how to delete a syllable in the word *bathub* using the routine described in Appendix A. WITH: Once students have successfully blended the syllables, model how to delete a syllable in the word *bathub* using the routine described in Appendix A (page 163).

Component: Amplify ELAR Texas Skills, Grade K Unit 10 Teacher Guide (ISBN: 9798891808843)

REPORTED FEEDBACK:

This activity is in the additional support section of the lesson. Is this SE also located in a lesson so all teachers will teach it? If teachers don't do the additional support section, they wouldn't teach this lesson.

Page Number: p. 22

Location:

Skills Unit 10 TG: Lesson 1: More Help With Orally Segmenting Two-Syllable Words: Push & Say SRP Citation (PDF p. 31) Activity Page TR 1.1 (PDF p. 393)

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

Publisher Response: Reject

Full response details [here](#). Students are taught to orally segment two-syllable words in Unit 10 lessons cited below. All teachers will cover this standard during core lessons.

Kindergarten, Skills Unit 10 TG:

Lesson 1, Warm-Up, p. 14–15 (PDF p. 23–24) Lesson 3, Warm-Up, p. 36 (PDF p. 45) Lesson 5, Warm-Up, p. 57 (PDF p. 66) Lesson 11, Warm-Up, p.116 (PDF p. 125) Lesson 14, Warm-Up, p. 147 (PDF p. 156) Lesson 17, Warm-Up, p. 174 (PDF p. 183) Lesson 20, Warm-Up, p. 204 (PDF p. 213) Lesson 25, Warm-Up, p. 250 (PDF p. 259) Lesson 27, Warm-Up, p. 268 (PDF p. 277) Lesson 29, Warm-Up, p. 289 (PDF p. 298)

Publisher: Curriculum Associates, LLC

ELAR, Phonics, Grade K (IMRA)

Program: Texas Magnetic Reading Foundations, Grade K

Component: Magnetic Reading Foundations Texas Teacher Guide Set Grade K (ISBN: 9781663002600)

REPORTED FEEDBACK:

It might be helpful to provide the volume number to make it easier to find this lesson,

Page Number: 14

Location:

Week 16 - Session 4 - Phonological Awareness - Segment Phonemes - Model - pg. 14

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

Publisher Response: Accept without change

I believe it's too late to make this change, sorry it made it more difficult.

Publisher: EPS Operations, LLC ("EPS Learning")

ELAR, Phonics, Grade K (IMRA)

Program: SPIRE Program: Grade K

Component: SPIRE Foundations Sounds Sensible Teachers Guide (ISBN: 9780838858455)

REPORTED FEEDBACK:

We highly recommend adding additional opportunities for students to practice vc words.

Page Number: 281

Location:

Step 5: Dictation (Whole Word Dictation, e.g. at)

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: SPIRE 4E Teachers Guide Level 1 (ISBN: 9780838879009)

REPORTED FEEDBACK:

There is one example of a VC word. We highly recommend adding more examples of VC words.

Page Number: 5; 15

Location:

Step 9: Spelling (e.g. an; at)

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: Institute for Multi-Sensory Education

ELAR, Phonics, Grade K (IMRA)

Program: IMSE Comprehensive Orton-Gillingham Plus, K Phonics

Component: IMSE Comprehensive Orton-Gillingham Plus Teacher Guide Kindergarten (Student Book A) (ISBN: 9781948926539)

REPORTED FEEDBACK:

While the activity includes blending, to align more tightly to blending, present the phonemes first and then have student blend rather than telling the students the word first.

Page Number: 45

Location:

P. 45, Middle of page, "Word/Sentence Dictation" - students will pound, fingertap, blend and write the word. (Actual printed page number for digital resource: pp. 31)

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: Interventions for All: Phonological Awareness by Yvette Zgonc (ISBN: 9781934026809)

REPORTED FEEDBACK:

Consider adding manipulation for addition of syllables and changing of syllables.

Page Number: 88-93 (digital)

Location:

Print pages 86-91. These activities are manipulating syllables through deletion.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: Just Right Reader, Inc.

ELAR, Phonics, Grade K (IMRA)

Program: Kindergarten - Early Decodables

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

Please make sure to label the clapping syllables Content Block 2.

Page Number: 1

Location:

Reading Workouts > Page 1, Content Block 2: Clapping Syllables

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

Publisher Response: Reject

We are interpreting this as in addition to clapping syllables, we should incorporate labeling the syllables too (i.e., open or closed). The point of the activity is Phonological Awareness which would not yet involve graphemes (vowels and consonants), so we would not label the syllables within this activity. Instead we would only clap them.

REPORTED FEEDBACK:

It would be helpful to provide a visual of the squares you are referring to in this lesson. New teachers might need to be aware to place them left to right, or vertical. You do have this listed in the materials, but I think it would be more helpful to have a small visual to go along with it.

Page Number: 2

Location:

Deleting Syllables in a Word Lesson Plan > Step 1: Introduce deleting syllables in a word- top of page

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

Publisher Response: Accept

We have made the requested change. Please view the changes in this document: <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Deleting%20Syllables%20in%20%20Lesson%20Plan.pdf>

REPORTED FEEDBACK:

It would be helpful if there was page numbers on the bottom right corner of the pages. We noticed that the lessons are also not numbered in the teachers edition.

Page Number: 3

Location:

Blending & Segmenting Phonemes Lesson Plan > Segmenting Step 2: Guided Practice

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

Publisher Response: Accept

We have made this change, the requested changes can be seen in this document. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Jen%20and%20Spud%20Set%20>

REPORTED FEEDBACK:

It might be helpful to put a comma after "Remember, as the model, the teacher....."

Page Number: 4

Location:

Orally Segmenting & Blending Lesson Plan > Blending Syllables into Words Section: Guided Practice, Page 4 Step 2

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

Publisher Response: Accept

We have made the requested change. Please see the new content in the linked document. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Orally%20Segmenting%20Word%20Lesson%20Plan.pdf>

Publisher: Laprea Education

ELAR, Phonics, Grade K (IMRA)

Program: Kindergarten Structured Literacy with E.A.S.E. Second Edition

Component: Sound Sequence Second Edition (ISBN: 9798887416724)

REPORTED FEEDBACK:

Teacher is directed to provide a sentence frame with blanks for students. Where students are expected to demonstrate spelling knowledge by spelling high-frequency words from a research-based list, teacher should be directed to omit high frequency words within the frame provided to students.

Page Number: 10

Location:

PDF slide 13. Day 1 Lesson Procedures, Extend

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback. The frame provided is for extra support for students who need reteaching of the skill. This is generic example for teachers to use as an example. In the description provided during review, we should have provided more clarity.

REPORTED FEEDBACK:

It includes 12 high frequency words instead of 25

Page Number: 225

Location:

PDF slide is 228. Sound Sequence, Lesson 25, To the Vet, High-Frequency Words

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback! By the end of the Sound Sequence, students will have been introduced to 82 sight words. This was an example of how we embed the sight words into reading. We should have provided more clarity in the description when providing this example.

Below is the link to the list: <https://docs.google.com/spreadsheets/d/1nvexn1jC5VBhLK3eCDnpEpeKzx5e-A8ijHENSjnrkRw/edit#gid=1140794250>

REPORTED FEEDBACK:

This meets the standards requirement, however, it would be nice to have more teacher instruction for this section.

Page Number: 25

Location:

PDF slide is 28. Lesson 2, Day 1, Skill Review (section 1)

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

Publisher Response: Accept without change

Thank you for this helpful feedback! More detail and explanation is provided in the Day 1 Lesson Procedures for Skill Review. Within the specific lesson, prompts have been provided to help the teachers. In the description, we should have noted that the full set of directions were available in the lesson procedures in the front matter. https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sound_Sequence_Structured_Literacy_with_EASE_Final.pdf#page=12

Component: Sequence 1 Second Edition (ISBN: 9798887416731)

REPORTED FEEDBACK:

Please provide instructions for Word Chaining.

Page Number: 35

Location:

PDF slide is 38. Lesson 2, Day 2, Word Chaining

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

Publisher Response: Accept without change

Thank you for this helpful feedback! An explanation for word chaining has been provided in the Day 2 Lesson Procedures (PDF slides 16-17). Within the individual lessons, we try to provide prompts and hints to remind teachers. In the description, we should have noted that the full set of directions were available in the lesson procedures in the front matter. https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers_Sequence_1_Structured_Literacy_with_EASE_Final.pdf#page=16

Component: Sequence 2 Second Edition (ISBN: 9798887416748)

REPORTED FEEDBACK:

This section with syntax then mentioning dictation is a bit unclear.

Page Number: 95

Location:

PDF slide 98. Lesson 8, Day 1, Encoding (section 7)

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback! In the Day 1 lesson procedures for Encoding, there is more detail provided on sentence combining. The information provided was prompt to remind how to combine the sentences. In the description provided for review, we should have noted that the full set of directions were available in the lesson procedures in the front matter. https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_2_Structured_Literacy_with_EASE_Final.pdf#page=16

REPORTED FEEDBACK:

Although ccvc words are a part of the chaining activity, there are no teacher instructions. Will these words be written on the board for students to be able to decode?

Page Number: 96

Location:

PDF slide 99. Lesson 8, Day 2, Word Chaining (section 4)

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

Publisher Response: Accept without change

Thank you for this helpful feedback! An explanation for word chaining has been provided in the Day 2 Lesson Procedures (PDF slides 18-19). Within the individual lessons, we try to provide prompts and hints to remind teachers. https://www.structuredliteracy.com/wp-content/plugins/ari-fancy-lightbox/assets/pdfjs/web/viewer.html?file=https%3A//www.structuredliteracy.com/wp-content/uploads/2024/05/Reviewers-Sequence_2_Structured_Literacy_with_EASE_Final.pdf#page=18

Publisher: Pioneer Valley Educational Press, Inc

ELAR, Phonics, Grade K (IMRA)

Program: In Tandem

Component: In Tandem Handbook (ISBN: 9798888290019)

REPORTED FEEDBACK:

Students are using their finger to cover the parts of the word "into". To be more descriptive of the "manipulating", students can remove magnetic words rather than just covering them.

Page Number: 1

Location:

Lesson 28, Day 1, Step 3, Teaching Point (into)

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

Publisher Response: Accept

We accept this suggestion. On Lesson 28, Day 1, Step 3 Teaching Point, this text will be inserted before "Turn to page 10": On the easel, use magnetic letters to make the word onto. Show students how to break the word into two smaller parts (on - to). Please see proposed changes here:

<https://drive.google.com/file/d/1DNZzITc52gJCHGt61td5pNNB2J7kYW4/view?..>

REPORTED FEEDBACK:

On the second bullet, it should be stated that the pennies/ chips should be moved as they are saying each individual sound.

Page Number: 1

Location:

Lesson 1, Day 1, Step 2, Sound Boxes-Bullet Points 2-3

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

Publisher Response: Accept

We accept this suggestion. For all lessons where pennies/chips are moved into sound boxes, the text "as they push a penny or chip into each box" will be changed to "will push a penny or chip into a box for each phoneme". Please see proposed changes here:

<https://drive.google.com/file/d/16wAAkg8DgBo6dcOZYUJcKb0NesIbhU4/view?..>

Program: Phonics Launch

Component: Phonics Launch: Ready, Set, Go, Set 1 (Lesson Plans) (ISBN: 9781603438414)

REPORTED FEEDBACK:

The teacher directions are too vague to guarantee that the activity will match the TEK of decoding. Not all sight words are decodable so the directions will have to be specific in which decodable vc words to use. Also, writing the word is encoding not decoding.

Page Number: 1

Location:

Ready Set Go Set 1, Lesson 16, Day 2, Step 1, Sight Word Review

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

Publisher Response: Reject

The evidence listed here states the following: "Have students read previously taught sight words on cards from the Sight Word Box Set and/or write the word *it* and two previously taught sight words on dry-erase boards." This allows the teachers to utilize decoding, encoding, or both when doing this activity. In addition, all VC words are decodable; however, some are regular and others are irregular. For example, the word *is* is irregular, but it is still also decodable. While the *s* in the word *is* does not make the regular sound students would expect *s* to make (like */s/* in *snake*), it does make a sound, which makes it decodable. On Day 1 of each lesson, teachers teach both regular and irregular sight words through phoneme-grapheme mapping to specifically point out both the regularities and irregularities in a word. Therefore, this activity allows for students to demonstrate and practice their knowledge of decoding both regularly spelled and irregularly spelled VC words.

Component: Phonics Launch: On Our Way, Set 1 (Lesson Plans) (ISBN: 9781603438421)

REPORTED FEEDBACK:

While fishing is technically a multisyllabic word it might be better to choose something else so as not to confuse students if they have not learned suffixes yet.

Page Number: 2

Location:

On Our Way Set 1, Lesson 19, Day 3, Step 3, Teaching Point

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

Publisher Response: Reject

Thank you for your feedback. A replacement citation was provided and accepted, so we don't believe any changes need to be made to our materials.

Program: Stepping Together

Component: Stepping Together Lesson Modules for Kindergarten (2nd Edition) (ISBN: 9798888290422)

REPORTED FEEDBACK:

This could be improved with expanded instruction: the teacher modeling reading the high frequency words.

Page Number: 1

Location:

Module 1, Week 2, Day 1, Step 4, Read: Bullet Point 3 (page 1 of PDF, page 10 in print book)

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

Publisher Response: Reject

Thank you for the suggestion. As the teacher is modeling running the pointer under the word, they are reading the word, as described in the Teaching Guide, pages 37-38.

REPORTED FEEDBACK:

While there is opportunity for students to encode CVC words in this dictated sentence ('can', 'cat'), this could be greatly improved through direct, explicit instruction of encoding multiple CVC words.

Page Number: 2

Location:

Module 4, Week 1, Day 2, Step 4, Dictated Sentence-Bullet Point 2 (page 2 of PDF, page 100 in print book)

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

Publisher Response: Reject

Thank you for the suggestion. Students are given direct, explicit instruction of encoding multiple CVC words throughout the Stepping Together Lessons. In Kindergarten Module 4, Week 1, Day 2, students participate in the Making Words activity where they are encoding and decoding CVC words. On Day 3, students participate in the Sound Boxes activity where they are encoding CVC words. On Day 4, students have another opportunity to encode CVC words within a second dictated sentence.

REPORTED FEEDBACK:

If the focus is to form a lowercase c, I would recommend including more words with the letter of focus.

Page Number: 2

Location:

Module 1, Week 1, Day 2, Step 4, Letter Formation (page 2 of PDF, page 6 in print book)

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

Publisher Response: Reject

Thank you for the suggestion. Students practice the letter formation on the bottom of their ABC Chart Card or dry-erase board multiple times.

REPORTED FEEDBACK:

This could be improved to ensure that students are decoding CVCC words in isolation and connected text, as opposed to just mimicking the rime at the end of each word and changing the beginning sound.

Page Number: 2

Location:

Module 6, Week 5, Day 1, Step 4, Teach (Word Solving)-Bullet Point 1 (page 2 of PDF, page 187 in print book)

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

Publisher Response: Reject

Thank you for the suggestion. In Module 7, Weeks 4 and 5 have a sole focus of encoding and decoding CVCC words in isolation as well as in connected text.

REPORTED FEEDBACK:

In order for this to be *greatly* improved with explicit direction of uppercase letter formation and in terms of giving students the opportunity to practice or demonstrate the letter formation of uppercase L, all students could be given a whiteboard, or paper & pencil (as opposed to just 1 student getting the opportunity in the shared writing of 'Look').

Page Number: 2

Location:

Module 1, Week 3, Day 2, Step 4, Letter Formation (page 2 of PDF, page 16 in print book)

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

Publisher Response: **Reject**

Thank you for the suggestion. All students practice the letter formation and writing of the words as one student writes it on the sentence strip. This is explicitly stated in Kindergarten Stepping Together Teaching Guide, Chapter 5, pages 44-45 under the heading Interactive Writing (Dictated Sentences): "Call on individual students to write selected letters or words on the chart paper while the other students practice the letter or word on the bottom of their ABC Chart Card or dry-erase board."

REPORTED FEEDBACK:

Although 'jump' is a CVCC word, this would be improved if there were more opportunities for students to learn to decode CVCC words.

Page Number: 2

Location:

Module 4, Week 1, Day 1, Step 4, Teach (Strategic Processing) (page 2 of PDF, page 100 in print book)

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

Publisher Response: **Reject**

Thank you for the suggestion. Students have multiple opportunities to apply their spelling knowledge of CVCC words. CVCC words are included as sight words as well as words to decode during reading across lessons.

REPORTED FEEDBACK:

This would be greatly improved with explicit direction of uppercase letter formation.

Page Number: 2

Location:

Module 1, Week 2, Day 2, Step 4, Letter Formation (page 2 of PDF, page 11 in print book)

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

Publisher Response: **Reject**

Thank you for the suggestion. Uppercase letter formation is taught with explicit direction. Please see the procedure for "Letter Formation" in the Kindergarten Stepping Together Teaching Guide, Chapter 5, pages 45-46.

REPORTED FEEDBACK:

This is a good activity for practicing encoding CCVC words!

Page Number: 3

Location:

Module 7, Week 1, Day 2, Step 3, Making Words-Bullet Point 1-2 (page 3 of PDF, page 199 in print book)

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

Publisher Response: **Accept without change**

Thank you for this feedback!

REPORTED FEEDBACK:

I would recommend that students have an opportunity to segment more than 2 syllable words.

Page Number: 3

Location:

Module 2, Week 4, Day 3, Step 2, Segmenting: Syllables-Model (page 3 of PDF, page 52 in print book)

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

Publisher Response: **Reject**

Thank you for the suggestion. Students have the opportunity to engage in clapping multisyllabic words with more than 2 syllables in the Teach portion of the lessons. For example, in Module 4, Week 2, Day 1, Step 4 Teach students clap the syllables in the word "elephant" (3 syllables) and Module 4, Week 5, Day 3, Step 4 Teach students clap the syllables in the word "helicopter" (4 syllables).

REPORTED FEEDBACK:

While encoding the word 'at' does address the breakout, this activity could be greatly improved with multiple examples of direct, explicit instruction of applying spelling knowledge of VC.

Page Number: 3**Location:**

Module 3, Week 2, Day 2, Step 4, Dictated Sentence-Bullet Point 3 (page 3 of PDF, page 72 in print book)

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

Thank you for the suggestion. Students have multiple opportunities to apply their spelling knowledge of VC words. VC words are included as sight words as well as words to encode during Making Words and Dictated Sentences across lessons.

REPORTED FEEDBACK:

I would add an element of total physical response (for example, students tapping out each phoneme on their arm as they say the phonemes, and then dragging their hand on their arm to blend).

Page Number: 3**Location:**

Module 4, Week 4, Day 2, Step 2, Blending: Phonemes-Model (page 3 of PDF, page 117 in print book)

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

We accept this change. Explicit directions for teachers to use a multisensory approach of dragging their hand on their arm as they blend as been added to the Kindergarten Stepping Together Teaching Guide in Chapter 3: Phonological Awareness Activities in the Blending section. On page 16, at the end of the first paragraph, the following text will be added: "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." Please see the proposed revised text here: https://drive.google.com/file/d/1X-i-166qfqd_X1TPnxDR4xwx6VKPHw6g/view?..

REPORTED FEEDBACK:

I would not have students clap the word because students may confuse the clapping motion with clapping syllables.

Page Number: 3**Location:**

Module 1, Week 4, Day 3, Step 4, Teach (Concepts of Print) (page 3 of PDF, page 22 in print book)

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

Thank you for the suggestion. All of our activities were piloted and we have found that students are not confused with the alternate use of the clapping gesture.

REPORTED FEEDBACK:

Using the soundboxes for 'at' would address the breakout (spelling knowledge of VC), but 'red' is a CVC word. It would improve the lesson to give students more than just one opportunity to learn about spelling words with VC.

Page Number: 3**Location:**

Module 3, Week 2, Day 2, Step 4, Teach the New Sight Word: Map the Letters (page 3 of PDF, page 72 in print book)

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

Thank you for the suggestion. Students have multiple opportunities to apply their spelling knowledge of VC words. VC words are included as sight words as well as words to encode during Making Words and Dictated Sentences across lessons.

REPORTED FEEDBACK:

Ensure that the 'other words' on the page are also VC words. It would be helpful to explicitly state these in the product.

Page Number: 4**Location:**

Module 4, Week 2, Day 3, Step 4, Teach (Word Solving)-Bullet Point 2 (page 4 of PDF, page 107 in print book)

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

Publisher Response: Reject

Thank you for the suggestion. Other VC words on the page include "at" and "am."

REPORTED FEEDBACK:

This could be *greatly* improved with the opportunity for all students to practice letter formation, instead of just one student in shared writing.

Page Number: 4

Location:

Module 1, Week 3, Day 4, Step 4, Letter Formation (page 4 of PDF, page 18 in print book)

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

Publisher Response: Reject

Thank you for the suggestion. All students practice letter formation as one student writes it on the sentence strip. This is explicitly stated in Kindergarten Stepping Together Teaching Guide, Chapter 5, under the heading Interactive Writing (Dictated Sentences): "Call on individual students to write selected letters or words on the chart paper while the other students practice the letter or word on the bottom of their ABC Chart Card or dry-erase board." Please see the procedure for "Letter Formation" in the Kindergarten Stepping Together Teaching Guide, Chapter 5, pages 45-46.

REPORTED FEEDBACK:

This is great practice encoding CCVC words!

Page Number: 4

Location:

Module 7, Week 1, Day 3, Step 3, Sound Boxes (page 4 of PDF, page 200 in print book)

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

Publisher Response: Accept without change

Thank you for this feedback!

REPORTED FEEDBACK:

We're worried that extending/stretching out the phonemes instead of just articulating them could inadvertently lead to students articulating a schwa.

Page Number: 4

Location:

Module 4, Week 4, Day 3, Step 2, Segmenting: Stretching to Segment Phonemes-Model (page 4 of PDF, page 118 in print book)

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

Publisher Response: Reject

Thank you for the suggestion. This is whole class and the teacher is monitoring the sounds and giving corrective feedback accordingly. In our pilot studies, we have seen significant benefit in students gaining a stronger understanding of phonemes by doing activities that include both stretching and segmenting.

REPORTED FEEDBACK:

This could be improved if students had multiple opportunities to practice decoding VC words.

Page Number: 5

Location:

Module 3, Week 2, Day 4, Step 3, Decoding Words in Decodable Text-Bullet Point 3 (page 5 of PDF, page 74 in print book)

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

Publisher Response: Reject

Thank you for the suggestion. Students have multiple opportunities to apply their knowledge of VC words. VC words are included as sight words as well as words to decode during Making Words, Shared Reading, and Decoding Words in Decodable Texts across lessons.

REPORTED FEEDBACK:

This is a great example of instruction that addresses the breakout!

Page Number: 5

Location:

Module 3, Week 3, Day 4, Step 3, Decoding Words in Decodable Text-Bullet Point 3 (page 5 of PDF, page 80 in print book)

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

Publisher Response: Accept without change

Thank you for this feedback!

REPORTED FEEDBACK:

This could be improved if students had multiple opportunities to learn about decoding VC words.

Page Number: 5

Location:

Module 3, Week 2, Day 4, Step 3, Decoding Words in Decodable Text-Bullet Point 2 (page 5 of PDF, page 74 in print book)

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

Publisher Response: Reject

Thank you for the suggestion. Students have multiple opportunities to apply their knowledge of VC words. VC words are included as sight words as well as words to decode during Making Words, Shared Reading, and Decoding Words in Decodable Texts across lessons.

REPORTED FEEDBACK:

This could be improved if the emphasis was on decoding a CVCC word ('went') as opposed to recognizing it as a sight word. Likewise, this could be improved if there were multiple opportunities to decode CVCC words instead of just the one word: 'went'.

Page Number: 5

Location:

Module 7, Week 2, Day 4, Step 3, Decoding Words in Decodable Text-Bullet Point 2 (page 5 of PDF, page 207 in print book)

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

Publisher Response: Reject

Thank you for the suggestion. Students have multiple opportunities to apply their spelling knowledge of CVCC words. CVCC words are included as sight words as well as words to decode during reading across lessons.

REPORTED FEEDBACK:

In theory, students are applying their spelling knowledge of VC by spelling 'at' once it is dictated to them (thus addressing the breakout). However, the word 'to' is not a VC word. This would be greatly improved if there were multiple opportunities for students to apply spelling knowledge of VC words.

Page Number: 6

Location:

Module 3, Week 2, Day 5, Step 3, Assessment: Sight Word Review (page 6 of PDF, page 75 in print book)

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

Publisher Response: Reject

Thank you for the suggestion. Students have multiple opportunities to apply their spelling knowledge of VC words. VC words are included as sight words as well as words to encode during Making Words and Dictated Sentences across lessons.

Component: N/A (ISBN: 9798888290422)

REPORTED FEEDBACK:

While the students are recognizing the initial letters of their names in this task (which would be uppercase), there is no instruction that explicitly points out the uppercase letters. In order to improve this task, it would be great for the teacher to explicitly identify the the uppercase letters with students.

Page Number: 1

Location:

Module 1, Week 1, Day 1, Step 3, Name Game-Bullet Point 3 (page 1 of PDF, page 5 in print book)

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

Publisher Response: Reject

Thank you for this feedback. This benchmark has been dropped by TEA. Uppercase letter formation is taught with explicit direction. Please see the procedure for "Letter Formation" in the Kindergarten Stepping Together Teaching Guide, Chapter 5, pages 45-46.

REPORTED FEEDBACK:

I would recommend interchanging the term capital letter and uppercase so that students understand that they are the same thing.

Page Number: 4

Location:

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

Publisher Response: Reject

Thank you for this feedback. This benchmark has been dropped by TEA.

Publisher: Scholastic Inc.

ELAR, Phonics, Grade K (IMRA)

Program: Ready4Reading

Component: N/A (ISBN: 9781338856965)

REPORTED FEEDBACK:

In order to make this activity more aligned, the students should have to tell the letter name and whether it is upper- or lower-case.

Page Number: 48

Location:

Wiley Blevins Phonics From A to Z page 48 Activity 2 Alphabet Concentration

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Reject

Thank you for the feedback. Scholastic will share this comment with author Wiley Blevins, but we are unable to incorporate this change without his consent. Also note that this is an activity that can be modified by the teacher, based on students' needs, and/or to utilize within whole group, small group, or in a learning center for independent learning.

Component: Wiley Blevins Teaching Phonics (ISBN: 9781338856965)

REPORTED FEEDBACK:

Rather than using the synonym "sound," be sure to use the vocabulary from the KSS "phoneme."

Page Number: AlphabetHh

Location:

Module Wiley Blevins Teaching Phonics Alphabet Hh Step 1 Develop Phonemic Awareness Oral Segmenting

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

Publisher Response: Accept

Thank you for this feedback. Scholastic will make this product change, as described. We will have this ready by the March 2025 deadline.

REPORTED FEEDBACK:

The instructions let us know that the teacher may need to review the picture names with the children first. It would be beneficial to have an audio recording telling the students and teachers what the picture name is.

Page Number: AlphabetJj

Location:

Module Wiley Blevins Teaching Phonics Alphabet Jj Step 2 Digital Activities Picture-Sound Sort

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

Publisher Response: Reject

Thank you for this feedback. The picture names are included in the teaching card, so that the teachers can use it during the digital activities. We are in the process of migrating this product to a new platform so thus are unable to make technology changes at this time. Once the product is migrated we will revisit this suggestion.

REPORTED FEEDBACK:

The narratives and activities in this breakout do not include manipulation of syllables. There strictly only blending and segmenting.

Page Number: Opensyllables

Location:

Module Wiley Blevins Teaching Phonics Open Syllables Step 1 Develop Phonemic Awareness; scroll down to oral segmenting under model and Practice.

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

Publisher Response: Reject

Thank you for this feedback. The learning center activity does have students manipulating syllables. You can support multilingual learners by having children physically act out blending. For example, have one child represent a syllable in a multisyllable word. Have each child say his or her syllable. Then ask each child to extend his or her syllable and move closer to the next child. Finally, when the children are standing close together, have them

blend the entire word. The printable learning center instructions has them manipulating syllables, You can see those instructions by being logged into the R4R portal and reviewing the information at this link: <https://tinyurl.com/55nunwa3>

REPORTED FEEDBACK:

After sliding the green circle over to longer words, there are still single syllable words and not all of them are short o words. Example: black. In addition, the activity includes short a words and not all longer words are multisyllabic.

Page Number: Shorto

Location:

Module Short o -Teacher Directed digital activity for blending words. Students will blend syllables in multi syllabic words.

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

Publisher Response: **Reject**

Thank you for the feedback. We have chosen not to make this change for this reason - All activities are aligned to the scope and sequence, and build on skills previously taught. Every word included in this activity represents sound spelling skills that have already been introduced, per the scope and sequence.

Component: Read to Know Text Sets (ISBN: 9781338898323)

REPORTED FEEDBACK:

It says, "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.

Page Number: Short reads Decodable # 16

Location:

Module Short reads Decodables #16 Scroll down to the section Before Reading, Practice Reading Decodable Words

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

Publisher Response: **Accept**

Thank you for this feedback. We will accept this change for every card. This change will be in place by March 23 2025.

Component: Short Reads Decodables (ISBN: 9781339010731)

REPORTED FEEDBACK:

Using plurals is not the best way to address cvcc words. There are a variety of other cvcc options that could be used like words with ending digraphs - ck, -sh, -th, etc.

Page Number: Short Reads Decodables Card 3

Location:

Module Short reads Decodables Card 3 Lesson Scroll down to Before reading Practice Reading Decodable Words.

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

Publisher Response: **Reject**

Thank you for the feedback. We did go back to card 3 with the intention of incorporating this change. However, card 3 introduces inflectional ending "s" as in "cats" and "mats." The focus of this card is not "cvcc words" but rather "cvc" and inflectional ending "s." Cvc words are not yet introduced at this time, per the scope and sequence.

REPORTED FEEDBACK:

This activity is listed with short O, the text does not include short o vc words.

Page Number: Shorto

Location:

Module Short Reads Decodables Card 14 Students will decode the words in the text which include VC words.

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

Publisher Response: **Accept**

Thank you for the feedback. We will incorporate the word "on," so that a short "o" vc word is included. This will be ready by March 2025.

Publisher: William H. Sadlier, Inc.

ELAR, Phonics, Grade K (IMRA)

Program: From Phonics to Reading, Grade K

Component: From Phonics to Reading Student Edition eBook, Gr. K (ISBN: 9781421715605)

REPORTED FEEDBACK:

The student activity only includes one example of the VC pattern.

Page Number: Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 3, Lesson 12, Day: Day 1

Location:

Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 3, Lesson 12, Day: Day 1, Blend It (Student Activity: "Chorally say the sounds and read the words.")

Print (Student Edition), p. 153

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

Publisher Response: Accept without change

In Unit 3, Lesson 12, page 153, the three VC words are *on, it, is*.

Additional instances can be found throughout the program. For example, Unit 2, Lesson 7, page 91. The words are *it, in, is, am*.

And Unit 2, Lesson 9, page 115. The words are *if, am, is, it*.

REPORTED FEEDBACK:

The dictation section where this activity citation is on pg 96 of the TE.

Page Number: Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 2, Lesson 7, Day: Day 3

Location:

Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 2, Lesson 7, Day: Day 3, Dictation (Student Activity: "Write the letter for each sound in a separate box.")

Print (Student Edition), p. 96

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

Publisher Response: Accept without change

The redux of the Student Edition page for Dictation is on Teacher's Edition page 96. The Teacher Guidance for the Student Edition Dictation page is on Teacher's Edition page 97.

Component: From Phonics to Reading Teacher's Edition eBook, Gr. K (ISBN: 9781421715704)

REPORTED FEEDBACK:

Only one VC word included in this example (on).

Page Number: Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Teacher Edition, Unit 3, Lesson 12, Day: Day 1

Location:

Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Teacher Edition, Unit 3, Lesson 12, Day: Day 1, Blend It (Teacher Guidance: "Model blending the first word. Then have children chorally blend the remaining words.")

Print (Teacher Edition), p. 153

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

Publisher Response: Accept without change

In Unit 3, Lesson 12, page 153, the three VC words are *on, it, is*.

Additional instances can be found throughout the program. For example, Unit 2, Lesson 7, page 91. The words are *it, in, is, am*.

And Unit 2, Lesson 9, page 115. The words are *if, am, is, it*.

Publisher: Wilson Language Training

ELAR, Phonics, Grade K (IMRA)

Program: Foundations Level K Classroom Set for 20 & Geodes Level K Classroom Library

Component: Foundations Level K Teacher Manual (ISBN: 9781567785241)

REPORTED FEEDBACK:

Provide instruction for the teacher to create more oral blending opportunities with examples that students can participate in.

Page Number: 100

Location:

Please see the syllable count subheading of the Word Play Activity. It is in the right column toward the bottom and continues to page 101.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

The standard was met by clapping out the syllables, however, the addition of manipulation of syllables and the use of print is outside of phonological awareness and the standard.

Page Number: 111

Location:

See the Syllable Play subheading of the Word Play Activity on page 111. It is in the left column.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

This activity meets the standard in a limited way. It includes syllable segmentation, however there is not enough practice to ensure student mastery before moving into manipulation.

Page Number: 120

Location:

See the Syllable Play subheading of the Word Play Activity in the right column. The activity continues onto page 121.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please add explicit instruction and practice for spelling VC words.

Page Number: 236

Location:

See the first example of the Introduce New Concepts Teach Tapping to Spell. Level K students are taught to spell closed syllables words (short vowels) up to three sounds, which includes VC words.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please add explicit practice with spelling VC words.

Page Number: 34

Location:

See the description of the Echo/Find Words activity for spelling.

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

Publisher Response: Accept without change

Thank you for the comment.

English Language Arts and Reading - Phonics

Publisher: 95 Percent Group LLC

ELAR, Phonics, Grade 1 (IMRA)

Program: 95 Phonics Core Program Classroom Kit: Grade 1

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

REPORTED FEEDBACK:

Silent e is different than open syllable some open syllable words are go so etc.

Page Number: 7-8

Location:

Grade 1 Extended Skill Lesson: Open Syllables, Day 1 (pp. 7–8), under Sound-Spelling Mapping (bolded sub-heading) in Writing section.

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

ELAR, Phonics, Grade 3 (IMRA)

Program: 95 Phonics Core Program Classroom Kit: Grade 3

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

REPORTED FEEDBACK:

Please consider adding to product for Texas to meet the requirements.

Page Number: 1

Location:

See Scope and Sequences for Grades 1–3 for more details. 95 Phonics Core Program complies, but the phonics skill focus on contractions occurs earlier with Grades 1 and 2.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: Amplify

ELAR, Phonics, Grade 1 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 1

Component: Amplify ELAR Texas Skills, Grade 1 Unit 4 Teacher Guide (ISBN: 9798894040189)

REPORTED FEEDBACK:

The language in the TEKS is, "base" while the language in the lesson is, "root". Consider changing the language to match the standard.

Page Number: p. 104

Location:

Skills Unit 4 TG: Lesson 9: Foundational Skills: Two-Syllable Words (bullet 2,3) (PDF p. 113)

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

Publisher Response: Accept

Full response details [here](#). Thank you for your feedback. 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. Below are the changes for Grade 1.

Grade 1

Skills Unit 4 Teacher Guide

Introduction, p. 2 (PDF p. 11) 5 mentions, p. 4 (PDF p. 13) 4 mentions

Lesson 8, p. 91 (PDF p. 100) 8 mentions

Lesson 9, p. 104 (PDF p. 113) 7 mentions

Lesson 10, p. 114-115 (PDF p. 123-124) 5 mentions

Lesson 11, p. 125 (PDF p. 134) 2 mentions

Lesson 13, p. 143-144 (PDF p. 152-153) 7 mentions

Lesson 14, p. 158-159 (PDF p. 167-168) 9 mentions

Lesson 16, p. 177 (PDF p. 186) 1 mention

Lesson 18, p. 196-197 (PDF p. 205-206) 5 mentions

Spelling Analysis Directions, p. 331 (PDF p. 240) 1 mention

Spelling Analysis Directions, p. 334 (PDF p. 343) 3 mentions

Appendix: Using Chunking to Decode Multisyllable Words, p. 427 (PDF p. 436) 2 mentions; p. 431 (PDF p. 440) 2 mentions

Skills Unit 4 Lesson Slides

Lesson 8 (PDF p. 193) 1 mention

Skills Unit 5 Teacher Guide

Table of Contents (PDF p. 4) 3 mentions

Introduction, p. 3-4 (PDF p. 10-11) 3 mentions

Introduction, Grammar, p. 6 (PDF p. 13) 1 mention

Lesson 1, p. 11-12 (PDF p. 18-19) 3 mentions; p. 13 (PDF p. 20) 2 mentions

Lesson 1, p. 16-18 (PDF p. 23-25) 18 mentions

Lesson 2, p. 25 (PDF p. 32) 1 mention; p. 27 (PDF p. 34) 1 mention; p. 34 (PDF p. 41) 1 mention

Lesson 3, p. 36 (PDF p. 43) 2 mentions; p. 37 (PDF p. 44) 1 mention; p. 42 (PDF p. 49) 2 mentions; p. 43 (PDF p. 50) 3 mentions

Lesson 4, p. 50 (PDF p. 57) 1 mention

Lesson 5, p. 58 (PDF p. 65) 2 mentions; p. 59 (PDF p. 66) 1 mention; p. 62 (PDF p. 69) 3 mentions; p. 63 (PDF p. 70) 3 mentions

Lesson 7, p. 80 (PDF p. 87) 1 mention; p. 87 (PDF p. 94) 1 mention

Lesson 11, p. 124 (PDF p. 131) 1 mention; p. 127 (PDF p. 134) 1 mention; p. 129 (PDF p. 136) 2 mentions

Lesson 12, p. 141 (PDF p. 148) 4 mentions

Lesson 13, p. 150 (PDF p. 157) 2 mentions

Lesson 19, p. 223 (PDF p. 230) 1 mention

Lesson 21, p. 242 (PDF p. 249) 1 mention; p. 247 (PDF p. 254) 1 mention

Lesson 22, p. 249 (PDF p. 256) 1 mention; p. 252 (PDF p. 259) 1 mention

Pausing Point, p. 274 (PDF p. 281) 2 mentions

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words, p. 389 (PDF p. 396) 2 mentions; p. 393 (PDF p. 400) 2 mentions

Skills Unit 5 Activity Book

Activity Page 1.1, p. 1 (PDF p. 6) 1 mention

Activity Page 3.1, p. 11 (PDF p. 16) 1 mention

Activity Page 5.2, p. 23 (PDF p. 28) 1 mention

Activity Page 11.1, p. 52 (PDF p. 57) 1 mention

Activity Page 12.1, p. 60 (PDF p. 65) 1 mention

Activity Page 22.2, p. 115 (PDF p. 120) 1 mention

Skills Unit 5 Lesson Slides

Lesson 1 (PDF p. 4) 1 mention

Lesson 1 (PDF p. 17) 1 mention

Lesson 3 (PDF p. 56) 1 mention

Lesson 5 (PDF p. 101) 1 mention

Lesson 11 (PDF p. 254) 1 mention

Lesson 22 (PDF p. 537) 1 mention

Skills Unit 6 Teacher Guide

Introduction, (PDF p. 7) 2 mentions

Lesson 11, p. 114 (PDF p. 121) 1 mention

Lesson 14, p. 143 (PDF p. 150) 2 mentions

Lesson 21, p. 212 (PDF p. 219) 4 mentions; p. 213 (PDF p. 220) 1 mention; p. 214 (PDF p. 221) 1 mention; p. 215 (PDF p. 222) 7 mentions; p. 217 (PDF p. 224) 1 mention; p. 219 (PDF p. 226) 1 mention

Pausing Point, p. 265 (PDF p. 272) 2 mentions,

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words, p. 422 (PDF p. 429) 2 mentions; p. 426 (PDF p. 433) 2 mentions

Skills Unit 6 Activity Book

Activity Page 11.1, p. 48 (PDF p. 53) 1 mention

Activity Page 21.1, p. 89-90 (PDF p. 94-95) 2 mentions

Skills Unit 6 Lesson Slides

Lesson 21 (PDF p. 435-456) 23 mentions

Skills Unit 7 Teacher Guide

Introduction, (PDF p. 5) 2 mentions

Lesson 8, p. 74 (PDF p. 81) 3 mentions; p. 75 (PDF p. 82) 3 mentions; p. 76 (PDF p. 83); p. 77 (PDF p. 84) 2 mentions; p. 78 (PDF p. 85) 6 mentions; p. 79 (PDF p. 86) 5 mentions; p. 81 (PDF p. 88) 1 mention; p. 83 (PDF p. 90) 11 mentions; p. 84 (PDF p. 91) 4 mentions

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words, p. 295 (PDF p. 302) 1 mention; p. 296 (PDF p. 303) 1 mention; p. 301 (PDF p. 308) 2 mentions

Unit 7 Activity Book

Activity Page 8.1, p. 29 (PDF p. 34) 1 mention

Unit 7 Digital Components

Digital Component 8.1, (PDF p. 11) 1 mention

Unit 7 Lesson Slides

Lesson 8 (PDF p. 161-206) 42 mentions

REPORTED FEEDBACK:

In order to align with the decoding piece of the TEKS, consider having the teacher state, "As you write the words read them aloud to yourself or your partner".

Page Number: p. 147-149

Location:

Skills Unit 4 TG: Lesson 13: Language: Past Tense Marker -ed (PDF p. 156-158)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 4 Teacher Guide to include directions asking students to read the words aloud or with a partner.

Lesson 13, p. 148 (PDF p. 157) INSERT after second bullet on the page: <bullet>After students trace each word, ask them to read the word aloud to themselves or to a partner.

REPORTED FEEDBACK:

Consider adding more works with -er.

Page Number: p. 166

Location:

Skills Unit 4 TG: Lesson 15: Activity Page 15.1: Spelling Assessment (PDF p. 175)

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

Publisher Response: Accept

Full response details [here](#). Spelling Word lists for assessments in Grade 1 are limited to eight words, including a Tricky Word, to align with developmentally appropriate practices. At this grade level, students are still developing various cognitive and motor skills; their ability to focus, recall spelling patterns, and write clearly are still in the early stages of development. Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include a bullet for the teacher to review words with closed syllables, if needed. Lesson 1, Introduce Spelling Words, p. 15 (PDF p. 22)

[INSERT before first bullet on page:] <bullet>Remind students that some of the words have closed syllables, meaning that the syllable ends with a consonant sound and has a short vowel sound. Ask students which words have closed syllables. (knitting, drinking, pitch, wrapper, hands) Unit 4, there are two words, zipper and perfume, in the /er/ > 'er' category, but an additional 'er' word, border, listed in the /or/ > 'or' category. Students also are assessed on 'er' words in Unit 5 (verb, herd, germ, trucker, offer), Unit 6 (hammer, winner, center), and Unit 7 (layer). In addition, students practice reading and spelling words with 'er' in foundational skills lessons, including:

G1, Skills Unit 4 TG: Lesson 2, Word Sort, p. 25 (PDF p. 34) Lesson 5, Practice /er/ > 'er' and /ar/ > 'ar', p. 61–62 (PDF p. 70–71) Lesson 6, Introduce Spelling Words, p. 71–72 (PDF p. 80–81)

REPORTED FEEDBACK:

The Tricky Words list includes 56 words not 'at least 100.'

Page Number: p. 318-320

Location:

Skills Unit 4 TG: Teacher Resources: Tricky Word Assessment Record: Beginning and End of Unit 4 (PDF p. 327-329)

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

Publisher Response: Reject

Full response details [here](#). Our program contains more than 100 high-frequency words as required by the TEKS. In our program, we use the term "Tricky Words" which may introduce some confusion for teachers because "Tricky Words" as we define them, are a subset of the high-frequency words.

More specifically, here is our approach to high-frequency words and Tricky Words in our program. High-frequency words are an integral part of the learning to read process. Many high-frequency words, sometimes known as sight words, are regular and become decodable as students grasp letter-sound correspondences. By the end of Unit 10 in Kindergarten, students will have been taught 129 high-frequency words from the Fry Instant Word List, comprising 41 Tricky Words and 88 decodable words, and 116 high-frequency words from the Dolch Sight Word list, including 42 Tricky Words and 74 decodable words.

Tricky Words from Kindergarten are further reviewed and reinforced in Grade 1 Units 1 and 2, and new Tricky Words are introduced throughout the year. By the end of Grade 1, students can read 153 of the 220 Dolch Sight Words list, either because they are decodable or they have been taught as Tricky Words.

In this program, Tricky Words and high-frequency words are not synonymous, although there is some overlap between the terms. Tricky Words refer to words that deviate from standard spelling and/or pronunciation rules. On the other hand, a sight word is a high-frequency word that students are encouraged to recognize and read quickly through repeated exposure.

For more information on Tricky Words, sight words, and high-frequency words, please refer to G1, Skills Unit 1 Teacher Guide, Appendix A, p. 504–506 (PDF p. 515–517).

REPORTED FEEDBACK:

Consider adding more words that end in -ch.

Page Number: p. 343

Location:

Skills Unit 4 TG: Teacher Resources: Dictation Assessment Record Sheet (perch) (PDF p. 352)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 4 Teacher Guide to include an additional word ending with 'ch' on the Dictation Assessment.

Lesson 25, Dictation Assessment, p. 272 (PDF p. 281) [Dictation Word Chart] REPLACE 6. pork WITH 6. porch

G1, Skills Unit 4 TG, Teacher Resources, p. 343 (PDF p. 352) REPLACE pork WITH porch

REPORTED FEEDBACK:

The SE is focusing on final consonant digraphs and there are only 2 words that follow the pattern. Consider adding more words with this pattern.

Page Number: p. 346

Location:

Skills Unit 4 TG: Word Reading in Isolation Assessment - Unit 4 (sandwich, drumstick, etc.) (PDF p. 355)

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

Publisher Response: Reject

Full response details [here](#). The Grade 1, Unit 4 Word Reading in Isolation Assessment includes four total words with final consonant digraphs. In addition to *drumstick* and *sandwich*, the assessment also includes words with final digraphs *splash* and *ouch*.

Component: Amplify ELAR Texas Skills, Grade 1 Unit 1 Teacher Guide (ISBN: 979894040158)

REPORTED FEEDBACK:

When the tricky words come up in the lesson, the pages in the the introduction that explain the instruction of tricky words should be referenced so teachers know to go back there.

Page Number: p. 11-12

Location:

Skills Unit 1 TG: Introduction: Tricky Words (PDF p. 22-23)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 1 Teacher Guide to include page numbers in Lessons 3, 5, 11, 13, 14, and 15 referencing where teachers can locate additional information on Tricky Words in the Introduction on page 11.

Lesson 3, p. 47 (PDF p. 58) INSERT under "Tricky Word Review" add a second bullet: <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 5, p. 71 (PDF p. 82) INSERT under "Note", before two bullets: <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 11, p. 116 (PDF p. 127) INSERT under "Note", before three bullets: <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 13, p. 138 (PDF p. 149) INSERT under "Tricky Word: All": <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 14, p. 150 (PDF p. 161) INSERT under "Tricky Word: From" <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 15, p. 161 (PDF p. 172) INSERT under "Tricky Words: *Are, Were, Have* (10 min.)" <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

REPORTED FEEDBACK:

The only word that is being decoded is the one word on the individual code chart. It would be good to add a direction that teachers should guide students in coming up with a few more words that follow the same sound-spelling pattern to add, underlining the focus sound-spelling pattern.

Page Number: p. 157-158

Location:

Skills Unit 1 TG: Lesson 15: Foundational Skills (PDF p. 168-169)

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

Publisher Response: **Reject**

Full response details [here](#). Students who successfully completed the Kindergarten program learned the most frequent or least ambiguous spelling for all of the single consonant sounds; consonant clusters, such as 'fl', 'br', and 'st'; consonant digraphs such as 'sh', 'ch', and 'th'; double-letter spellings such as 'ss', 'ff', and 'ck'; and at least one spelling for the short and long vowel sounds. Throughout the Grade 1 program, students continue to decode and encode words with consonant blends in foundational skills lessons and when reading connected text. The following citations highlight further student practice with consonant blends:

G1, Skills Unit 1 Teacher Guide

Lesson 15, Review Spellings, p. 158–159 (PDF p. 169–170)

Lesson 15, Pocket Chart Chaining for Spelling, p. 160–161 (PDF p. 171–172)

Lesson 15, Practice Reading Phrases, p. 163 (PDF p. 174)

Lesson 16, Pocket Chart Chaining for Reading, p. 173 (PDF p. 184)

Lesson 16, Large Card Chaining, p. 175 (PDF p. 186)

G1, Skills Unit 2 Teacher Guide:

Lesson 1, Introduce the Reader and Story (Preview Spellings), p. 17 (PDF p. 24)

Lesson 2, Teacher Chaining, p. 28–29 (PDF p. 35)

Lesson 4, Introduce the Story (Preview Spellings), p. 54–55 (PDF p. 61–62)

REPORTED FEEDBACK:

The SE is on decoding words with final consonant digraphs but the lesson also introduces /qu/ which is only an initial consonant digraph. What is the rationale for introducing /qu/ in this lesson.

Page Number: p. 218-219

Location:

Skills Unit 1 TG: Lesson 20: Review Digraphs (see last bullet on PDF p. 230; words on Activity Page 20.1 include swing, king, sing) (PDF p. 229-230)

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

Publisher Response: **Reject**

Full response details [here](#). Unit 1 of Grade 1 is a review of the sound spellings taught in Kindergarten. In the Kindergarten program, /qu/ and /ng/ are taught in separate lessons but in the same unit that introduces other consonant digraphs.

Students review additional final consonant digraphs in the following lessons in G1, Skills Unit 1, including /th/, /ch/, /sh/, /ng/, and /k/ > 'ck':

Lesson 17, Pocket Chart for Chaining, p. 185–186 (PDF p. 196–197)

Lesson 17, Additional Support, p. 188–189 (PDF p. 199–200)

Lesson 18, Pocket Chart Chaining for Reading, p. 199 (PDF p. 210)

Lesson 18, Practice Reading, p. 200 (PDF p. 211)

Lesson 18, Additional Support, p. 202 (PDF p. 213)

Lesson 23, Preview Spellings, p. 260 (PDF p. 271)

Lesson 23, Review /k/ > 'ck', p. 258–259 (PDF p. 269–270)

REPORTED FEEDBACK:

Consider adding one or two more words with consonant trigraphs. Ex. change sigh to sight. Also, add notes for the teacher to highlight -ight is a consonant trigraph. The SE is on final consonant trigraphs and the practice has light and sigh. There need to be more focus and words on this concept. Ex. change sigh to sight. Also, add notes for the teacher to highlight -ight is a consonant trigraph.

Page Number: p. 23

Location:

Skills: Unit 1 TG: Lesson 1: Concept Review (light) (PDF p. 34)

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

Publisher Response: Reject

Full response details [here](#). A consonant trigraph is made up of three letters that make a single consonant sound. The example listed in the comment is a vowel trigraph, where 'igh' makes one vowel sound, /ie/, which is the focus of the lesson. The suggestion to add a 't' to the end of the word sigh to make the word sight does not turn the 'ght' into a consonant trigraph because the sound /t/ is still articulated as a stand-alone consonant.

Consonant trigraph /ch/ spelled 'tch' is covered in the following lessons in Skills Unit 5 Teacher Guide

Lesson 6, Introduce Spelling Alternatives for /ch/, p. 70 (PDF p. 77)

Lesson 6, Introduce the Story (Preview Spellings), p. 72 (PDF p. 79)

Lesson 8, Introduce the Story (Preview Spellings), p. 96–97 (PDF p. 103–104)

Lesson 10, Advance Preparation (Word Baseball), p. 116 (PDF p. 123)

Lesson 10, Word Baseball, p. 118–119 (p. 125–126)

Activity Book, Activity Page 6.1, p. 27 (PDF p. 32)

Component: N/A (ISBN: 9798894040196)

REPORTED FEEDBACK:

Consider adding more words that contain consonant trigraphs to the list.

Page Number: p. 118-119

Location:

Skills Unit 5 TG: Lesson 10: Word Baseball (see Advance Preparation on PDF p. 123 for list of words; scratch) (PDF p. 125-126)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include more words with initial trigraphs.

Lesson 10, Advance Preparation (Foundational Skills, Word Baseball), p. 116 (PDF p. 123)

REPLACE 2. queen WITH 2. squid

REPLACE 3. ring WITH 3. spring

REPLACE 22. side WITH 22. stride

REPORTED FEEDBACK:

Initial consonant trigraph isn't explicitly taught or even mentioned in this lesson. There is just 1 word that contains an initial consonant trigraph but the instructions focus on the plural ending, not the initial consonant trigraph

Page Number: p. 71-73

Location:

Skills Unit 5 TG: Lesson 6: Introduce the Story (see Preview Spellings on PDF p. 79; scratches) (PDF p. 78-80)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include review of initial trigraphs.

Lesson 6, Introduce the Story (Preview Spellings), p. 72 (PDF p. 79)

REPLACE Point out that scratches is the plural form of scratch. Ask students if they remember why 'es' is added to the word scratch, instead of just 's'. (The plural of words ending in 'ch' is formed by adding 'es'.)

WITH Remind students that when there are two or three consonants at the beginning of the word, they need to blend them together. Have students blend the first three letters of the word *scratches* aloud. (/s/ /k/ /r/), then blend the whole word. Point out that *scratches* is the plural form of *scratch*. Ask students if they remember why 'es' is added to the word *scratch* instead of just 's'. (The plural of words ending in 'ch' is formed by adding 'es'.)

REPORTED FEEDBACK:

not the focus of the lesson- only 1 word and not mentioned in teacher instructions

Page Number: p. 118-119

Location:

Skills Unit 5 TG: Lesson 10: Word Baseball (see Advance Preparation on PDF p. 123 for list of words; ground, card, cord, germ) (PDF p. 125-126)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include additional words with final consonant blends.

Lesson 10, Advance Preparation (Foundational Skills, Word Baseball), p. 116 (PDF p. 123)

REPLACE: 13. card WITH 13. bank

REPLACE: 14. cord WITH 14. cold

REPORTED FEEDBACK:

not the focus of the lesson- only 1 word and not mentioned in teacher instructions

Page Number: p. 152-153

Location:

Skills Unit 5 TG: Lesson 13: Fill in the Blanks (Words on Activity Page 13.1 include off, legend) (PDF p. 159-160)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 materials to include additional instruction around consonant blends.

Lesson 13, Fill In The Blanks, p. 152 (PDF p. 159) [INSERT bullet after second bullet] • Point to the word *legend*. Explain that the word ends with two consonants that must be blended together, called a consonant blend. Have student blend the last two letters of the word aloud (/n/, /d/) then read the whole word. Repeat this process with the word *off*.

REPORTED FEEDBACK:

Since the teacher is modeling in this narrative citation and same lesson is also the activity citation, teacher direction should more explicitly state that the teacher will begin with a model (I do), then guide students (we do), and then release responsibility to students (you do).

Page Number: p. 40-41

Location:

Skills Unit 5 TG: Lesson 3: Sister Sounds: /P/ and /B/ (PDF p. 47-48)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include a more explicit gradual release model in Lesson 3. G1, Skills Unit 5 Teacher Guide, Lesson 3, Sister Sounds /p/ and /b/, p. 40-41 (PDF p. 47-48)

REPLACE text in this segment WITH:

- Tell students that today they are going to review the /b/ sound as in bat.
- Say the /b/ sound aloud two or three times and then have students say the /b/sound with you several more times.
- Ask students whether /b/ is a vowel sound or a consonant sound. (It is a consonant sound, made by closing the lips to obstruct the airflow.)
- Remind students that they have also reviewed the /p/ sound. Say the /p/ sound aloud two or three times and then have students say the /p/sound with you several more times.
- Ask students whether /p/ is a vowel sound or a consonant sound. (It is a consonant sound, made by closing the lips to obstruct the airflow.)
- Remind students that /p/ and /b/ are very similar—they are sister sounds. The only difference between these sounds is their voicing: /p/ is voiceless, whereas /b/ makes the voice box vibrate. Tell students that they can feel the difference by placing two fingers on their voice boxes. Demonstrate by putting your fingers on your voice box and articulating each of the sounds. Have students follow your model and articulate the two sounds a few more times with you. Ask students if they can feel the difference between the voiced /b/ and the voiceless /p/.
- Write the number '1' on the board with the /p/ beside it. Then write the number '2' with /b/ beside it.
- Tell students that it is their turn to listen to the sounds and decide whether the word you say aloud has either the /b/ or /p/ sound in it. If the word has /p/, they should hold up one finger. If they hear /b/ in the word, they should hold up two fingers. Remind students they can feel their voice boxes to hear the different sounds while they are making their decision.
- Practice with the words pig and big.
- Then, work through the words in the following box.
- Have students continue to repeat each word to hear and feel the difference in articulation.

REPORTED FEEDBACK:

This lesson is in additional support, so not all students will receive this lesson. Is explicit instruction included in a lesson?

Page Number: p. 76

Location:

Skills Unit 5 TG: Lesson 6: Additional Support: More Help with Reading (Decodable Words, Chains) (PDF p. 83)

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

Publisher Response: Accept

Full response details [here](#). Students who successfully completed the Kindergarten program learned the most frequent or least ambiguous spelling for all of the single consonant sounds; consonant clusters, such as 'fl,' 'br,' and 'st'; consonant digraphs such as 'sh,' 'ch,' and 'th'; double-letter spellings such as 'ss,' 'ff,' and 'ck'; and at least one spelling for the short and long vowel sounds. Throughout the Grade 1 program, students continue to decode and encode words with consonant blends that the beginning and end of words.

The beginning-of-the-year Word Recognition assessment, administered in Lesson 6, includes many words with initial and final consonant blends, initial and final consonant digraphs, and double consonant spellings.

Amplify will revise the Grade 1, Skills Unit 1 Teacher Guide to include a more explicit review of consonant blends at the beginning and end of words, which are already being reviewed in this unit.

G1, Skills Unit 1 TG, Lesson 5, Large Card Chaining, p. 70 (PDF p. 81) [INSERT after • Continue this process until all of the words in the first chain have been spelled.]

- Have students look at the last word in the chain, *stand*. Ask them what is different about the beginning of the word from the other words in the chain. (*Answers may vary but should include that the word starts with two consonants, or it starts with an 's' and a 't.'*)

- Have students blend the consonant blend in *stand* aloud. (/s/ /t/)

[INSERT after • Have students trade cards and proceed to the next chain.]

- Stop when students have spelled the word *fist*. Tell students to read the word and ask them what is different about the end of the word from the other words in the chain so far. (*Answers may vary but should include that the word ends with two consonants, or ends with an 's' and a 't.'*)

- Have students blend the consonant blend in *fist* aloud. (/s/ /t/) • Repeat this process of final consonant blending with the words *mist*, *mast*, and *vast*. In addition, you may go back to the following words in the first chain for extra blending practice: *hand*, *sand*, *stand*.

REPORTED FEEDBACK:

The instruction is on /k/, not on initial consonant blends. Some of the words with /k/ include initial consonant blends, so include a review or explicit instruction on this.

Page Number: p.61-62

Location:

Skills Unit 5 TG: Lesson 5: Foundational Skills: Spellings for /k/ (bullet 5; black, crash) (PDF p. 68-69)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to provide a review of consonant blends.

G1, Skills Unit 5 Teacher Guide, Lesson 5, Foundational Skills: Spellings for /k/, p. 62 (PDF p. 69)

[INSERT after bullet 5]

- Show students the leaves for the words *classroom*, *black*, and *crash*. Remind them that each word starts with two consonants that have to be blended together. Have students blend the two consonants at the beginning of each word aloud. (/k/ /l/, /b/ /l/, /k/ /r/)

REPLACE • If time permits, ask several students if they can think of any other words with the /k/ sound. Write each word on a leaf, and then ask the student to place it on the correct branch. If students came up with any odd ducks, they can be copied onto the yellow, duck-shaped cards. WITH • If time permits, ask several students if they can think of any other words with the /k/ sound. Write each word on a leaf and then ask the student to place it on the correct branch. Remind students to think of words that begin with /k/ but also blend with another consonant, such as in the word *crab*. Add those additional words to the tree. If students came up with any odd ducks, they can be copied onto the yellow, duck-shaped cards.

Component: N/A (ISBN: 9798894040202)

REPORTED FEEDBACK:

Only 1 word (scrub). Would recommend adding more words with initial consonant trigraphs. It is good that there is a focus on these words being clusters and that the teacher puts them in their own category.

Page Number: p. 119

Location:

Skills Unit 6 TG: Lesson 11: Introduce Spelling Words (scrub) (PDF p. 126)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 6 Teacher Guide to include additional initial trigraph word and review of trigraphs.

Lesson 11, Introduce Spelling Words, p. 119 (PDF p. 126) [INSERT after 4th bullet] <bullet>Point to the words *split* and *scrub*. Explain that each word begins with three consonants that must be blended together, called a trigraph. Read the words and have students repeat each word after you.

[replace *skipped* with *split* in the Clusters column of the Spelling Word chart]

G1, Skills 6 Activity Book, Activity Page 11.4, p. 5 (PDF p. 10) REPLACE 5. skipped WITH 5. split

Lesson 15, Spelling Assessment, p. 153 (PDF p. 160) REPLACE 5. skipped WITH 5. split

G1, Skills Unit 6 TG, Teacher Resources, p. 307 (PDF p. 314) REPLACE skipped WITH split

G1, Skills Unit 6 TG, Activity Book Answer Key, p. 407 (PDF p. 414)
REPLACE Activity Page 15.1 redux WITH Activity Page 15.1 redux that shows 5. split

G1, Skills Unit 6 Lesson Slides

Lesson 11, slide PDF p. 239
REPLACE skipped WITH split in the Clusters column of the chart

Lesson 11, slide PDF p. 242
REPLACE image of Activity Page 11.4 redux on the clipboard WITH image of new version of Activity Page 11.4 that shows number 5 word is split

REPORTED FEEDBACK:

not the focus of the lesson- only 1 word and not mentioned in teacher instructions

Page Number: p. 16-17

Location:
Skills Unit 6 TG: Lesson 1: Introduce Spelling Words (shredded) (PDF p. 23-24)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 6 Teacher Guide to include an additional initial trigraph word and review of trigraphs.

Lesson 1, Introduce Spelling Words, p. 16 (PDF p. 23) [INSERT after 5th bullet] <bullet>Point to the words *strumming* and *shredded*. Explain that each word begins with three consonants that must be blended together, called a trigraph. Read the words and have students repeat each word after you.

[replace *swimming* with *strumming* in the /m/ > 'mm' column of the Spelling Word chart]

G1, Skills 6 Activity Book, Activity Page 1.3, p. 5 (PDF p. 10) REPLACE 1. swimming WITH 1. strumming

Lesson 5, Spelling Assessment, p. 52 (PDF p. 59) REPLACE 5. swimming WITH 5. strumming

G1, Skills Unit 6 TG, Teacher Resources, p. 298 (PDF p. 305)
REPLACE swimming
WITH strumming

G1, Skills Unit 6 TG, Activity Book Answer Key, p. 400 (PDF p. 407)
REPLACE Activity Page 5.1 redux WITH Activity Page 5.1 redux that shows 5. strumming

G1, Skills Unit 6 Lesson Slides

Lesson 1, slide PDF p. 22, p. 26
REPLACE image of Activity Page 1.3 on the clipboard WITH an image of new version of Activity Page 1.3 that shows number 1 word is strumming

Lesson 1, slide PDF p. 23
REPLACE swimming WITH strumming in the /m/ > 'mm' column of the chart

REPORTED FEEDBACK:

There is only 1 word with an initial consonant trigraph (shredded) and it isn't explicitly taught (or even reviewed or mentioned) in this lesson. Consider addressing the initial trigraph review to the teacher instructions and adding more words with initial trigraphs.

Page Number: p. 16-17

Location:

Skills Unit 6 TG: Lesson 1: Introduce Spelling Words (shredded) (PDF p. 23-24)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 6 Teacher Guide to include an additional initial trigraph word and review of trigraphs.

Lesson 1, Introduce Spelling Words, p. 16 (PDF p. 23) [INSERT after 5th bullet] <bullet>Point to the words *strumming* and *shredded*. Explain that each word begins with three consonants that must be blended together, called a trigraph. Read the words and have students repeat each word after you.

[replace *swimming* with *strumming* in the /m/ > 'mm' column of the Spelling Word chart]

G1, Skills 6 Activity Book, Activity Page 1.3, p. 5 (PDF p. 10) REPLACE 1. swimming WITH 1. strumming

Lesson 5, Spelling Assessment, p. 52 (PDF p. 59) REPLACE 5. swimming WITH 5. strumming

G1, Skills Unit 6 TG, Teacher Resources, p. 298 (PDF p. 305) REPLACE swimming WITH strumming

G1, Skills Unit 6 TG, Activity Book Answer Key, p. 400 (PDF p. 407) REPLACE Activity Page 5.1 redux WITH Activity Page 5.1 redux that shows 5. strumming

G1, Skills Unit 6 Lesson Slides Lesson 1, slide PDF p. 22, p. 26 REPLACE image of Activity Page 1.3 on the clipboard WITH an image of new version of Activity Page 1.3 that shows number 1 word is strumming

Lesson 1, slide PDF p. 23 REPLACE swimming WITH strumming in the /m/ > 'mm' column of the chart

Component: Amplify ELAR Texas Skills, Grade 1 Unit 7 Teacher Guide (ISBN: 9798894040219)

REPORTED FEEDBACK:

The words included in this lesson are not all open syllables, just 'day.'

Page Number: p. 12-13

Location:

Skills Unit 7 TG: Lesson 1: Foundational Skills: Spelling Alternatives for /ae/ (PDF p. 19-20)

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

Publisher Response: Reject

Full response details [here](#). Skills Unit 7 TG: Lesson 1: Foundational Skills: Spelling Alternatives for /ae/ (PDF p. 19-20) includes an initial introduction to open syllables with the /ae/ sound. Following this introduction, Lesson 1 provides more examples and student practice as follows:

Check for Understanding, p. 13 (PDF p. 20)

Spelling Tree for /ae/, p. 13 (PDF p. 20)

Practice with Spellings for /ae/ p. 14 (PDF p. 21)

Skills Unit 7 Activity Book, Activity Page 1.1, p. 1-2 (PDF p. 6-7)

REPORTED FEEDBACK:

Consider adding more words that end in -tch.

Page Number: p. 49

Location:

Skills Unit 7 TG: Lesson 5: Language Spelling Assessment (PDF p. 56)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include an additional final trigraph word.

Lesson 1, Introduce Spelling Words, p. 14-15 (PDF p. 21-22) [DELETE *knocked* from word list] [ADD *catch* to /ch/ > 'tch' column]

G1, Skills 7 Activity Book, Activity Page 1.2, p. 3 (PDF p. 8) DELETE 2. knocked ADD 5. catch [Renumber word list]

Lesson 5, Spelling Assessment, p. 49 (PDF p. 56) REPLACE 3. knocked WITH 3. catch

G1, Skills Unit 7 TG, Teacher Resources, p. 226 (PDF p. 233) DELETE *knocked* from Column 3 ADD *catch* to Column 2 G1,

G1, Skills Unit 7 TG, Activity Book Answer Key, p. 279 (PDF p. 286) REPLACE Activity Page 5.1 redux WITH Activity Page 5.1 redux that shows 3.catch

Lesson 1, slide PDF p. 20 REPLACE image of Activity Page 1.2 redux on clipboard WITH image of new version of Activity Page 1.2 redux that shows deletion of the word *knocked* and addition of the number 5. word *catch*

Lesson 1, slide PDF p. 21 DELETE *knocked* from the /n/ > 'kn' column of the chart ADD *catch* to /ch/ > 'tch' column of the chart after pitch

REPORTED FEEDBACK:

The words in this activity focus on different skills than closed syllable. While some of the words are closed syllables, the focus is on /ae/, silent letter combinations, and /ch/ spelled tch

Page Number: p. 49

Location:

Skills Unit 7 TG: Lesson 5: Language Spelling Assessment (PDF p. 56)

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

Publisher Response: Accept

Full response details [here](#). The spelling assessment in Lesson 5 is based on the word list from G1, Skills Unit 7, Lesson 1, Introduce Spelling Words, p. 14–15 (PDF p. 21–22). We will make the revision listed below to Lesson 1. Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include a bullet for the teacher to review words with closed syllables, if needed.

Lesson 1, Introduce Spelling Words, p. 15 (PDF p. 22)

[INSERT before first bullet on page:] <bullet>Remind students that some of the words have closed syllables, meaning that the syllable ends with a consonant sound and has a short vowel sound. Ask students which words have closed syllables. (*knitting, drinking, pitch, wrapper, hands*)

REPORTED FEEDBACK:

While there are some closed syllable words that students are learning to spell, the focus of the lesson is silent letter combinations and /ae/ and /ch/ as tch. Suggest to include a bullet point to review the closed syllable spelling if needed.

Page Number: p.14-15

Location:

Skills Unit 7 TG: Lesson 1: Introduce Spelling Words (PDF p. 21-22)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include a bullet for the teacher to review words with closed syllables, if needed.

Lesson 1, Introduce Spelling Words, p. 15 (PDF p. 22)

[INSERT before first bullet on page:] <bullet>Remind students that some of the words have closed syllables, meaning that the syllable ends with a consonant sound and has a short vowel sound. Ask students which words have closed syllables. (*knitting, drinking, pitch, wrapper, hands*)

Component: N/A (ISBN: 9798894040325)

REPORTED FEEDBACK:

Where is initial consonant trigraph explicitly taught in this lesson? I see the word "splash" but there is no instruction on the initial consonant trigraph.

Page Number: p. 32-35

Location:

Skills Unit 1 Reader: Snap Shots: The Fish (splash) (PDF p. 37-40)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 1 Teacher Guide to include review of initial trigraphs.

Lesson 23, Introduce the Story (Preview Spellings), p. 260 (PDF p. 271) [INSERT bullet after first bullet in the NOTE]

• Point to the word *splash*. Explain that the word begins with three consonants that must be blended together, called a trigraph. Have student blend the first three letters of the word aloud (/s/, /p/, /l/), then read the whole word.

Component: Amplify ELAR Texas Skills, Grade 1 Unit 3 Teacher Guide (ISBN: 9798894040172)

REPORTED FEEDBACK:

The SE is on decoding words with initial consonant digraphs, the only words in the review are shone, stared, and plates. A suggestion is to add a teacher note or a bullet for the teacher to stop and teach these words in isolation.

Page Number: p. 40-41

Location:

Skills Unit 3 TG: Lesson 3: Introduce the Story (see Preview Spellings) (PDF p. 47-48)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 3 Teacher Guide to provide explicit instruction on words with initial consonant digraphs and blends.

G1, Skills Unit 3 TG, Lesson 3, Introduce the Story (Preview Spellings), p. 40 (PDF p. 47)

[INSERT after • Review the following spellings and Tricky Words before reading today's story]

- Point to the words *shone*, *stared*, and *plates*. Tell students to look at the first two letters of each of the words and then blend them together aloud. (/sh/, /s/ /t/, /p/ /l/)

- Ask students if they hear any differences between the blended sounds. (*Answers may vary but could include that the 'sh' in shone makes one sound, and the first two letters in stared and plates makes two separate sounds when you blend them together.*)

- Remind students that when two consonants blend together to make one sound, it is called a digraph.

- Ask students if they can think of any other words that begin with a consonant digraph. (*Answers may vary but should include words that start with 'ch,' 'sh,' or 'th.'*)

REPORTED FEEDBACK:

not the focus of the lesson- only 1 word and not mentioned in teacher instructions

Page Number: p. 40-41

Location:

Skills Unit 3 TG: Lesson 3: Introduce the Story (see Preview Spellings) (PDF p. 47-48)

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

Publisher Response: Reject

Full response details [here](#). Students who successfully completed the Kindergarten program learned the most frequent or least ambiguous spelling for all of the single consonant sounds; consonant clusters, such as 'fl,' 'br,' and 'st'; consonant digraphs such as 'sh,' 'ch,' and 'th'; double-letter spellings such as 'ss,' 'ff,' and 'ck'; and at least one spelling for the short and long vowel sounds. Throughout the Grade 1 program, students continue to decode and encode words with initial and final consonant digraphs in foundational skills lessons and when reading connected text. The following are lessons highlighting initial and final consonant digraphs.

G1, Skills Unit 1 Teacher Guide

Lesson 17, Warm-Up (Code Flip Book Review), p. 181–182 (PDF p. 192–193)

Lesson 17, Review Digraphs, p. 182–184 (PDF p. 193–195)

Lesson 17, Pocket Chart Chaining for Reading, p. 185–186 (PDF p. 196–197)

Lesson 18, Code Flip Book Review, p. 196 (PDF p. 207)

Lesson 18, Review Digraphs, p. 198 (PDF p. 209)

Lesson 18, Write the Spellings/Label the Picture, p. 198 (PDF p. 209)

Lesson 18, Pocket Chart Chaining for Reading, p. 199 (PDF p. 210)

Lesson 18, Practice Reading (Phrases and Sentences) p. 200 (PDF p. 211)

REPORTED FEEDBACK:

Only 1 word (shore) has initial consonant digraph

Page Number: p. 40-41

Location:

Skills Unit 3 TG: Lesson 3: Introduce the Story (see Preview Spellings) (PDF p. 47-48)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 3 Teacher Guide to provide explicit instruction on words with initial consonant digraphs and blends.

G1, Skills Unit 3 TG, Lesson 3, Introduce the Story (Preview Spellings), p. 40 (PDF p. 47) [INSERT after • Review the following spellings and Tricky Words before reading today's story]

• Point to the words *shone*, *stared*, and *plates*. Tell students to look at the first two letters of each of the words and then blend them together aloud. (/sh/, /s/ /t/, /p/ /l/)

• Ask students if they hear any differences between the blended sounds. (Answers may vary but could include that the 'sh' in *shone* makes one sound, and the first two letters in *stared* and *plates* makes two separate sounds when you blend them together.)

• Remind students that when two consonants blend together to make one sound, it is called a digraph.

• Ask students if they can think of any other words that begin with a consonant digraph. (Answers may vary but should include words that start with 'ch,' 'sh,' or 'th.')

ELAR, Phonics, Grade 2 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 2

Component: Amplify ELAR Texas Skills, Grade 2 Unit 1 Activity Book (ISBN: 979894040455)

REPORTED FEEDBACK:

The words on the list include the trigraph -tch; however, they are being assessed on the digraph /ch/. Consider changing the sound at the top to reflect /tch/.

Page Number: p. 101

Location:

Skills Unit 1 AB: Activity Page 18.1 (PDF p. 106)

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

Publisher Response: Reject

Full response details [here](#). In this activity, students circle spellings in words in two groups: words with the /s/ sound and words with the /ch/ sound. These words have different spellings of each including 'c', 's', 'ss' for the /s/ sound and 'tch' for the /ch/ sound. The trigraph 'tch' and the digraph 'ch' are both represented by /ch/ because they make the same sound.

REPORTED FEEDBACK:

This comes across as more of an encoding assessment. Consider adding instructions like, "Read the word to yourself before and after adding the ending -ing."

Page Number: p. 125

Location:

Skills Unit 1 AB: Lesson 22.3: Assessment (PDF p. 130)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 2, Unit 1 Teacher Guide to include additional directions for students to decode the words.

Lesson 22, Skills Assessment, p. 238 (PDF p. 267)

REPLACE third bullet

Explain that on Activity Page 22.3, students should add -ing to each word and write the new word on the line.

WITH Explain that on Activity Page 22.3 students should read each word, add -ing to each word, write the new word on the line, and read the new word to themselves.

REPORTED FEEDBACK:

In the TG, this assessment is only to be given to a specified group of students based on their previous scores. Also, this story only includes one compound word, "airplane". Consider selecting an activity given to all students and one that contains multiple compound words.

Page Number: p. 51-54

Location:

Skills Unit 1 AB: Activity Pages 9.1 and 9.2 (PDF p. 56-59)

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

Publisher Response: Reject

Full response details [here](#). Additional opportunities for students to decode compound words occur in the following lessons:

G2, Skills Unit 1 Activity Book, Activity Page 6.3, p. 27 (PDF p. 32)

G2, Skills Unit 1 Activity Book, Activity Page 9.4, p. 57 (PDF p. 62)

G2, Skills Unit 2 Teacher Guide, Lesson 2, Read Two-Syllable Words, p. 33–34 (PDF p. 40–41)

G2, Skills Unit 2 Activity Book, Activity Page 2.2, p. 11 (PDF p. 16)

G2, Skills Unit 3 Teacher Guide, Lesson 2, Preview Spellings, p. 30 (PDF p. 37)

G2, Skills Unit 4 Teacher Guide, Lesson 2, Review Spelling Alternatives for /er/, p. 21–22 (PDF p. 28–29)

G2, Skills Unit 5 Teacher Guide, Lesson 3, Introduce the Chapter (Preview Spellings) p. 37 (PDF p. 46)

Component: Amplify ELAR Texas Skills, Grade 2 Unit 6 Reader (ISBN: 9798894040561)

REPORTED FEEDBACK:

Recommend including more than 1 word

Page Number: p. 12

Location:

Skills Unit 6 Reader: War of 1812: "Trouble with the British" (PDF p. 17) "disagreed"

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

Publisher Response: Reject

Full response details [here](#). The prefix dis- is taught in G2, Skills Unit 5 Teacher Guide in the following lessons:

Lesson 17, Decode, Spell, and Use Words with Prefixes, p. 190-191 (PDF p. 199-200)

Lesson 18, Decode, Spell, and Use Words with Prefixes, p. 196 (PDF p. 205)

Lesson 19, Decode, Spell, and Use Words with Prefixes, p. 204 (PDF p. 213)

G2, Skills Unit 5 Reader (dismount), p. 140 (PDF p. 145)

G2, Skills Unit 6 Teacher Guide:

Lesson 27, Decode, Spell, and Use Words with Prefixes, p. 296 (PDF p. 305)

Lesson 28, Decode, Spell, and Use Words with Prefixes, p. 303 (PDF p. 312)

Lesson 29, Decode, Spell, and Use Words with Prefixes, p. 308 (PDF p. 317)

Lesson 30, Decode, Spell, and Use Words with Prefixes, p. 316 (PDF p. 325)

Lesson 31, Decode, Spell, and Use Words with Prefixes, p. 324 (PDF p. 333)

Lesson 32, Decode, Spell, and Use Words with Prefixes, p. 334 (PDF p. 343)

Component: Amplify ELAR Texas Skills, Grade 2 Unit 1 Teacher Guide (ISBN: 9798894040394)

REPORTED FEEDBACK:

This lesson teaches double consonants which is a portion of the standard. Another lesson that teaches the other portion of the standard (consonant blends such as ck, st, sl, etc) should be included.

Page Number: p. 131-132

Location:

Skills Unit 1 TG: Lesson 11: Review Double-Letter Spellings (PDF p. 140-141)

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

Publisher Response: Reject

Full response details [here](#). Students who successfully completed the Grade 1 program learned the "basic code" spellings, that is, the most frequent or least ambiguous spelling, for all of the single consonant sounds; consonant clusters, such as 'fl', 'br', and 'st'; consonant digraphs such as 'sh', 'ch', and 'th'; double-letter spellings such as 'ss', 'ff', and 'ck'; and the basic code spellings for the short and long vowel sounds, r-controlled vowels, and various vowel digraphs. They also learned a handful of spelling alternatives for consonant sounds, such as 'c' for /s/, 'kn' for /n/, and 'ai' for /ae/. Throughout the program, students decode words with consonant blends, digraphs, and trigraphs. Examples of student review and practice of consonant blends can be found in the following lessons:

G2, Skills Unit 1 Teacher Guide

Lesson 13, Review Two-Syllable Words, p. 160-169

G2, Skills Unit 1 Activity Book, Activity Page 7.1, Word Reading Assessment Recording Sheet. (Beginning-of-Year assessment has fifteen words with consonant clusters.)

G2, Skills Unit 2 Teacher Guide, Lesson 1, Introduce Spelling Words, p. 22 (PDF p. 29)

G2, Skills Unit 3 Teacher Guide, Lesson 3, Teacher Chaining, p. 40-41 (PDF p. 47-48)

G2, Skills Unit 4 Teacher Guide, Lesson 2, Review Spelling Alternatives for /er/ p. 21-22 (PDF p. 28-29)

G2, Skills Unit 5 Teacher Guide, Lesson 8, Introduce the Chapter (Preview Spellings), p. 102 (PDF p. 111)

G2, Skills Unit 6 Teacher Guide, Lesson 26, Review /o/ > 'a' and 'wa,' p. 286-287 (PDF p. 295-296)

REPORTED FEEDBACK:

The term in the TEKS is, "inflectional endings". Consider using this term in the narrative in lieu of or interchangeably with suffix.

Page Number: p. 199

Location:

Skills Unit 1 TG: Lesson 16: Introduce Spelling Words (PDF p. 208)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 1 Teacher Guide

G2, Skills Unit 1, Lesson 16, Introduce Spelling Words, p. 199 (PDF p. 208)

[INSERT after second bullet]

• Remind students that the suffix -ing is called an inflectional ending because it changes the meaning of the base word. For example, in the sentence "I run," it means that it is happening in the present. If you add the suffix -ing, the word is now running and the sentence would be "I am running," meaning that it is still happening in the present and continuing.

REPORTED FEEDBACK:

Consider moving the direct teach piece on the inflectional ending -ing from the side bar under Language to the main narrative, "Introduce Spelling Words". Also, the TEKS use the term, "inflectional ending". Consider changing suffix to inflectional ending or using them both interchangeably during the lesson.

Page Number: p. 199

Location:

Skills Unit 1 TG: Lesson 16: Introduce Spelling Words (PDF p. 208)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 1 Teacher Guide

G2, Skills Unit 1, Lesson 16, Introduce Spelling Words, p. 199 (PDF p. 208)

[INSERT after second bullet]

• Remind students that the suffix -ing is called an inflectional ending because it changes the meaning of the base word. For example, in the sentence "I run," it means that it that it is happening in the present. If you add the suffix -ing, the word is now running and the sentence would be "I am running," meaning that it is still happening in the present and continuing.

Component: Amplify ELAR Texas Skills, Grade 2 Unit 4 Teacher Guide (ISBN: 9798894040424)

REPORTED FEEDBACK:

The only compound word on the spelling list is "cowboy" In order to truly meet the TEKS, consider adding more compound words that follow the spelling patterns like outlook, goodbye, afternoon, seesaw, bedroom, etc.

Page Number: p. 14-15

Location:

Skills Unit 4 TG: Lesson 1: Introduce Spelling Words (PDF p. 21-22)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 4 Teacher Guide to include additional compound words.

Unit 4 TG, Lesson 1, Introduce Spelling Words, p. 14 (PDF p. 22)

[REPLACE moon WITH moonlight in 'oo' > /oo/ column, REPLACE yawn WITH seesaw in the 'aw' > /aw/ column]

Unit 4 Activity Book, Activity Page 1.1, p. 1 (PDF p. 6)

REPLACE moon WITH moonlight

REPLACE yawn WITH seesaw

Unit 4 TG, Lesson 5, Spelling Assessment, p. 63 (PDF p. 70)

REPLACE 1. moon WITH 1. moonlight

REPLACE 2. yawn WITH 2. seesaw

Unit 4 TG, Teacher Resources, p. 285 (PDF p. 292)

REPLACE moon WITH moonlight

REPLACE yawn WITH seesaw

G2, Skills Unit 4 Lesson Slides

Lesson 1, slide PDF p. 20

REPLACE yawn WITH seesaw in the 'aw' > /aw/ column

REPLACE moon WITH moonlight in the 'oo' > /oo/ column

Lesson 1, slide PDF p. 23

REPLACE image of Activity Page 1.1 redux on the clipboard WITH image of new version of Activity Page 1.1 that shows the words 'seesaw' and 'moonlight'

REPORTED FEEDBACK:

The assignment has two examples of /oe/. This is not a great assessment of the standard.

Page Number: p. 267-268

Location:

Skills Unit 4 TG: Lesson 23-25: Unit Assessment: Word Recognition Assessment (PDF p. 274-275)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Word Recognition Assessment list in G2 Unit 4 to include an additional variant vowel spelling for /oe/.

G2, Skills Unit 4, Lesson 23, Word Recognition Assessment, p. 268 (PDF p. 275)

[REPLACE in chart top of p. 268 (PDF p. 275)]

REPLACE 2. burn

REPLACE 2. burn - burst

WITH 2. so - grow

G2 Skills Unit 4 Activity Book, Activity Page 23.5:

P. 131 (PDF page 136)

REPLACE 2. burnt-bend-burn-bunt

WITH 2. soot-so-sock-soon

p. 132 (PDF p. 137)

REPLACE 12. born - burst - barn - fun

WITH 12. good - grow - gown - bog

Unit 4 TG, Teacher Resources, p. 297 (PDF p. 304)

REPLACE 2. 'ur' WITH 2. 'o' as /oe/

Unit 4 TG, Answer Key, p. 371 (PDF p. 378)

REPLACE Activity Page 23.5 reduses with Activity Page 23.5 reduses that show 2. soot-so-sock-soon and 12. good-grow-gown-bog

G2, Skills Unit 4 Lesson Slides

Lesson 23, slide PDF p. 600

REPLACE image of Activity Page 23.5 redux on the clipboard WITH new image of Activity Page 23.5 that shows 2. soot-so-sock-soon

REPORTED FEEDBACK:

The only compound word on the spelling list is "cowboy" In order to truly meet the TEKS, consider adding more compound words that follow the spelling patterns like outlook, goodbye, afternoon, seesaw, bedroom, etc.

Page Number: p. 63-64

Location:

Skills Unit 4 TG: Lesson 5: Spelling Assessment (PDF p. 70-71)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 4 Teacher Guide to include additional compound words.

Unit 4 TG, Lesson 1, Introduce Spelling Words, p. 14 (PDF p. 22)

[REPLACE moon WITH moonlight in 'oo' > /oo/ column, REPLACE yawn WITH seesaw in the 'aw' > /aw/ column]

Unit 4 Activity Book, Activity Page 1.1, p. 1 (PDF p. 6)

REPLACE moon WITH moonlight

REPLACE yawn WITH seesaw

Unit 4 TG, Lesson 5, Spelling Assessment, p. 63 (PDF p. 70)

REPLACE 1. moon WITH 1. moonlight

REPLACE 2. yawn WITH 2. seesaw

Unit 4 TG, Teacher Resources, p. 285 (PDF p. 292)

REPLACE moon WITH moonlight

REPLACE yawn WITH seesaw

G2, Skills Unit 4 Lesson Slides

Lesson 1, slide PDF p. 20

REPLACE yawn WITH seesaw in the 'aw' > /aw/ column

REPLACE moon WITH moonlight in the 'oo' > /oo/ column

Lesson 1, slide PDF p. 23

REPLACE image of Activity Page 1.1 redux on the clipboard WITH image of new version of Activity Page 1.1 that shows the words 'seesaw' and 'moonlight'

Component: Amplify ELAR Texas Skills, Grade 2 Unit 6 Teacher Guide (ISBN: 9798894040448)

REPORTED FEEDBACK:

4/20 words end in -s. Consider adding more words ending in -s.

Page Number: p. 190-191

Location:

Skills Unit 6 TG: Lesson 16: Introduce Spelling Words (PDF p. 199-200)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 6 Teacher Guide to include additional words with the inflectional ending, -s.

Unit 6 TG, Lesson 16, Introduce Spelling Words, p. 190 (PDF p. 199)

[REPLACE 2. president WITH 2. presidents, REPLACE 3. battle WITH 3. battles, REPLACE 11. cannon WITH 11. cannons, REPLACE 17. painting WITH 17. paintings]

Unit 6 TG, Lesson 16, also update table on p. 191 (PDF p. 200)

[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 Activity Book, Activity Page 16.1, p. 83 (PDF p. 88)

[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 Activity Book, Activity Page 16.3, p. 87 (PDF p. 92)

[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 TG, Lesson 20, Spelling Assessment, p. 224 (PDF p. 233)

[REPLACE 1. painting WITH 1. paintings, REPLACE 11. president WITH 11. presidents, REPLACE 15. battle WITH 15. battles, REPLACE 18. cannon WITH 18. cannons]

Unit 6 TG, Lesson 20, also update both tables on p. 225 (PDF p. 234)

[REPLACE cannon WITH cannons]

Unit 6 TG, Teacher Resources, p. 401 (PDF p. 410)

[REPLACE 1. painting WITH 1. paintings, REPLACE 11. president WITH 11. presidents, REPLACE 15. battle WITH 15. battles, REPLACE 18. cannon WITH 18. cannons]

Unit 6 TG, Activity Book Answer Key, p. 476 (PDF p. 485)

REPLACE Activity Page 16.3 redux WITH Activity Page 16.3 redux that shows the following words: presidents, cannons, battles, paintings

G2, Skills Unit 6 Lesson Slides

Lesson 16, slide PDF p. 341

REPLACE 2. president WITH 2. presidents, REPLACE 3. battle WITH 3. battles, REPLACE 11. cannon WITH 11. cannons, REPLACE 17. painting WITH 17. paintings

Lesson 16, slide PDF p. 342

REPLACE 1. battle WITH 1. battles, REPLACE 3. cannon WITH 3. cannons, REPLACE 15. painting WITH 15. paintings REPLACE 17. president WITH 17. presidents

Lesson 16, slide PDF p. 344

REPLACE image of Activity Page 16.1 redux on the clipboard WITH image of new version of Activity Page 16.1 that shows the following words in its plural form: presidents, cannons, battles, paintings

Lesson 16, slide PDF p. 346

REPLACE image of Activity Page 16.3 redux on the clipboard WITH image of new version of Activity Page 16.3 that shows the following words: presidents, cannons, battles, paintings

REPORTED FEEDBACK:

Only 4/20 words end in -s. Consider adding more.

Page Number: p. 224-225

Location:

Skills Unit 6 TG: Lesson 20: Spelling Assessment (PDF p. 233-234)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 6 Teacher Guide to include additional words with the inflectional ending, -s.

Unit 6 TG, Lesson 16, Introduce Spelling Words, p. 190 (PDF p. 199)

[REPLACE 2. president WITH 2. presidents, REPLACE 3. battle WITH 3. battles, REPLACE 11. cannon WITH 11. cannons, REPLACE 17. painting WITH 17. paintings]

Unit 6 TG, Lesson 16, also update table on p. 191 (PDF p. 200)
[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 Activity Book, Activity Page 16.1, p. 83 (PDF p. 88)
[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 Activity Book, Activity Page 16.3, p. 87 (PDF p. 92)
[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 TG, Lesson 20, Spelling Assessment, p. 224 (PDF p. 233)
[REPLACE 1. painting WITH 1. paintings, REPLACE 11. president WITH 11. presidents, REPLACE 15. battle WITH 15. battles, REPLACE 18. cannon WITH 18. cannons]

Unit 6 TG, Lesson 20, also update both tables on p. 225 (PDF p. 234)
[REPLACE cannon WITH cannons]

Unit 6 TG, Teacher Resources, p. 401 (PDF p. 410)
[REPLACE 1. painting WITH 1. paintings, REPLACE 11. president WITH 11. presidents, REPLACE 15. battle WITH 15. battles, REPLACE 18. cannon WITH 18. cannons]

Unit 6 TG, Activity Book Answer Key, p. 476 (PDF p. 485)
REPLACE Activity Page 16.3 redux WITH Activity Page 16.3 redux that shows the following words: presidents, cannons, battles, paintings

G2, Skills Unit 6 Lesson Slides

Lesson 16, slide PDF p. 341
REPLACE 2. president WITH 2. presidents, REPLACE 3. battle WITH 3. battles, REPLACE 11. cannon WITH 11. cannons, REPLACE 17. painting WITH 17. paintings

Lesson 16, slide PDF p. 342
REPLACE 1. battle WITH 1. battles, REPLACE 3. cannon WITH 3. cannons, REPLACE 15. painting WITH 15. paintings REPLACE 17. president WITH 17. presidents

Lesson 16, slide PDF p. 344
REPLACE image of Activity Page 16.1 redux on the clipboard WITH image of new version of Activity Page 16.1 that shows the following words: presidents, cannons, battles, paintings

Lesson 16, slide PDF p. 346
REPLACE image of Activity Page 16.3 redux on the clipboard WITH image of new version of Activity Page 16.3 that shows the following words: presidents, cannons, battles, paintings

Component: Amplify ELAR Texas Skills, Grade 2 Teacher Digital License (ISBN: DI0343)

REPORTED FEEDBACK:

This is in a supplemental resource. Consider including in the tier 1 lessons as well.

Page Number: p. 2-16

Location:

Instructional Strategies for Reading, Spelling, Identifying Meaning, and Using Words with Suffixes -er and -est, (PDF p. 2-16)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 4 Teacher Guide to include decoding comparative adjectives with suffix -er.

G2, Skills Unit 4, Lesson 1, Introduce /er/ > 'ur', 'ir', p. 10 (PDF p. 17)

REPLACE • We know /er/ is a vowel sound because adding it to the end of a word adds a syllable: steep > steeper.

WITH • We know /er/ is a vowel sound because adding it to the end of a word adds a syllable: steep > steeper.

• Explain that we can add 'er' to the end of words when we want to compare two things. Write small/smaller on the board. Draw a line between the base word small and the suffix -er. Ask students to read the two parts of the word together. (smaller)

• Ask students to provide additional words that include the suffix -er that compares two things. (Answers may vary but could include loud/ louder, slow/slower, big/bigger, fast/faster, deep/deeper, quieter, etc.)

Amplify will revise the Grade 2, Skills Unit 5 Teacher Guide to include decoding adjectives with suffixes -er and -est.

G2, Skills Unit 5 Teacher Guide

Lesson 3, Review Adjectives p. 35-36 (PDF p. 44-45)

[INSERT below • know the weather (rainy day)]

• make a comparison (big, bigger)

REPLACE Read the following sentences aloud. Ask students to identify the adjective and the noun it is describing.
WITH Write the following sentences on the board. Ask students to read the sentences aloud and identify the adjective and the noun they are describing.

REPLACE 2. Orange hair rocks.
WITH 2. Rocks are bigger than pebbles.

REPLACE Check for Understanding: After identifying the adjective in each sentence below, call on different students to provide a different adjective for the noun, making note of any student who appears to struggle or who hesitates in responding.
WITH Check for Understanding: Have students create new adjectives for the nouns in the sentences, including comparative adjectives with suffix the -er. Write their suggestions on the board and have students read each new sentence. Make note of any student who appears to struggle or who hesitates in responding.

Lesson 4, Adjective Hunt, p. 44 (PDF p. 53)

This lesson already includes practice with comparative and superlative adjectives using -er and -est. In addition, Amplify will revise the following:

REPLACE • Direct students' attention to the last sentence on page 10: "But Sir Gus liked a long soak in a bathtub better than a fight."

• Have students identify the noun and adjective. Soak is the noun, and long is the adjective.

WITH

• Direct students' attention to the last sentence on page 10: "But Sir Gus liked a long soak in a bathtub better than a fight."

• Have students identify the noun and adjective. Soak is the noun, and long is the adjective.

• Ask students to add an -er to the adjective. Ask, "What is the new adjective?" (longer) Write the word on the board and have students read it aloud.

• Ask students what would happen if you added -est to the adjective. (The word would be longest.) Write the word on the board and have students read it aloud.

• Have students orally generate new sentences using the noun soak and the new adjectives longer and longest.

G2, Skills Unit 4 Lesson Slides

Lesson 1

ADD Whiteboard slide after slide PDF p. 7 Let's Listen

[NOTE: The whiteboard slide corresponds to the new TG instruction of 'Write small/smaller on the board']

G2, Skills Unit 5 Lesson Slides

Lesson 3, slide PDF p. 58

REPLACE 2. Orange hair rocks. WITH 2. Rocks are bigger than pebbles.

ADD Check for Understanding slide after slide PDF p. 58

[NOTE: Currently the Check for Understanding slide is missing after slide PDF p. 58]

Component: Amplify ELAR Texas Skills, Grade 2 Unit 2 Teacher Guide (ISBN: 9798894040400)

REPORTED FEEDBACK:

Is this only available for student practice in additional practice. It should be in the lessons.

Page Number: p. 24-25

Location:

Skills Unit 2 TG: Lesson 1: More Help with -ed (PDF p. 31-32) Activity Page TR 1.1, TR 1.2 (PDF p. 261-262)

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

Publisher Response: Reject

Full response details [here](#). Amplify Grade 2 Skills includes additional opportunities for students to demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed within lessons and within the Readers.

G2, Skills Unit 1 Teacher Guide

Lesson 19, Review Past Tense Marker -ed, p. 227 (PDF p. 236)

G2, Skills Unit 1 Reader (examples: drifted, spotted, landed, dotted, glinted, melted, grinned)

G2, Skills Unit 2 Teacher Guide

Lesson 1, Introduce Spelling Words, p. 22 (PDF p. 29)

G2, Skills Unit 2 Reader (examples: yelled, yanked, slumped, limped, plopped, smiled)

REPORTED FEEDBACK:

Is there student practice within the lesson? It should be in more than just additional resources.

Page Number: p. 40

Location:

Skills Unit 2 TG: Lesson 4: More Help With Contractions: Moon Shot (PDF p. 47)

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

Publisher Response: Reject

Full response details [here](#). Amplify Grade 2 Skills includes additional opportunities for students to demonstrate phonetic knowledge by decoding contractions within lessons.

G2, Skills Unit 2 Teacher Guide
Lesson 2, Warm-Up, p. 30 (PDF p. 37)
Lesson 4, Warm-Up, p. 63 (PDF p. 70)
Lesson 11, Introduce Spelling Words, p. 152 (PDF p. 159)

G2, Skills Unit 5 Teacher Guide
Lesson 9, Review Apostrophes, p. 110 (PDF p. 119)

G2, Skills Unit 5 Activity Book
Activity Page 9.3, p. 53 (PDF p. 58)

REPORTED FEEDBACK:

To better align with the TEKS, consider including examples such as, "Tricky Words with open syllables, Ex. He, She, etc.".

Page Number: p. 6

Location:

Skills Unit 2 TG: Introduction: Writing - see 4th paragraph (PDF p. 13)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 1 Teacher Guide to include more practice with reading and writing open-syllable Tricky Words.

G2, Skills Unit 1 Teacher Guide
Lesson 11, Tricky Words: the, he, she, we, be, me, p. 131 (PDF 140)
[INSERT after • After going over the Tricky Words, complete a quick flash card review. You do not need to discuss which parts are tricky; simply ask students to read the word.]
• Have students open their Dictation Journals. Read each of the Tricky Words aloud and tell students to write them in their journals. Check their Dictation Journals frequently to see if any students are struggling and need additional help.

G2, Skills Unit 1 Lesson Slides

Lesson 1
ADD new slide after slide PDF p. 198 (tricky word 'me')
The new slide is the clipboard slide with image of writing paper on the clipboard; to the right of the clipboard the text should read: Dictation Journal

Component: Amplify ELAR Texas Skills, Grade 2 Unit 2 Activity Book (ISBN: 9798894040462)

REPORTED FEEDBACK:

Consider adding more words to the list or modifying the list to include words that contain the inflectional ending -er. Ex. louder, smaller, greater, etc.

Page Number: p. 49

Location:

Skills Unit 2 AB: Activity Page 10.3 (PDF p. 54) "later"

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise G2 Unit 2 Activity Book, Activity Page 10.3 to include an additional word with inflectional ending -er.

REPLACE flower
WITH sweeter

Unit 2 TG, Activity Book Answer Key, p. 323 (PDF p. 330)
REPLACE Activity Page 10.3 redux WITH Activity Page 10.3 redux that shows the word sweeter

G2, Skills Unit 2 Lesson Slides

Lesson 10, slide PDF p. 280
REPLACE image of Activity Page 10.3 redux on the clipboard WITH image of new version of Activity Page 10.3 that shows the word 'sweeter'

Component: Amplify ELAR Texas Skills, Grade 2 Unit 5 Reader (ISBN: 9798894040554)

REPORTED FEEDBACK:

Recommend including more than 1 word with prefix re-

Page Number: p. 68

Location:

Skills Unit 5 Reader: Sir Gus: "The King's Ghost" (PDF p. 73) "repay"

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

Publisher Response: Reject

Full response details [here](#). The prefix re- is taught in G2 Skills Unit 4 Teacher Guide: Lesson 12, Decode, Spell, and Use Words with Prefixes, p. 154–155 (PDF p. 161–162) Lesson 13, Decode, Spell, and Use Words with Prefixes, p. 164–165 (PDF p. 171–172) Lesson 14, Decode, Spell, and Use Words with Prefixes, p. 174–175 (PDF p. 181–182) Lesson 15, Decode, Spell, and Use Words with Prefixes, p. 180 (PDF p. 187) Lesson 16, Decode, Spell, and Use Words with Prefixes, p. 197 (PDF p. 204)

G2 Skills Unit 6 Teacher Guide:

Lesson 27, Decode, Spell, and Use Words with Prefixes, p. 296 (PDF p. 305)
Lesson 28, Decode, Spell, and Use Words with Prefixes, p. 303 (PDF p. 312)
Lesson 30, Decode, Spell, and Use Words with Prefixes, p. 316 (PDF p. 325)
Lesson 31, Decode, Spell, and Use Words with Prefixes, p. 324 (PDF p. 333)
Lesson 32, Decode, Spell, and Use Words with Prefixes, p. 334 (PDF p. 343)

Component: Amplify ELAR Texas Skills, Grade 2 Unit 1 Reader (ISBN: 9798894040516)

REPORTED FEEDBACK:

There is only one word with an inflectional ending, "biggest".

Page Number: p. 8

Location:

Skills Unit 1 Reader: The Cat Bandit: "Chicken Nugget" (PDF p. 13) "biggest"

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 5 Teacher Guide to include decoding adjectives with suffixes –er and –est.

G2, Skills Unit 5 Teacher Guide

Lesson 3, Review Adjectives p. 35–36 (PDF p. 44–45)

[INSERT below • know the weather (rainy day)]

• make a comparison (big, bigger)

REPLACE Read the following sentences aloud. Ask students to identify the adjective and the noun it is describing.

WITH Write the following sentences on the board. Ask students to read the sentences aloud and identify the adjective and the noun they are describing.

REPLACE 2. Orange hair rocks.

WITH 2. Rocks are bigger than pebbles.

REPLACE Check for Understanding: After identifying the adjective in each sentence below, call on different students to provide a different adjective for the noun, making note of any student who appears to struggle or who hesitates in responding.

WITH Check for Understanding: Have students create new adjectives for the nouns in the sentences, including comparative adjectives with the suffix –er. Write their suggestions on the board and have students read each new sentence. Make note of any student who appears to struggle or who hesitates in responding.

Lesson 4, Adjective Hunt, p. 44 (PDF p. 53)

This lesson already includes practice with comparative and superlative adjectives using –er and –est. In addition, Amplify will revise the following:

REPLACE • Direct students' attention to the last sentence on page 10: "But Sir Gus liked a long soak in a bathtub better than a fight."

• Have students identify the noun and adjective. Soak is the noun, and long is the adjective.

WITH

• Direct students' attention to the last sentence on page 10: "But Sir Gus liked a long soak in a bathtub better than a fight."

• Have students identify the noun and adjective. Soak is the noun, and long is the adjective.

• Ask students to add –er to the adjective. Ask, "What is the new adjective?" (longer) Write the word on the board and have students read it aloud.

• Ask students what would happen if you added –est to the adjective. (The word would be longest.) Write the word on the board and have students read it aloud.

• Have students orally generate new sentences using the noun soak and the new adjectives longer and longest.

G2, Skills Unit 5 Lesson Slides

Lesson 3, slide PDF p. 58

REPLACE 2. Orange hair rocks. WITH 2. Rocks are bigger than pebbles.

ADD Check for Understanding slide after slide PDF p. 58

[NOTE: Currently the Check for Understanding slide is missing after slide PDF p. 58]

Component: Amplify ELAR Texas Skills, Grade 2 Unit 3 Teacher Guide (ISBN: 9798894040417)

REPORTED FEEDBACK:

Consider saying, "We are going to change the final sound by replacing /k/ with /t/." When you say that they are changing the, "Letter k to the letter t" that sounds more like spelling than phonological awareness.

Page Number: p. 92

Location:

Skills Unit 3 TG: Lesson 7: Teacher Chaining (PDF p. 99)

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

Publisher Response: Accept

Full response details [here](#). Amplify will revise Unit 3, Lesson 7 to be more precise in language.

Lesson 7, p. 92 (PDF p. 99), third bullet

REPLACE: • Ask, "What happens when I replace the letter 'k' with the letter 't'?" Say the word oat aloud, first in segmented fashion and then blended.

Then write oat

on the board/chart paper, emphasizing that replacing the letter 'k' with the letter 't' changed oak to oat.

WITH: • Ask, "What happens when I replace the final sound /k/ with /t'?" Say the

word oat aloud, first in segmented fashion and then blended. Then write oat

on the board/chart paper, emphasizing that replacing /k/ with /t/ changed oak to oat.

ELAR, Phonics, Grade 3 (IMRA)**Program: Amplify ELAR Texas Skills, Grade 3****Component: Amplify ELAR Texas Skills, Grade 3 Unit 1 Teacher Guide (ISBN: 9798891808614)****REPORTED FEEDBACK:**

Consider adding more words that meet the TEKS like constant, plastic, blanket, etc.

Page Number: pp. 34-35

Location:

Unit 1, Lesson 2 "Spell Words with Consonant Blends" (PDF pp. 43-44) (drumstick)

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

Publisher Response: Reject

Full response details [here](#). In Unit 1, Lesson 2, students read and spell mostly one-syllable words with blends, such as glad, plate, snap, and trip. In subsequent lessons, students read multi-syllable words with blends, such as constant, plastic, blanket, etc.

For example, in the following lesson (Unit 1, Lesson 3), students read two-syllable words on TG p. 43 (PDF p. 52). The accompanying Activity Page 3.1 on p. 13 (PDF p. 20) includes the following words: mistake, plastic, tablet, sunset, mascot, and pancake. Working with one-syllable words before practicing with multi-syllable words helps teachers to ensure that students are able to read and spell shorter words with blends before practicing with longer words.

Component: Amplify ELAR Texas Skills, Grade 3 Activity Book Vol 1 BLM (ISBN: 9798891808652)**REPORTED FEEDBACK:**

Rodent is the only multisyllabic vce word on the list. Consider adding more words for the students to show their mastery of the TEKS.

Page Number: Vol. 1, p. 43

Location:

Unit 2 Activity Page 7.1 (PDF p. 50)

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

Publisher Response: Reject

Full response details [here](#). Students first practice reading VCe words in Unit 2, Lesson 4 on Activity Book p. 153 (PDF p. 160).

Amplify Grade 3 Skills includes additional opportunities for students to practice reading and writing VCe words in Unit 2 Activity Book pages cited below:

Lesson 5, Reading Passage, Activity Page 5.3, p. 161 (PDF p. 168)

Lesson 6, Reading Passage, Activity Page 6.3, p. 169 (PDF p. 176)

Lesson 7, Reading Words, Activity Page 7.1, p. 171 (PDF p. 178)

Lesson 8, Reading Sentences, Activity Page 8.1, p. 175 (PDF p. 182)

Lesson 20, Review, Activity Page 20.2, p. 249 (PDF p. 256)

Lesson 22, Word Sort, Activity Page 22.2, p. 265 (PDF p. 272)

Lesson 23, Word Sort, Activity Page 23.2, p. 271 (PDF p. 278)

Lesson 25, Word Sort, Activity Page 25.1, p. 287 (PDF p. 294)

Lesson 25, Reading Passage, Activity Page 25.3, p. 291-293 (PDF p. 298-300)

Publisher: Institute for Multi-Sensory Education

ELAR, Phonics, Grade 1 (IMRA)

Program: IMSE Comprehensive Orton-Gillingham Plus, Grade 1 Phonics

Component: IMSE Comprehensive O-G Plus Procedural Routine Flip Chart (ISBN: 9781948926690)

REPORTED FEEDBACK:

Consider adding more opportunities for students to identify word rather than just spell the high frequency words.

Page Number: 7

Location:

Whole Page - Teacher guide to learning a red word (Actual printed page number is the same as the digital page number.)

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: IMSE Comprehensive Orton-Gillingham Plus Teacher Guide Second Grade (Student Book C) (ISBN: 9781948926546)

REPORTED FEEDBACK:

Consider utilizing citations for the grade level that the standard is for.

For example, for this breakout, it would be best if the citation was a narrative/activity from the 1st grade book rather than the 2nd or Kinder book.

Page Number: Pp. 46

Location:

Middle of page 46, "Three-Part Drill". Pay particular attention to step 2, Auditory.Kinesthetic (Actual printed page number for digital resource: p. 32)

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

ELAR, Phonics, Grade 2 (IMRA)

Program: IMSE Comprehensive Orton-Gillingham Plus, Grade 2 Phonics

Component: IMSE Comprehensive Orton-Gillingham Plus Syllable Division Teacher Guide (ISBN: 9781948926614)

REPORTED FEEDBACK:

Consider creating a resource that includes multiple syllable types in one so students can practice multiple during one activity.

Page Number: P. 103

Location:

Full page (Actual printed page number for digital resource: pp. 99)

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

ELAR, Phonics, Grade 3 (IMRA)

Program: IMSE Comprehensive Orton-Gillingham Plus, Grade 3 Phonics

Component: IMSE Comprehensive Orton-Gillingham Plus Syllable Division Teacher Guide (ISBN: 9781948926614)

REPORTED FEEDBACK:

This citation includes specific spelling patterns, but does not include the spelling patterns that the SE references in the "such as" section (eigh, ough, and en). Consider adding some of the additional resources like digital p. 69 and 71 to include some of these spelling patterns (printed p. 63 and 65)

Page Number: 29-33

Location:

NOTE: ALL CITATIONS BELOW ARE HYPERLINKED TO THIS GOOGLE DRIVE IMSE Digital Materials for RFP (watermarked) AND PROVIDED IN THE MATERIALS PAGE. PAGE NUMBERS REFERENCED IN CITATIONS ARE THE DIGITAL PAGE NUMBER FOUND ON THE COUNTER, NOT THE ACTUAL PAGE NUMBERS ON THE PRINTED MATERIALS. THIS WAS DONE TO ALLOW REVIEWERS TO EASILY ACCESS CITED MATERIALS. ACTUAL PAGE NUMBER/S OF THE DIGITAL/PRINTED MATERIALS ARE LISTED AT THE END OF THE DESCRIPTION OF LOCATION.

(22) IMSE Comprehensive OG+ Teacher Guide Book D (Grade 3+), instruction for teaching decoding of multisyllable words-Two-Syllable Words for student decoding (Actual printed page number for digital resource: pp. 23-27)

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: IMSE Comprehensive Teacher Assessment Manual (ISBN: 9781948926935)

REPORTED FEEDBACK:

This midterm only has one compound word. Consider having more compound words.

Page Number: 38-42

Location:

IMSE Comprehensive Teacher Assessment Manual, Pp. 38-42, Level 1 Midterm Assessment, note P. 40, assesses student spelling of compound words, note P. 41 assesses student spelling of compound words in sentences. (Actual printed page number for digital resource: pp. 34-38)

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: Just Right Reader, Inc.

ELAR, Phonics, Grade 1 (IMRA)

Program: 1st Grade Decodables

Component: Pat Cat, Max, and the Bug (ISBN: 9798892391184)

REPORTED FEEDBACK:

Add a step where students read the words they sorted.

Page Number: 15

Location:

Set 16 Book: Pat Cat, Max, and the Bug > Phonics Fun box

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

Publisher Response: Accept

We have made the requested change. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Pat%20Cat%2c%20Max%2c%20>

REPORTED FEEDBACK:

Add a step where students read the words they sorted.

Page Number: 15

Location:

Set 16 Book: Pat Cat, Max, and the Bug > Phonics Fun box

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

Publisher Response: Accept

We have made the requested change. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Pat%20Cat%2c%20Max%2c%20>

Component: A Batch of Fudge (ISBN: 9798892392976)

REPORTED FEEDBACK:

Add a step to have students read the sorted words.

Page Number: 15

Location:

Set 30 Book: A Batch of Fudge > Phonics Fun box

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

Publisher Response: Accept

We have made the requested change. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/A%20Batch%20of%20Fudge%20>

REPORTED FEEDBACK:

Add a step to have students read the sorted words.

Page Number: 15

Location:

Set 30 Book: A Batch of Fudge > Phonics Fun box

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

Publisher Response: Accept

We have made the requested change. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/A%20Batch%20of%20Fudge%20>

Component: Camp Fun (ISBN: 9798892392167)

REPORTED FEEDBACK:

Add read words that you sorted.

Page Number: 15

Location:

Set 25 Book: Camp Fun > Phonics Fun box

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

Publisher Response: Accept

We have made the requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Camp%20Fun%20\(Set%2025\)_V](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Camp%20Fun%20(Set%2025)_V)

REPORTED FEEDBACK:

Add read words that you sorted.

Page Number: 15

Location:

Set 25 Book: Camp Fun > Phonics Fun box

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

Publisher Response: Accept

We have made the requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Camp%20Fun%20\(Set%2025\)_V](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Camp%20Fun%20(Set%2025)_V)

Component: Jen and Spud (ISBN: 9798892391283)

REPORTED FEEDBACK:

It would be helpful to add a step to read the words you sorted.

Page Number: 15

Location:

Set 17 Book: Jen and Spud > Phonics Fun box

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

Publisher Response: Accept

We have made the requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Jen%20and%20Spud%20\(Set%2017\)_V](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Jen%20and%20Spud%20(Set%2017)_V)

REPORTED FEEDBACK:

It would be helpful to add a step to read the words you sorted.

Page Number: 15

Location:

Set 17 Book: Jen and Spud > Phonics Fun box

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

Publisher Response: Accept

We have made the requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Jen%20and%20Spud%20\(Set%2017\)_V](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Jen%20and%20Spud%20(Set%2017)_V)

[es%20-%20Lesson%20Plan.pdf](#)

REPORTED FEEDBACK:

Add "Read the highlighted words."

Page Number: 2

Location:

Set 31 Lesson Plan: Mark's Cars > Phonics Review Step 3

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

Publisher Response: Accept

We have made the requested change. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Mark%E2%80%99s%20Cars%20>

REPORTED FEEDBACK:

Add a step after highlighting initial consonant blends to have students read either the blends or the whole word.

Page Number: 2

Location:

Set 18 Lesson Plan: Brad and Greg Play Hide and Seek > Phonics Review Step 3

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

Publisher Response: Accept

We have made the requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Brad%20and%20Greg%20Play%](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Brad%20and%20Greg%20Play%20)

REPORTED FEEDBACK:

This lesson focuses on the digraph -th. Although these words have closed syllables, there might be an opportunity to add language about closed syllable words in the lesson directions.

Page Number: 2

Location:

Set 12 Lesson Plan: Beth and Seth Play > Phonics Review Steps 1-2

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

Publisher Response: Accept

We have made the requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Beth%20and%20Seth%20Play%](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Beth%20and%20Seth%20Play%20)

REPORTED FEEDBACK:

Add a step to have students read the words after highlighting the pattern.

Page Number: 2

Location:

Set 26 Lesson Plan: Jade Skates > Phonics Review Step 3

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

Publisher Response: Accept

We have made the requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Jade%20Skates%20\(Set%2026\)%20](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Jade%20Skates%20(Set%2026)%20)

REPORTED FEEDBACK:

Although these words are closed syllable words, there may be an opportunity to add verbiage to refer to this concept.

Page Number: 2

Location:

Set 12 Lesson Plan: The Box > Phonics Review Steps 1-2 (top of page)

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

Publisher Response: Accept

We have made the requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/The%20Box%20\(Set%2012\)%20](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/The%20Box%20(Set%2012)%20)

REPORTED FEEDBACK:

Add "Read the highlighted words."

Page Number: 2

Location:

Set 31 Lesson Plan: Mark's Cars > Phonics Review Step 3

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

Publisher Response: Accept

We have made the requested change. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Mark%E2%80%99s%20Cars%20>

REPORTED FEEDBACK:

Add "Read the highlighted words."

Page Number: 2

Location:

Set 20 Lesson Plan: Max Gets Locked In! > Phonics Review Step 3

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

Publisher Response: Accept

We have made the requested change. Please see the updated content in the linked document. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Max%20Gets%20Locked%20In!>

REPORTED FEEDBACK:

Add a step after highlighting initial consonant blends to have students read either the blends or the whole word.

Page Number: 2

Location:

Set 18 Lesson Plan: Brad and Greg Play Hide and Seek > Phonics Review Step 3

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

Publisher Response: Accept

We have made the requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Brad%20and%20Greg%20Play%](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20links%20for%20Updated%20Contents/Brad%20and%20Greg%20Play%20)

ELAR, Phonics, Grade 2 (IMRA)

Program: 2nd Grade Decodables

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

Add "Read the highlighted word."

Page Number: 2

Location:

Set 50 Lesson Plan: Knox Writes a Book > Phonics Review Step 3 (middle of page 2)

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

Publisher Response: Accept

[https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans/Temporary%20links%20for%20Proposed%20documents/Knox%20Writes%20a%20Book%20\(Se](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans/Temporary%20links%20for%20Proposed%20documents/Knox%20Writes%20a%20Book%20(Se)
Will make these changes

Publisher: Laprea Education

ELAR, Phonics, Grade 1 (IMRA)

Program: Grade 1 Structured Literacy with E.A.S.E. Second Edition

Component: Structured Literacy with E.A.S.E. Second Edition, Sound Sequence (ISBN: 9798887416724)

REPORTED FEEDBACK:

When directed to "connect the word to other words they have learned," skill specific examples need to be included. Examples of open syllable words need to be included for citation accuracy.

Page Number: 10

Location:

PDF slide 13. Day 1 Lesson Procedures, High-Frequency Words, Extend

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 1 (ISBN: 9798887416731)

REPORTED FEEDBACK:

Specific examples need to be linked for citation to meet demonstrating spelling knowledge by spelling words with closed syllables.

Page Number: 11

Location:

PDF Slide 14. Day 1 Lesson Procedures, Encoding

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 3 (ISBN: 9798887416755)

REPORTED FEEDBACK:

Instructions and examples that include contractions need to be added to ensure student practice with decoding common contractions.

Page Number: 116

Location:

PDF slide 119. Lesson 13, Learning at Home, Building Words (section 1)

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback. The introduction paragraph states that "students have been learning to read and spell words"...and is provided with the letters to be cut out. They are asked to build as many words as they can using the cards. The activity is more open-ended and exploratory.

REPORTED FEEDBACK:

Instructions need to be included or linked to ensure students demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed.

Page Number: 195

Location:

PDF slide 198. Lesson 23, Day 1, Multi-sensory exercises

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

REPORTED FEEDBACK:

Instructions need to be included or linked.

Page Number: 26

Location:

PDF slide 29. Affixes and Base Words

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 2 (ISBN: 9798887416748)

REPORTED FEEDBACK:

All lesson plans should include explicit instructions, even if they are the same each day or every Monday, etc. We do not have access to a teacher manual that includes more detailed instructions for each lesson.

Page Number: 123

Location:

PDF slide 126. Lesson 11, Day 3, Phonemic Awareness (section 1)

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

REPORTED FEEDBACK:

Instructions to include skill specific words need to be included to completely demonstrate spelling knowledge by spelling words with final consonant blends.

Page Number: 130

Location:

PDF slide 133. Lesson 11, Learning at Home, Building Words (section 1)

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback. The introduction paragraph states that "students have been learning to read and spell words...and is provided with the letters to be cut out. They are asked to build as many words as they can using the cards. The activity is more open-ended and exploratory.

REPORTED FEEDBACK:

Skill specific instructions and examples need to be included.

Page Number: 182

Location:

PDF slide 185. Lesson 16, Learning at Home, Building Words (section 1)

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback. The introduction paragraph states that "students have been learning how to read and spell words that end in the three letters "_tch" (hatch)" and "tch" is provided with the letters to be cut out. They are asked to build as many words as they can using the cards. The activity is more open-ended and exploratory.

REPORTED FEEDBACK:

Instructions that include direct student practice of skill need to be included.

Page Number: 38

Location:

PDF slide 41. Day 2, Word Chaining (section 4)

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

REPORTED FEEDBACK:

Please specify that students are expected to be "spelling words with final consonant digraphs" within the "Building Words" instructions. Final consonant digraphs are only mentioned in the initial paragraph without the expectation set for the task.

Page Number: 46

Location:

PDF slide 49. Lesson 2, Learning at Home, Building Words (section 1)

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback. The introduction paragraph states that "students have been learning to read and spell words that end in "_ck" (luck)" and a "ck" is provided with the letters to be cut out. They are asked to build as many words as they can using the cards. The activity is more open-ended and exploratory.

ELAR, Phonics, Grade 2 (IMRA)

Program: Grade 2 Structured Literacy with E.A.S.E. Second Edition

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 4 (ISBN: 9798887416762)

REPORTED FEEDBACK:

The word list for student practice includes the word "guru" that does not follow the lesson rule of CV open vowel syllables.

Page Number: 36

Location:

S4 pg36. PDF slide 39. Lesson 3, Day 1, Skill Introduction (section 3)

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

Publisher Response: Accept without change

The lack of a consonant to close off the sound allows the pronunciation of the vowel sounds to be prolonged.

REPORTED FEEDBACK:

The Gnu Rule should say, "...syllable ends with a single vowel and that represents a long vowel sound."

Page Number: 37

Location:

S4 pg 37. PDF slide 40, Lesson 3, Gnu Rule

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

Publisher Response: Accept

Thank you for this feedback. This will be corrected.

REPORTED FEEDBACK:

Instruction should be added-- students should decode the words first and then sort.

Page Number: 88

Location:

S4 pg88. PDF slide 91. Lesson 10, Syllable Sort Practice

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

Component: Structured Literacy with E.A.S.E. Second Edition, Sequence 3 (ISBN: 9798887416755)

REPORTED FEEDBACK:

Although targeted skill is addressed, include directions for phonological directions

Page Number: 89

Location:

S3 pg89. PDF slide 92. Lesson 10, Day 1, Skill Introduction (section 3)

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

Publisher Response: Accept without change

Thank you for providing this helpful feedback! Lesson procedures are provided at the beginning of the module that provides more details on procedures. Within lessons, the specific skill is addressed with references and prompts to the lesson procedures. We apologize for not making that clear when citing this resource.

Publisher: Pioneer Valley Educational Press, Inc

ELAR, Phonics, Grade 1 (IMRA)

Program: Phonics Launch

Component: Phonics Launch: On Our Way, Set 2 (Lesson Plans) (ISBN: 9781603438452)

REPORTED FEEDBACK:

The materials here state, "Have students look through the book and talk about the story". Later on in the same paragraph the teacher is advised to, "Have the students locate and read the sight word here." The language of "look" is unclear. Are students reading the book and discussing the story or are they simply looking and making predictions based only on what they see?

Page Number: 1

Location:

On Our Way 2, Lesson 1, Day 1, Step 3, Book Introduction - Second Paragraph

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

Publisher Response: Reject

Thank you for your feedback. As stated in the Phonics Launch Handbook, "The goal of the book introduction is to set students up for successful reading by providing a brief synopsis of the book, introducing new vocabulary and concepts, building background knowledge, and modeling decoding strategies for students to apply as they read." Therefore, the word "look" is being used in the context of previewing the book and any resulting discussion centers around those objectives. Immediately following the book introduction, students read words containing the phonic element in context.

REPORTED FEEDBACK:

The citation here states, "On the easel, write the word sheet. Underline sh. These two letters make one sound: /sh/. Then write the word wheel. Repeat the process with wh." It would be helpful to be explicit that the teacher and/or student read the word after its written.

Page Number: 2

Location:

On Our Way 2, Lesson 13, Day 3, Step 3, Teaching Point

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

Publisher Response: Accept

We accept this feedback. In the Teaching point, we will add "Run your finger under the word sheet as you read it." We will also change "make" to "spell." Please see the proposed revised text at https://drive.google.com/file/d/1Y9y_wRD1SGVamZFZDKIK7JAbQ9kTqsxH/view?..

Component: Phonics Launch: Building Up, Set 1 (Lesson Plans) (ISBN: 9781603438438)

REPORTED FEEDBACK:

Students here are asked to spell the words crank, clank, clunk, and trunk. While there is a consonant blend here messaging about the sound the spelling n makes here has been previously inaccurate in the materials.

I think the publishers intent here is for nk to be the ending blend the students are practicing with. However, the n spelling here makes the /ng/ sound not a singular consonant sound, it itself is a blend.

Page Number: 1-2

Location:

Building Up 1, Lesson 1, Day 3, Step 2, Making Words

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

Publisher Response: Accept

We accept this feedback. The text in "Identifying Sounds and Letters" will change to : "Say the sounds: /n/-/k/. Write nk on the easel, showing the letters that spell the sounds. Use the Explicit Instruction in Sounds chart to help students distinguish the /n/ sounds from the /n/ sound in bank, pink, junk." Please see the proposed revised text here: <https://drive.google.com/file/d/1kmZMoAOAILOLNGyPEPJRWucrsU-HcTCv/view?..>

Component: Phonics Launch: Lifting Off, Set 1 (Lesson Plans) (ISBN: 9781603439183)

REPORTED FEEDBACK:

The word that is applicable to this standard in the citation is 'delightful'. The final syllable of 'ful' does technically meet the requirements of a closed syllable but the spelling here of ul is schwa + /l/, and there be more common examples to use with students and teachers at this point in the scope and sequence of skills.

Page Number: 2

Location:

Lifting Off 1, Lesson 7, Day 3, Step 3, Teaching Point

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

Publisher Response: Reject

The words selected for this teaching point appear in the book and are therefore most relevant to teach. This is not the first encounter with closed syllable words that students have, and "ful" is, as recognized in the feedback, technically a closed syllable.

REPORTED FEEDBACK:

This lesson component is unfocused. The word students decode at first in this lesson component is 'whiny' which ends with the long i sound. The student then alters the word and focuses on the first syllable of the new word being a closed syllable.

Page Number: 2**Location:**

Lifting Off 1, Lesson 5, Day 3, Step 3, Teaching Point

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

Publisher Response: Accept

We accept this feedback and will make the change in the materials. In the teaching point, the text "Since there is only one consonant after the vowel, it spells the long i sound" will change to "Since there is only one consonant after the first vowel, the vowel i spells the long i sound in this word". Also, change "will be pronounced as a short sound" to "will be pronounced as a short i sound". Please see the proposed revised text here: <https://drive.google.com/file/d/1ekzwoh3hdd-2i3wnkM3LvZ7nTzFoeoks/view?...>

Component: Phonics Launch: Lifting Off, Set 2 (Lesson Plans) (ISBN: 9781603439749)**REPORTED FEEDBACK:**

The sidebar is missing the step 2 label for this activity.

Page Number: 2**Location:**

Lifting Off 2, Lesson 14, Day 3, Step 2, Write a Big Word - Bullets 1 - 4

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

Publisher Response: Accept

We accept this feedback and will make the change in the materials. The label "Step 2" and sublabel "Phonics" will be added back in. Please see the proposed revised text here: <https://drive.google.com/file/d/1BxatspgMNHdLdjMpmTyF8pWApSUXH4NQR/view?...>

Program: Stepping Together**Component: Stepping Together Lesson Modules for First Grade (2nd Edition) (ISBN: 9798888290446)****REPORTED FEEDBACK:**

Directions should reflect that students should be writing the letters in the sound boxes so that it matches the breakout.

Page Number: 1**Location:**

Module 4, Week 5, Day 1, Step 3, Making Words (page 1 of PDF, page 135 of print book)

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

Publisher Response: Reject

Thank you for your feedback. This evidence pertains to the activity Making Words, not to Sound Boxes as indicated in your feedback. In the Making Words procedure, students are directed to make a new word by determining which letters need to be changed (encoding/spelling). Please see in depth description of the Making Words procedure in the Stepping Together Grade One Teaching Guide, pages 25–26.

REPORTED FEEDBACK:

It could be improved by changing the terminology from "make" to "spell" to insure the instructions are clear.

Page Number: 1**Location:**

Module 6, Week 5, Day 1, Step 3, Making Words-Bullet Point 1-2 (page 1 of PDF, page 208 of print book)

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

Publisher Response: Reject

Thank you for the feedback. We understand your point. However, since the Teaching Guide explicitly makes clear that the "make" portion of the activity is encoding/spelling, we are not going to make this change at this time.

REPORTED FEEDBACK:

When focusing on long vowels, I would recommend to decode words with long vowels only rather than including short vowel words as well.

Page Number: 1

Location:

Module 5, Week 1, Day 1, Step 3, Making Words-Bullet Point 3 (page 1 of PDF, page 146 of print book)

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

Publisher Response: **Reject**

Thanks for the feedback. This was intentional. You will notice a toggle between words that contain the phonic element and words that do not in our Making Words activities throughout Stepping Together lessons as this practice better promotes flexibility and solidification with decoding and encoding words with the new skill. For example, in this lesson we fluctuate between words with short vowels and words with long vowels (this lesson's new target skill) on purpose so students gain flexibility, fluency, and automaticity with hearing both sounds and identifying and discriminating between the letters that spell those sounds. When just one long vowel is used, students aren't engaged with transferring and applying their new knowledge of the letters that spell that long vowel because once they have spelled it one time in the first word, they wouldn't be working to spell it again. For example, if the words listed here were simply make, cake, cape, gape, gate, late students would already have the a and e in place. Rather, they would be changing consonants. Consonants are not the focus of the lesson, and this would greatly lower the complexity of the activity. This type of letter chain would not lend to building flexibility decoding and encoding words with the new target skill as well as a strand that toggles back and forth like the one in this lesson (cap, cape, gape, tape, tap, map, mad, made). Therefore, toggling back and forth between words with a long vowels and words without better promotes application and transfer of the new target skill, which in this case is long vowels. Additionally, very often, when changing a vowel from short to long, it involves the addition of just one additional letter (i.e. met to meet or cap to cape). We intentionally chose to toggle between short and long vowels here to help students understand this concept, which in turn helps them become for flexible and fluent decoders and encoders.

REPORTED FEEDBACK:

I would take "rim" out because it does not begin with a beginning consonant blend.

Page Number: 2

Location:

Module 3, Week 1, Day 2, Step 3, Making Words-Bullet Point 3 (page 2 of PDF, page 75 of print book)

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

Publisher Response: **Reject**

Thanks for the feedback. This was intentional. We fluctuate between words with blends and cvc words so that students hear and attend either one initial phoneme or to both sounds in the blend. Often, students have difficulty hearing the second sound in the blend, so this step in the activity is solidifying and bringing blends to fluency.

REPORTED FEEDBACK:

It could be improved by having more than one open syllable word in the examples.

Page Number: 3

Location:

Module 7, Week 5, Day 2, Step 4, Dictated Sentence-Bullet Point 3 (page 3 of PDF, page 248 of print book)

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

Publisher Response: **Reject**

Thank you for your feedback! Our dictated sentences were strategically crafted to include both current and prior taught phonics skills as well as current and past sight words. Therefore, changing this dictated sentence would be challenging as it is a complex process to ensure each one includes all of these things. However, students have ample practice spelling open syllable words in other multiple activities throughout the lessons.

REPORTED FEEDBACK:

It would be even better if you added a multisensory response of students dragging their hand on their arm as they blend!

Page Number: 3

Location:

Module 4, Week 1, Day 2, Step 2, Blending: Phonemes-Model (page 3 of PDF, page 111 of print book)

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

Publisher Response: **Accept**

We accept this change. Explicit directions for teachers to use a multisensory approach of dragging their hand on their arm as they blend as been added to the First Grade Stepping Together Teaching Guide in Chapter 3: Phonological Awareness Activities in the Blending section. On page 16, at the end of the first paragraph, the following text will be added: "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." Please see the proposed revised text here: https://drive.google.com/file/d/1xzEF6TINH_7YSoBQQGb7lQQfFGtP-McF/view?...

REPORTED FEEDBACK:

There should be more opportunities to write words with final consonant trigraphs.

Page Number: 3

Location:

Module 2, Week 3, Day 2, Step 3, Sound Boxes (inch) (page 3 of PDF, page 53 of print book)

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

Publisher Response: Reject

Thank you for the feedback. Across the lesson, there are multiple activities that give students the opportunity to write words with final consonant trigraphs.

REPORTED FEEDBACK:

We would recommend adding more words with vowel teams and take out the word "trick."

Page Number: 3

Location:

Module 6, Week 1, Day 2, Step 4, Dictated Sentence-Bullet Point 3 (page 3 of PDF, page 183 of print book)

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

Publisher Response: Reject

Thank you for your feedback! Our dictated sentences were strategically crafted to include both current and prior taught phonics skills as well as current and past sight words. Therefore, changing this dictated sentence would be challenging as it is a complex process to ensure each one includes all of these things. However, students have ample practice spelling vowel teams in other multiple activities throughout the lessons. "Trick" was purposely included to review previously-taught phonics skills.

REPORTED FEEDBACK:

It might be helpful to put 'final consonant trigraph' instead of 'vowel team' igh.

Page Number: 3

Location:

Module 7, Week 1, Day 2, Step 3, Breaking Big Words-Bullet Points 1-4 (page 3 of PDF, page 222 of print book)

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

Publisher Response: Reject

In this lesson we refer to "igh" as "Long i Vowel Team igh" as we were trying to indicate that these three letters work together to spell a long vowel sound. This distinction was intentional as it is important for students as there are multiple ways to spell the long i sound. Knowing the various ways in which to do so is important in building flexible and fluent decoders and encoders.

REPORTED FEEDBACK:

Only the word "play" is an open syllable. This could be improved by giving more examples with open syllables.

Page Number: 3

Location:

Module 3, Week 1, Day 2, Step 4, Dictated Sentence (page 3 of PDF, page 76 of print book)

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

Publisher Response: Reject

Thank you for your feedback! Our dictated sentences were strategically crafted to include both current and prior taught phonics skills as well as current and past sight words. Therefore, changing this dictated sentence would be challenging as it is a complex process to ensure each one includes all of these things. However, students have ample practice spelling open syllable words in other multiple activities throughout the lessons.

REPORTED FEEDBACK:

There is only one word with an inflection -s ending (tools). The plural of tooth is 'teeth', which does NOT have an inflectional -s ending. In order to improve, there should be an explicit lesson on inflectional -s endings with more than one opportunity for the students to learn.

Page Number: 4

Location:

Module 4, Week 5, Day 3, Step 4, Teach (Word Solving) (page 4 of PDF, page 138 of print book)

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

Publisher Response: Accept

We accept this change. This teaching point was revised to explicitly teach inflectional ending -s with multiple opportunities for students to practice. The text will change to: "Listen as I say a word and then add a sound to the end of that word to say a new word. Say tool, add /s/. The new word is tools. On the easel, write the word tool. Have students read the word. Now add an s to the end of tool. Explain that adding an s makes tool plural, meaning there is more than one tool. Repeat with dentist and smile." Please see the proposed revised text here: <https://drive.google.com/file/d/1Azb46aaKEO7STu6vVXayk4xsddu88N5/view?...>

REPORTED FEEDBACK:

Again, the entire step 3 (all bullet points) would be improved if the directions said make AND read, instead of 'or'.

Page Number: 5

Location:

Module 5, Week 5, Day 4, Step 4, Dictated Sentence-Bullet Point 3 (page 5 of PDF, page 174 of print book)

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

Publisher Response: Reject

Thank you for the feedback. This feedback doesn't match the evidence provided. It seems to be for the Making Words activity; the evidence we provided was from the Dictated Sentence activity.

REPORTED FEEDBACK:

I would recommend the directions reflect students should be required to spell words with the final consonant trigraphs. The directions are rather vague.

Page Number: 5

Location:

Module 2, Week 3, Day 4, Step 4, Dictated Sentence-Bullet Point 3 (page 5 of PDF, page 55 of print book)

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

Publisher Response: Reject

Thank you for the feedback! There is an in-depth, step-by-step description of the procedure for this activity in the First Grade Stepping Together Teaching Guide on pages 27–28.

REPORTED FEEDBACK:

The directions should reflect that students should be required to spell the words in the sound boxes. The directions seem a vague when referencing, "use sound boxes."

Page Number: 5

Location:

Module 3, Week 1, Day 4, Step 4, Dictated Sentences-Bullet Point 3 (page 5 of PDF, page 78 of print book)

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

Publisher Response: Reject

Thank you for the feedback! There is an in-depth, step-by-step description of the procedure for this activity in the First Grade Stepping Together Teaching Guide on pages 27–28.

REPORTED FEEDBACK:

It might be helpful to put 'final consonant trigraph' instead of 'vowel team' igh.

Page Number: 5

Location:

Module 7, Week 1, Day 4, Step 3, Decoding Words in Decodable Text-Bullet Point 1 (page 5 of PDF, page 224 of print book)

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

Publisher Response: Reject

In this lesson we refer to "igh" as "Long i Vowel Team igh" as we were trying to indicate that these three letters work together to spell a long vowel sound. This distinction was intentional as it is important for students as there are multiple ways to spell the long i sound. Knowing the various ways in which to do so is important in building flexible and fluent decoders and encoders.

Component: N/A (ISBN: 9798888290446)

REPORTED FEEDBACK:

If the directions said 'and' instead of 'or' in regard to the encoding and decoding, so that students were required to do both, this would ensure that novice teachers addressed the breakout by having students spell and that students apply spelling knowledge. This would also be best practice!

Page Number: 1

Location:

Module 5, Week 5, Day 1, Step 3, Making Words-Bullet Points 1-2 (page 1 of PDF, page 170 of print book)

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

Publisher Response: **Reject**

Thank you for the feedback! The "or" in this context was purposeful. It's intended to indicate that teachers should **toggle** between having students change/add letters to make a new word (encode/spell) **or** tell students which letters to change to read a new word (decode) rather than just do all of one (encoding or decoding). It is also important to note that both of these cannot be done at the same time, so toggling is necessary. The purpose of this activity, to toggle between encoding and decoding, is clearly explained on pages 25–26 of the First Grade Stepping Together Teaching Guide. In the description of the activity on page 25, it states "Going back and forth between encoding and decoding helps create flexible word solvers and solidifies visual and auditory synchrony." The last bullet under the explicit procedures on page 26 states "Repeat the process using the words provided on the lesson plan to toggle between encoding and decoding." On the lesson plan where it says "Have students make **or** read these words" the "or" is in reference to this bullet point. This ensures that students are applying spelling knowledge in the activity with every other word.

REPORTED FEEDBACK:

This would be improved if students were required to both encode AND decode, whereas the directions say 'make or read'.

Page Number: 1

Location:

Module 5, Week 5, Day 1, Step 3, Making Words-Bullet Point 3 (page 1 of PDF, page 170 of print book)

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

Publisher Response: **Reject**

Thank you for the feedback! The "or" in this context was purposeful. It's intended to indicate that teachers should **toggle** between having students change/add letters to make a new word (encode/spell) **or** tell students which letters to change to read a new word (decode) rather than just do all of one (encoding or decoding). It is also important to note that both of these cannot be done at the same time, so toggling is necessary. The purpose of this activity, to toggle between encoding and decoding, is clearly explained on pages 25–26 of the First Grade Stepping Together Teaching Guide. In the description of the activity on page 25, it states "Going back and forth between encoding and decoding helps create flexible word solvers and solidifies visual and auditory synchrony." The last bullet under the explicit procedures on page 26 states "Repeat the process using the words provided on the lesson plan to toggle between encoding and decoding." On the lesson plan where it says "Have students make **or** read these words" the "or" is in reference to this bullet point. This ensures that students are applying spelling knowledge in the activity with every other word.

Component: **Stepping Together Lesson Modules for First Grade (2nd Edition) (ISBN: Dire9798888290446)**

REPORTED FEEDBACK:

Directions should reflect that students are writing letters in the sound boxes so that it matches the breakout. I understand that it is under the Interactive Writing time, however, the directions are rather vague.

Page Number: 3

Location:

Module 4, Week 5, Day 2, Step 4, Dictated Sentence-Bullet Point 3 (page 3 of PDF, page 137 of print book)

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

Publisher Response: **Reject**

Thank you for the feedback! There is an in-depth, step-by-step description of the procedure for this activity in the First Grade Stepping Together Teaching Guide on pages 27–28.

ELAR, Phonics, Grade 2 (IMRA)

Program: **Phonics Launch**

Component: **Phonics Launch: Building Up, Set 2 (Lesson Plans) (ISBN: 9781603439169)**

REPORTED FEEDBACK:

The materials state, "Have students help you to identify the vowel sounds, break the word into syllable types". It might aid the teacher to provide this guidance for them. For example, tell them how the word would be split and the syllable types.

Page Number: 2

Location:

Building Up 2, Lesson 13, Day 3, Step 4, Analogy Chart

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

Publisher Response: **Reject**

This feedback does not match the citation; the text cited is not part of the activity indicated.

Program: Stepping Together

Component: Stepping Together Lesson Modules for Second Grade (2nd Edition) (ISBN: 9798888290460)

REPORTED FEEDBACK:

Use the word 'and' instead of 'or' in the directions to ensure that students have the opportunity to spell.

Page Number: 1

Location:

Module 3, Week 3, Day 1, Step 3, Making Words-Bullet Point 3 (page 1 of PDF, page 115 of print book)

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

Publisher Response: **Reject**

Thank you for the feedback! The "or" in this context was purposeful. It was intended to indicate that teachers should **toggle** between having students change/add letters to make a new word (encode/spell) **or** tell students which letters to change to read a new word (decode) rather than just do all of one (encoding or decoding). It is also important to note that both of these cannot be done at the same time, so toggling is necessary. The purpose of this activity, to toggle between encoding and decoding, is clearly explained on pages 25 and 26 of the Second Grade Stepping Together Teaching Guide. In the description of the activity on page 25 it states "Going back and forth between encoding and decoding helps create flexible word solvers and solidifies visual and auditory synchrony." The last bullet under the explicit procedures on page 26 states "Repeat the process using the words provided on the lesson plant to toggle between encoding and decoding." On the lesson plan where it says "Have students make **or** read these words" the "or" is in reference to this bullet point. This ensures that students are applying spelling knowledge in the activity with every other word.

REPORTED FEEDBACK:

Directions need to reflect that students need to spell instead of giving an option to make or read.

Page Number: 1

Location:

Module 3, Week 3, Day 1, Step 3, Making Words-Bullet Point 3 (page 1 of PDF, page 115 of print book)

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

Publisher Response: **Reject**

Thank you for the feedback! The "or" in this context was purposeful. It was intended to indicate that teachers should **toggle** between having students change/add letters to make a new word (encode/spell) **or** tell students which letters to change to read a new word (decode) rather than just do all of one (encoding or decoding). It is also important to note that both of these cannot be done at the same time, so toggling is necessary. The purpose of this activity, to toggle between encoding and decoding, is clearly explained on pages 25 and 26 of the Second Grade Stepping Together Teaching Guide. In the description of the activity on page 25 it states "Going back and forth between encoding and decoding helps create flexible word solvers and solidifies visual and auditory synchrony." The last bullet under the explicit procedures on page 26 states "Repeat the process using the words provided on the lesson plant to toggle between encoding and decoding." On the lesson plan where it says "Have students make **or** read these words" the "or" is in reference to this bullet point. This ensures that students are applying spelling knowledge in the activity with every other word.

REPORTED FEEDBACK:

Directions need to direct students to spell words with -es rather than giving them the option to make or read.

Page Number: 1

Location:

Module 3, Week 2, Day 1, Step 3, Making Words-Bullet Point 3 (page 1 of PDF, page 107 of print book)

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

Publisher Response: **Reject**

Thank you for the feedback! The "or" in this context was purposeful. It was intended to indicate that teachers should **toggle** between having students change/add letters to make a new word (encode/spell) **or** tell students which letters to change to read a new word (decode) rather than just do all of one (encoding or decoding). It is also important to note that both of these cannot be done at the same time, so toggling is necessary. The purpose of this activity, to toggle between encoding and decoding, is clearly explained on pages 25 and 26 of the Second Grade Stepping Together Teaching Guide. In the description of the activity on page 25 it states "Going back and forth between encoding and decoding helps create flexible word solvers and solidifies visual and auditory synchrony." The last bullet under the explicit procedures on page 26 states "Repeat the process using the words provided on the lesson plant to toggle between encoding and decoding." On the lesson plan where it says "Have students make **or** read these words" the "or" is in reference to this bullet point. This ensures that students are applying spelling knowledge in the activity with every other word.

REPORTED FEEDBACK:

The directions should say 'and' instead of 'or', to ensure that decoding is taking place. Also, so students are required to make AND read the words. More words with trigraphs need to be included. Having "or" also ensures that students have the opportunity to decode and a chance to spell. Likewise, students would be able to demonstrate spelling of words with vowel teams including diphthongs.

Page Number: 1

Location:

Module 1, Week 1, Day 1, Step 3, Making Words (page 1 of PDF, page 10 of print book)

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

Publisher Response: Reject

Thank you for the feedback! The "or" in this context was purposeful. It was intended to indicate that teachers should **toggle** between having students change/add letters to make a new word (encode/spell) **or** tell students which letters to change to read a new word (decode) rather than just do all of one (encoding or decoding). It is also important to note that both of these cannot be done at the same time, so toggling is necessary. The purpose of this activity, to toggle between encoding and decoding, is clearly explained on pages 25 and 26 of the Second Grade Stepping Together Teaching Guide. In the description of the activity on page 25 it states "Going back and forth between encoding and decoding helps create flexible word solvers and solidifies visual and auditory synchrony." The last bullet under the explicit procedures on page 26 states "Repeat the process using the words provided on the lesson plan to toggle between encoding and decoding." On the lesson plan where it says "Have students make **or** read these words" the "or" is in reference to this bullet point. This ensures that students are applying spelling knowledge in the activity with every other word.

REPORTED FEEDBACK:

This could be improved if the teacher modeled the decoding strategy of the trigraph in 'street'.

Page Number: 3

Location:

Module 1, Week 1, Day 2, Step 4, Finish Reading the Book-Bullet Point 3 (street) (page 3 of PDF, page 12 of print book)

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

Publisher Response: Accept

We accept this change. The instructions now say "Run your pointer under the word street as you model decoding the word by blending the sounds together to read the word." The revised text can be viewed at https://drive.google.com/file/d/1MaURXKgLja_fHvAEjL0rQImKWUfHwUg/view?...

REPORTED FEEDBACK:

This would be greatly improved if there were more than one opportunity to spell words with the inflectional ending -er.

Page Number: 5

Location:

Module 3, Week 3, Day 3, Step 3, Analogy Charts-Bullet Points 3-4 (page 5 of PDF, page 119 of print book)

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

Publisher Response: Accept

We accept this change. Additional words with inflectional ending -er were added to this activity. The list of words will change from: "bake, baker, hike, hiked, swipe, swiping" to "bake, baker, hike, hiker, swipe, swiping, braver". The revised text can be viewed here: <https://drive.google.com/file/d/1h18CBjFWMopIqITVmcBouyMYc2RQccgE/view?...>

REPORTED FEEDBACK:

This could be improved if more than one word out of many had an inflectional ending -ed.

Page Number: 5

Location:

Module 3, Week 2, Day 3, Step 3, Analogy Charts-Bullet Points 3-4 (page 5 of PDF, page 111 of print book)

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

Publisher Response: Accept

We accept this change. Additional words with inflectional ending -ed were added to this activity. The word "cries" will be change to "cried." The revised text can be viewed here: https://drive.google.com/file/d/1LGZfwrH2d2WngB-oNmcc4PYDGZx_hrpD/view?...

REPORTED FEEDBACK:

This would be improved if there were more opportunities for students to spell with inflectional endings -ed.

Page Number: 5

Location:

Module 1, Week 2, Day 3, Step 3, Analogy Charts-Bullet Point 3 (page 5 of PDF, page 22 of print book)

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

Publisher Response: Reject

This feedback does not match the breakout. This breakout says, "demonstrate spelling knowledge by spelling words with inflectional endings, including -ing." However, your feedback pertains to inflectional endings -ed.

REPORTED FEEDBACK:

This could be greatly improved if there were more opportunities to apply spelling with the inflectional ending -er.

Page Number: 5-6

Location:

Module 3, Week 3, Day 3, Step 3, Analogy Charts-Bullet Points 3-4 (page 5 of PDF, page 119 of print book)

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

Publisher Response: Accept

We accept this change. Additional words with inflectional ending -er were added to this activity. The list of words will change from: "bake, baker, hike, hiked, swipe, swiping" to "bake, baker, hike, hiker, swipe, swiping, braver". The revised text can be viewed here:

<https://drive.google.com/file/d/1h18CBjFWMopliqITVmcBouyMYc2RQccgE/view?..>

REPORTED FEEDBACK:

I would recommend including more one-syllable words for vce syllables.

Page Number: 6

Location:

Module 2, Week 1, Day 3, Step 4, Writing a Retelling, Dictated Sentence-Bullet Point 3 (page 6 of PDF, page 59 of print book)

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

Publisher Response: Reject

Thank you for your feedback! Our dictated sentences were strategically crafted to include both current and prior taught phonics skills as well as current and past sight words. Therefore, changing this dictated sentence would be challenging as it is a complex process to ensure each one includes all of these things. However, students have ample practice spelling one-syllable words with vce syllables in multiple other activities throughout the lessons.

ELAR, Phonics, Grade 3 (IMRA)

Program: Phonics Launch

Component: N/A (ISBN: N/A)

REPORTED FEEDBACK:

The program overall would benefit from content skills or teaching point topics being added to the scope and sequence. Important information such as when suffix spelling patterns, compound words, and other such skills are often addressed in teaching points, but it is difficult to tell when those will be addressed. Adding content skills to the scope would assist teachers in placing students in lessons that would also support those skills and assist teachers in understanding the systematic introduction of those skills.

Page Number: N/A

Location:

General across program feedback

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Accept

We accept this change. 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 Appendix A and elsewhere in the program as needed (Getting Started Cards, online resources, etc.). Please see the proposed new text at

<https://drive.google.com/file/d/1pk3sE5AHKu4pxaoMYjmhi7xpgK3HA8Kk/view?..>

Component: Phonics Launch: Moving On, Set 2 (Lesson Plans) (ISBN: 9781603439176)

REPORTED FEEDBACK:

This teaching point focuses on compound words however the last word practiced is avoiding which is a base word and suffix, not a compound word. This confuses the point of the teach.

Page Number: 2

Location:

Moving On 2, Lesson 18, Day 3, Step 3, Teaching Point

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

Publisher Response: Accept

We accept this feedback. In the Teaching Point, the text "Repeat the process with downtown and avoiding" will change to "Repeat the process with downtown (compound word) and avoiding (not a compound word)" Pleaes see the proposed new text here:

https://drive.google.com/file/d/1v4AY15soA0034f_W3hsZ7caklJp6gKY/view?..

Publisher: ReadBright

ELAR, Phonics, Grade 1 (IMRA)

Program: ReadBright Phonics

Component: Decodable Readers for Level 1 (Kid in the Middle(CVC Words), Digraphs and Blends) (ISBN: 9781940205427)

REPORTED FEEDBACK:

Lines 4 and 5 are using digraphs instead of blends (maybe it is review material?)

Page Number: 1-13

Location:

Decodable Readers: Set 1c, Book 2: Nick and Rick Help

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

Publisher Response: Accept without change

Digraphs are included for cumulative review of previously taught content.

Component: Level 1c, Teacher Handbook (ISBN: 9781947737365)

REPORTED FEEDBACK:

Number 2 and number 5 include the SH digraph and not a blend

Page Number: 101

Location:

Level 1C Teacher Handbook, p. 101 (page is actual teacher handbook page, not PDF): Drill 2: Student Practice (left column)

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

Publisher Response: Accept without change

Digraphs are included for cumulative review of previously taught content.

REPORTED FEEDBACK:

The activity includes initial digraph sh, which is potentially confusing.

Page Number: 101

Location:

Level 1C Teacher Handbook , p. 101 (page is actual teacher handbook page, not PDF): Drill 2: Teacher Modeling (left column)

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

Publisher Response: Accept without change

The blends that include an initial digraph are placed there intentionally to activate students' phonological processor to practice isolating various sounds. Being that this is phonemic awareness, no letters are shown, having two letters that represent the one sound should not be confusing.

Component: Phonics Program-Book 1-Kid in the Middle-Consonant Digraphs and Blends (ISBN: 9781940205632)

REPORTED FEEDBACK:

There is a mix of initial and final digraphs. The breakout is focused on initial digraphs.

Page Number: 141

Location:

Level 1b, Student Workbook, page 141: Decoding words with initial digraphs

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

Publisher Response: Accept

New content has been added to separate initial and final digraphs.

REPORTED FEEDBACK:

This page does not have any directions. We would recommend that the page has some type of teacher directions.

Page Number: 21,22

Location:

Student Workbook 1, Pages 21-22 (page number of actual resource)

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

Publisher Response: Reject

Teacher directions for reading pages are found in the In-Depth Teacher's Program guide. Thank you for this feedback.

Component: Program Guide (ISBN: N/A)

REPORTED FEEDBACK:

Teacher's Program Guide: Encoding, Dictation Routine does not mention specifically the closed syllables but mentions to apply the routine to the targeted phonics skill of the week.

Page Number: 33,34

Location:

Teacher's Program Guide: Encoding, Dictation Routine

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

Publisher Response: Accept

Teacher examples/language will be added to the teacher's program guide to support this routine in multisyllabic words.

REPORTED FEEDBACK:

This example could work for closed syllable words, however there are no examples to show how it could work. It would help if you provide examples with closed syllable words in the direction.

Page Number: 36

Location:

Teacher's Program Guide: Encoding, Making and Breaking Words

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

Publisher Response: Accept

Teacher examples/language will be added to the teacher's program guide to support this routine in multisyllabic words.

ELAR, Phonics, Grade 2 (IMRA)

Program: ReadBright Phonics

Component: Phonics Program-Book 2- Magic E and Walking Talking Vowels (ISBN: 9781940205656)

REPORTED FEEDBACK:

Open syllable words end in a long vowel, such as music, or tiger. Vowel-consonant-e syllables are not open syllables.

Page Number: 116

Location:

Level 2 Student Workbook, p. 116 (page number of actual workbook, not PDF page #), Read

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

Publisher Response: Accept without change

A new citation was added (and accepted) during round 2 for this breakout.

Component: Phonics Program - Book 4 - Syllable Division (ISBN: 9781947737228)

REPORTED FEEDBACK:

This only includes 1 one syllable word with open vowel (fly). This page is covering multi-syllable open vowel words.

Page Number: 165

Location:

Level 4 Student Workbook, p. 165 (page number of actual workbook, not PDF page #)

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

Publisher Response: Accept

New content being added to address this breakout.

Component: Level 2A Teacher Handbook (ISBN: 9781947737372)

REPORTED FEEDBACK:

Open syllable words are a different concept than compound words. Most compound words, if not all, don't contain open syllables. Including to and do confuses the issue more because they are irregular, unlike open syllable words such as me or no, where the vowel is long.

Page Number: 183

Location:

Level 2A, Teacher Handbook, p. 183 (page number of actual teacher handbook, not PDF page #), Phonics Instruction daily Lesson (lesson can be found toward the bottom of the page, see column on the right for open syllables)

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

Publisher Response: Accept

New content has been created to clarify the open syllables content during this lesson.

Component: Phonics Program-Book 3- Ruling R and More Sounds (ISBN: 9781940205663)

REPORTED FEEDBACK:

The activity needs more examples of r controlled words.

Page Number: 206

Location:

Level 3 Student Workbook, p. 206 (page number of actual workbook, not PDF page #), activity

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

Publisher Response: Reject

Practice with r controlled words is cumulatively embedded in the lessons once it is introduced.

Publisher: Reading Horizons

ELAR, Phonics, Grade 1 (IMRA)

Program: Reading Horizons Discovery First

Component: Reading Horizons Discovery Software (ISBN: 9781623823382)

REPORTED FEEDBACK:

This breakout would be more effective for student TEKS alignment and continuity if the word "open syllable" is used instead of "phonetics skill 3".

Page Number: 3

Location:

Go to the program software webpage - Login as Admin - Email: pl@rh.com - Password: Literacy4all - Click Login - You are in the Lesson Dashboard - Go to the top right - In the dropdown, select "1st Grade Class"; - Find Lesson 57: Phonetic Skills 1-3 - Click the magnifying glass icon - Scroll down Lesson Summary Page - Click "Preview Lesson" button- Go to page 3- Part 2: Phonics and Spelling- Phonetic Skills 1-3- Scroll down to view evidence

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

Publisher Response: Reject

Thank you for your thoughtful feedback and commitment to ensuring alignment and continuity in terminology. We understand the importance of using accurate academic language like "open syllable" in educational settings. However, our program is intentionally designed to use student-friendly language, such as "Phonetic Skill 3," to make learning more accessible and engaging for students. This approach is a key part of our methodology and unique offering, as it helps students more easily grasp and apply concepts in the simplest forms and as they progress through more complex skills. As students progress through our program, we gradually introduce more academic language to bridge their learning with more complex terminology.

Additionally, we ensure that teachers are fully supported by consistently incorporating both the program-specific and academic terms in all our teacher materials (e.g., Lesson Summary pages, Real-Time Coaching videos). This dual approach allows us to maintain our commitment to student-centered learning while also preparing students and teachers for future academic demands.

We appreciate your understanding and ongoing support as we strive to balance student engagement with academic rigor.

REPORTED FEEDBACK:

It is preferable to use the word "diphthong" instead of "special vowel sound". Using accurate terminology is better for alignment, continuity, and for teacher understanding.

Page Number: 7

Location:

Go to the program software webpage - Login as Admin - Email: pl@rh.com - Password: Literacy4all - Click Login - You are in the Lesson Dashboard - Go to the top right - In the dropdown, select "1st Grade Class"; - Find Lesson 101: Special Vowel Sounds: oi - Click the magnifying glass icon - Scroll down Lesson Summary Page - Click "Preview Lesson" button- Go to page 7 - Part 3: Whole Class Transfer - Whole Class Transfer Card - Scroll down to view evidence

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

Publisher Response: Reject

Thank you for your thoughtful feedback and commitment to ensuring alignment and continuity in terminology. We understand the importance of using accurate academic language like "diphthong" in educational settings. However, our program is intentionally designed to use student-friendly language, such as "special vowel sound," to make learning more accessible and engaging for students. This approach is a key part of our methodology and unique offering, as it helps students more easily grasp and apply concepts in the simplest forms and as they progress through more complex skills. As students progress through our program, we gradually introduce more academic language to bridge their learning with more complex terminology.

Additionally, we ensure that teachers are fully supported by consistently incorporating both the program-specific and academic terms in our teacher materials (e.g., Lesson Summary pages, Real-Time Coaching videos). This dual approach allows us to maintain our commitment to student-centered learning while also preparing students and teachers for future academic demands.

We appreciate your understanding and ongoing support as we strive to balance student engagement with academic rigor.

ELAR, Phonics, Grade 2 (IMRA)

Program: Reading Horizons Discovery Second

Component: Reading Horizons Discovery Software (ISBN: 9781623823382)

REPORTED FEEDBACK:

Including more example words in this lesson with vowel teams and consonant digraphs would be good, rather than just so few words with letter combinations that can be considered vowel teams and vowel digraphs.

Page Number: 3

Location:

Go to the program software webpage - Login as Admin - Email: pl@rh.com - Password: Literacy4all - Click Login - You are in the Lesson Dashboard - Go to the top right - In the dropdown, select "2nd/3rd Grade Class"; - Find Lesson 45: Phonetic Skill 5: ea and ee - Click the magnifying glass icon - Scroll down Lesson Summary Page - Click "Preview Lesson" button- Go to page 3 - Part 2: Phonics and Spelling - Phonetic Skill 5: ea and ee - Scroll down to view evidence

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

Publisher Response: **Accept without change**

Thank you for the feedback. We have more words that include vowel teams and consonant digraphs in our other program resources, such as the corresponding Phonics Toolkit and Reteach Lesson resources. While we currently provide additional words in our supplemental resources, we'll also add this feedback as a consideration while making ongoing enhancements to improve teacher experience, student learning, and administrator interaction with the curriculum.

REPORTED FEEDBACK:

It would be better practice to have a few more example words that are multisyllabic and include vowel teams and consonant digraphs, not just words that contain letter combinations that can be vowel teams and a vowel digraph.

Page Number: 4

Location:

Go to the program software webpage - Login as Admin - Email: pl@rh.com - Password: Literacy4all - Click Login - You are in the Lesson Dashboard - Go to the top right - In the dropdown, select "2nd/3rd Grade Class"; - Find Lesson 117: Other Sounds for IE/EI: Long i and Long e - Click the magnifying glass icon - Scroll down Lesson Summary Page - Click "Preview Lesson" button- Go to page 4 - Part 2: Phonics and Spelling - Other Sounds for IE/EI: Long i and Long e - Scroll down to view evidence

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

Publisher Response: **Accept without change**

Thank you for the feedback. We have more multisyllabic words that include vowel teams and consonant digraphs in our other program resources, such as the corresponding Phonics Toolkit and Reteach Lesson resources. While we currently provide additional words in our supplemental resources, we'll also add this feedback as a consideration while making ongoing enhancements to improve teacher experience, student learning, and administrator interaction with the curriculum.

Publisher: William H. Sadlier, Inc.

ELAR, Phonics, Grade 1 (IMRA)

Program: From Phonics to Reading, Grade 1

Component: From Phonics to Reading Teacher's Edition ebook, Gr. 1 (ISBN: 9781421715711)

REPORTED FEEDBACK:

There are very limited opportunities in this lesson for students to apply their phonetic knowledge of decoding words with closed syllables.

Page Number: Digital, SadlierConnect.com, Component Type: Digital Resources, Syllable Types Support, Syllable Types Student Resources

Location:

Digital, SadlierConnect.com, Component Type: Digital Resources, Syllable Types Support, Syllable Types Student Resources, Syllable Types Word Study/Morphology (Scroll down to Closed Syllables)
(Student Activity: "Read Aloud the words.")

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

Publisher Response: **Accept without change**

Thank you.

REPORTED FEEDBACK:

Many examples of phonological awareness with beginning blends in this lesson, but only one example of students actively demonstrating the ability to successfully blend final consonant blends.

Page Number: Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Teacher Edition, Unit 2, Lesson 8, Day: Day 1

Location:

Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Teacher Edition, Unit 2, Lesson 8, Day: Day 1

1. Phonemic Awareness: Oral Blending

(Student Activity: "blend the sounds together to make a word.")

Print (Teacher Edition), p. 109

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

Publisher Response: Accept without change

There are many opportunities for students to apply final blends such as on Student Edition Work Study/Morphology page 103 and Teacher's Edition page 106.

REPORTED FEEDBACK:

Student ability to apply phonetic knowledge of decoding contractions is limited in this passage to just one word (can't).

Page Number: Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Teacher Edition, Unit 2, Lesson 8, Day: Day 3

Location:

Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Teacher Edition, Unit 2, Lesson 8, Day: Day 3

4. Read Connected Text: Take-Home Book

(Teacher Guidance: Have children point to each word as they chorally read it aloud.)

Print (Teacher Edition), p. 116

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

Publisher Response: Accept without change

There are addition opportunities throughout the program to apply knowledge of contractions. For instance in the Fluency Booster Practice Book, Lesson 8 decodable text "The Three Hens" students will read the contractions "it's" and "let's". In Lesson 9 of the Student Edition in the Read Connected Text "This and That" students will read the contraction "let's". In Lesson 13 of the Student Edition in the Read Connected Text students will read "Let's Bake a Cake!" and the contractions "let's" and "don't".

REPORTED FEEDBACK:

There are very limited opportunities in this lesson for students to apply their phonetic knowledge of decoding words with open syllables.

Page Number: SadlierConnect.com, Digital Resources, Syllable Types Support, Syllable Types Student Resources, (Scroll down to Open Syllables)

Location:

Digital, SadlierConnect.com, Component Type: Digital Resources, Syllable Types Support, Syllable Types Student Resources, Syllable Types

Word Study/Morphology (Scroll down to Open Syllables)

(Student Activity: "Read Aloud the words.")

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

Publisher Response: Accept without change

Thank you.

Component: From Phonics to Reading Student Edition eBook, Gr. 1 (ISBN: 9781421715612)

REPORTED FEEDBACK:

Only 1 opportunity to spell a word with an initial blend in this activity (the word "glad").

Page Number: Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 2, Lesson 6,

Location:

Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 2, Lesson 6, Cumulative Review: Build Fluency

(Student Activity: "Complete each sentence. Use at least one word with an l-blend.")

Print (Student Edition), p. 91

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

Publisher Response: Accept without change

The Cumulative Assessment Fluency Check assesses student's accuracy and fluency in decoding words with the lesson skill. For Lesson 6, there are 4 'l' blend words (*clip, flap, block, glad*). The program's author, Wiley Blevins, in conjunction with a psychometrician has determined the validity of using 4 items (two familiar, two unfamiliar) to determine student's mastery of a taught skill.

REPORTED FEEDBACK:

Ability to appropriately demonstrate decoding the inflectional ending "es" limited to the first option on the worksheet (and it may not be used at all if the student chooses the "ing" ending).

Page Number: Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 6, Lesson 29

Location:

Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 6, Lesson 29

Word Study/Morphology: Transition to Longer Words

(Student Activity: "Read the Words")

Print (Student Edition), p. 419

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

Publisher Response: Accept

There are additional opportunities to practice the "es" inflectional ending beyond the citation given. For example, Word Building activity on Student Edition, page 422 and Word Study activity on Student Edition page 433.

ELAR, Phonics, Grade 2 (IMRA)

Program: From Phonics to Reading, Grade 2

Component: From Phonics to Reading Student Edition eBook, Gr. 2 (ISBN: 9781421715629)

REPORTED FEEDBACK:

There is one multisyllabic word - yellow - on this activity.

Page Number: SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 3, Lesson 15, Day: Day 3

Location:

Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 3, Lesson 15, Day: Day 3, Word Sort: Closed Sort.

(Student Activity: Write the words on the lines.

Print (Teacher Edition), p. 157

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

Publisher Response: Accept without change

Additional examples for multisyllabic words in Word Sorts include Unit 3, Lesson 17, page 177. Words are *apple, beetle, bugle, eagle...*

Unit 4, Lesson 22, page 229. Words are *artist, disturb, forty, glory, hornet...*

Publisher: Wilson Language Training**ELAR, Phonics, Grade 1 (IMRA)**

Program: Foundations Level 1 Classroom Set for 20 & Geodes Level 1 Classroom Library

Component: Foundations Level 1 Teacher Manual (ISBN: 978156778521)

REPORTED FEEDBACK:

Please include the list of words in the word play or a functioning link to the words.

Page Number: 124

Location:

See an example of the Word of the Day. Teachers make several words during this instruction that include closed syllables

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please put specific resource and page number to find activity, link, or list of words.

Page Number: 134

Location:

See description of the Word Play activity. Words with consonant digraphs are included in this activity from Unit 3 forward.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

It would be helpful to provide the Word of the Day in the instructions.

Page Number: 140

Location:

See the Word Talk activity.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Add directions for students to read the sentences.

Page Number: 15-18

Location:

See TEKS Supplement for Level 1 to support learning trigraphs. See pages 15-18

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

We see that they are using base words but needs explicit teaching of how to decode common contractions.

Page Number: 15-18

Location:

See pages 15-18 of the TEKS supplement included with the Foundations Teacher Manual.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

It would be best practices to not include the sh digraphs with blends if not previously taught in this grade level.

Page Number: 274

Location:

See the Introduce New Concepts activity on that page. Note the tapping technique is used to segment and clarify phonemes before blending.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please provide the list of words with initial consonant blends.

Page Number: 281

Location:

See the Dictation activity.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please provide a list of words with final consonant blends.

Page Number: 281

Location:

See the Dictation Activity.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Use a different model for each phonological awareness skill. For example, this document focuses on CVC but should provide an example of CCVC and CVCC words.

Page Number: 30

Location:

See the Dictation/Words activity description and should note tapping to isolate and distinguish sounds orally. Words including three sounds beginning in Unit 2, four Sounds in Unit 9 and up to five sounds beginning in Unit 10.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

It would be helpful to provide an explicit teacher script of segmenting the words provided.

Page Number: 324

Location:

See the Introduction of Unit 10 where students are taught to blend and segment up to five sounds in a closed syllable. See Unit 2 introduction for three sounds (p 102), and Unit 8 for four sounds (p 370).

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please put a list of words with ed in this section.

Page Number: 351

Location:

See the Word Talk activity.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Provide an example using initial consonant digraphs.

Page Number: 42

Location:

See the Echo/Find Words activity. All Echo/Find Words activity can include digraphs after they are introduced in Unit 3.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Have the students build the words after they tap and read.

Page Number: 45

Location:

See the TEKS Supplement for Level 1 to support spelling r-controlled syllables. See pages 45-50

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please include a link to the sound cards or a list of words.

Page Number: 58

Location:

See the description of Word Talk. Students read several words during this instruction that will include final consonant blends from the Unit Resources in Unit 8 and going forward. See Word Talk Unit 8, Unit 9, and Unit 10 in particular.

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

Publisher Response: Accept without change

Thank you for the comment.

Component: N/A (ISBN: 978156778521)

REPORTED FEEDBACK:

The activity would be better if it provided an example that had initial or final blends in the word to match skills in the standard.

Page Number: 30

Location:

See Dictation/Words activity description and should note tapping to isolate and distinguish sounds orally. Words including three sounds beginning in Unit 2, four Sounds in Unit 9 and up to five sounds beginning in Unit 10.

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

Publisher Response: Accept without change

Thank you for the comment.

ELAR, Phonics, Grade 2 (IMRA)

Program: Foundations Level 2 Classroom Set for 20 & Geodes Level 2 Classroom Library

Component: Foundations Level 2 Teacher Manual (ISBN: 978156778522)

REPORTED FEEDBACK:

This narrative and activity distinguishes between long and short vowel but since it includes print does not cover the skill of phonological awareness. Remove the printed words and it would meet the standard.

Page Number: 135

Location:

Make It Fun activity that helps students learn to distinguish between long and short vowel sounds. Please note that there is no specific activity called "phonemic awareness" because this skill is carried out daily throughout the year in various activities.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please include words with the prefix re-.

Page Number: 193

Location:

See the Make It Fun activity where Students decode words with prefixes, including re.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please include a list of words that are multisyllabic with VCe.

Page Number: 56

Location:

Word of the Day 56

In Word of the Day, students decode multisyllabic target vocabulary with VCe syllables, and mark them up to show they understand the concepts.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please provide the word of the day in this section and ensure it is multisyllabic with VCe

Page Number: 56

Location:

See the Word of the Day Activity description. In Word of the Day, students decode multisyllabic target vocabulary with VCe syllables, and mark them up to show they understand the concepts.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please provide a list of multisyllabic words that include vowel teams, digraphs, closed syllables, open syllables, diphthongs, final stable syllables, and r-controlled syllables.

Page Number: 56

Location:

See the Word of the Day Activity description. In Word of the Day, students decode multisyllabic target vocabulary with vowel teams, including digraphs, and mark them up to show they understand the concepts.

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

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Please provide a list of words that include blends.

Page Number: 56, 58

Location:

Word of the Day 56

In Word of the Day, students decode target vocabulary with blends

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

Publisher Response: Accept without change

Thank you for the comment.

Spanish Language Arts and Reading

Publisher: Savvas Learning**SLAR, Grade K (IMRA)**

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

Component: Texas miVisión Lectura Grade K, Student Print Consumable K.1 (ISBN: 9780328992164)

REPORTED FEEDBACK:

Suggest a better position of the white arrow. It should be pointing to the iris part of the eye, not the black pupil.

Page Number: Unidad 1, Semana 2, p. 58

Location:

unidad 1, semana 2, p 58

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Add before museos... diferentes museos.

Original: "Investiga los museos."

Suggested: "Investiga los diferentes museos."

Page Number: Unidad 1 Semana 6 p. 213

Location:

Instrucciones, Plan de investigación de museos

First step to be marked off by the student for "Plan de Investigación"

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Table specifies the word "fecha" and while this is correct with the directions, it runs into a misunderstanding on the following table labeled with the word "dia" in Unidad 2, "LECTURA INDEPENDENTE" instead of the word "fecha" meaning the date, while the word "dia" is the day.

Corrections need to be made for tables to have students understand the pattern of their activity for registering their independent reading by "fecha" and not by "dia"

Page Number: Unidad 1, Semana 1, p. 10

Location:

Instrucciones, Lectura independiente

The table and directions.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

This side note is not in accordance with the TEK for "describe escenario"

This does affect a teacher's delivery of instruction with academic vocabulary.

Students should use the word "escenario" in place of "ambiente" and in these directions for the teacher it should read the opposite of what teacher should make known to students.

It is the consistency of the word as it is in vertical alignment with grade 1 where the TEK supports the same "describe escenario."

Page Number: Unidad 1, Semana 1, p. 28

Location:

Instrucciones for TE PAGE 36 side note for teacher

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised the activity and instruction by replacing "ambiente" with "escenario".

REPORTED FEEDBACK:

There is a misguided concept presented on these two pages.

While the word on page 28 "escenario" supports the TEK

Page 29 now mentions "ambiente."

So, student learning is supported with consistency and preventing student gaps. I am not opposed as an educator to let students know that the word "ambiente" is synonymous to "escenario"

However, The word "ambiente" does not support the TEK for Spanish ELAR which is TEKS K.7.D "describir el escenario."

The vertical alignment for the word "escenario" also carries over to first grade.

Students learning of the elements of a story should include the academic word "escenario."

Page Number: Unidad 1, Semana 1, p. 28

Location:

Instrucciones

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised the activity and instruction by replacing "ambiente" with "escenario".

REPORTED FEEDBACK:

Instruction for teacher states have students respond to "fuentes".

Add detail of the "fuentes" on the student page like stating, the "fuentes" or the "post it notes with the questions for students", the little creature with the question, etc.

Page Number: Unidad 1, Semana 2, p. 82

Location:

Responder al texto: Reflexionar y comentar p 82 student consumable.

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The word "ambiente" does not support the TEK for Spanish ELAR which is TEKS K.7.D "describir el escenario."

The vertical alignment for the word "escenario" also carries over to first grade.

Students learning of the elements of a story should include the academic word "escenario."

Page Number: Unidad 1, Semana 4, p. 142

Location:

Género: Ficción realista

The first sentence when introducing the word "ambiente"

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised the activity and instruction by replacing "ambiente" with "escenario".

Component: N/A (ISBN: 9780328992164)

REPORTED FEEDBACK:

The word "ambiente" does not support the TEK for Spanish ELAR which is TEKS K.7.D "describir el escenario."

The vertical alignment for the word "escenario" also carries over to first grade.

Students learning of the elements of a story should include the academic word "escenario."

Page Number: Student Consumable, p. 142

Location:

Enfoque en el Género: Ficción Realista

The first sentence when introducing the word "ambiente"

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised the activity and instruction by replacing "ambiente" with "escenario".

REPORTED FEEDBACK:

The teacher side note for the word "ambiente" is not in accordance with the TEK for "describe escenario"

"Artes del lenguaje y lectura en español.K.7.D. Se espera que el estudiante describa el escenario."

This does affect a teacher's delivery of instruction with academic vocabulary.

Students should use the word "escenario" in place of "ambiente" and in these directions for the teacher it should read the opposite of what teacher should make known to students.

It is the consistency of the word as it is in vertical alignment with grade 1 where the TEK supports the same "describe escenario."

Page Number: Student Consumable, p.28

Location:

Instrucciones for TE PAGE 36 side note for teacher

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised the teacher side notes and teacher talk by replacing "ambiente" with "escenario".

REPORTED FEEDBACK:

There is a misguided concept presented on these two pages.

While the word on page 28 "escenario" supports the TEK

Page 29 now mentions "ambiente."

So, student learning is supported with consistency and preventing student gaps. I am not opposed as an educator to let students know that the word "ambiente" is synonymous to "escenario"

However, The word "ambiente" does not support the TEK for Spanish ELAR which is TEKS K.7.D "describir el escenario."

Page Number: Student Consumable, p.28-p29

Location:

Instrucciones

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised the activity and instruction by replacing "ambiente" with "escenario".

Component: Texas miVisión Lectura Grade K, Teacher Edition K.1 (ISBN: 9781418268527)

REPORTED FEEDBACK:

The word "erizo" is no where available for a teacher to demonstrate. Therefore, a common word in introducing the letter sound "E" in spanish would be "estornudar." (meaning to sneeze)

Teacher will have students attention as a focus point for the lesson.

Page Number: Unidad 1, Semana 1, p. T27

Location:

Enfoque for the TE is not clear.. as the word, "erizo" does not seem very engaging to begin a focus on the lesson.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: Texas miVisión Lectura Grade K, Student Print Consumable K.2 (ISBN: 9780328992171)

REPORTED FEEDBACK:

On student page 29 of student interactive book, the anchor chart which as a teacher I would draw out and is included for students to view and remember would need to be consistent when introducing this concept.

Therefore, on page 51, the image is a flower but the details are now being shown to be placed on the leaves and not on the petals which was already introduced pages before.

Student learning for this concept would best be represented with how students will view to remember.

Thank you!

Page Number: Unidad 2 Semana 1 p. 51

Location:

Mi turno, Planificar tu libro de listas

Page 51 of this section for planning ideas..

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The answer key uses the words "telefono y brocoli" as the correct answer. The first syllable in "brocoli" is stressed and the second syllable in "telefono" is stressed. Correction: Change the picture or call it "movil" instead of "telefono".

Page Number: Unidad 2 Semana 2 p. 84

Location:

Teacher's Edition T140 answer key for Student Print Consumable P84

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

Publisher Response: Reject

Thank you for taking the time to comment. The activity is focused on how syllables are stressed. The options are grammatically correct, esdrújulas: brócoli, teléfono.

REPORTED FEEDBACK:

The instructions are indicating that students locate the word "materiales" on the page and their is no word that shows this. Please correct.
The "Mi turno" is correct as it indicates to "dibujar" to draw but the word "materiales" on this page is no where to be found.

Page Number: Unidad 2, p. 222

Location:

Instrucciones, Mi turno

Last sentence in the instructions is misleading.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

As in Unidad 1, students are being asked correctly in the directions and table to record "fecha" whereas, in Unidad 2, it specifies "dia."
Needs consistency so .. "fecha" is the best choice of word.

Thank you!

Page Number: Unidad 2, Semana 1, p. 10

Location:

Instrucciones, Lectura independiente

As in the previous feedback for student page with table the left column wording is not the same, as in Unidiad 1.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

For the picture of the branch "rama", suggesting a better picture of branch without so many leaves so that the students don't get confused and see, think, "hojas" leaves because the branch is very thin and overpowered by so many leaves.

Page Number: Unidad 2, Semana 1, p. 18

Location:

Page 18 of student print consumable K.2 for the picture of the branch "rama".

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

It would be beneficial to substitute this picture with a common picture such as "cinta de zapato" which would indicate a picture of a shoelace.

Thank you for this consideration

Page Number: Unidad 2, Semana 2, p. 54

Location:

In the picture choice for identifying letter sound "s" the picture choice of cintillo on page 54 of student interactive is not a common word used in daily language.

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The image in my view represents a boulder; however, the answer is peña, which means a hilly rocky area. This word also means someone's last name.

A better representation of this letter sound skill would be the image of a puño (a fist)

Thank you!

Page Number: Unidad 2, Semana 4, p. 136

Location:

Instrucciones, Mi turno

Students interactive book, second image, confusing and misunderstood.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Suggestion: circle the books since the students can also use books to do research on mascots.

Page Number: Unidad 2, Semana 6, p. 215

Location:

Instrucciones TE p. T391 for student consumable p. 215

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas miVisión Lectura Grade K, Student Print Consumable K.3 (ISBN: 9780328992188)

REPORTED FEEDBACK:

Suggestion: Change picture of red bow, in Spanish "mo~no" because "lazo" is rope in Spanish. This may create confusion because rope is lazo and ribbon is mo~no or liston. Find a better picture.

Page Number: Unidad 3 Semana 4 p. 141

Location:

Unidad 3 semana 4 p.141 in student print consumable k.3 destrezas fundamentales fonetica/conciencia fonologica

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Although the TE says "khaki" this color is not common among this age group.

For another image that begins with K.. should be such as a picture of k for kiwi or k for kárate even the word ketchup. That would be something that needs to be replaced.

Page Number: Unidad 3, Semana 1, p. 21

Location:

Page 20 of student interactive book.. second row, first picture needs to be replaced with another image.

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The definition for "cuento folclórico" is incomplete.

Words that need to be added after "muchas veces"

should finish the sentence by adding "durante muchos años."

Therefore reading.. muchas veces durante muchos años.

Thank you!

Page Number: Unidad 3, Semana 1, p. 28

Location:

Género: Cuento folclórico

Student page 28 after the word "veces."

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The TE answer key gives the name for safety pin as "alfiler" The word commonly used for safety pin in Spanish is "seguro" Use a better picture for "ley".

Page Number: Unidad 3, Semana 4, p. 138

Location:

TE T240

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas miVisión Lectura Grade K, Student Print Consumable K.4 (ISBN: 9780328992195)

REPORTED FEEDBACK:

in TE, suggesting making the answer key beginning letter in red "h" should be written with the "h" stem higher and touching the top sentence line because at first glance the red letter "h" looks like an "n".

Page Number: Unidad 4, Semana 2, p. 55

Location:

TE for student print consumable K.4 answer key page 55 unidad 4 semana 2.

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Description:

"Mirar atrás" is a direct english to spanish translation which makes no sense to the topic of looking back. In spanish this translation means look behind.

Suggestions: More captivating title would be: Vistazo al Pasado (A Look into the Past)

Thank you!

Page Number: Unidad 4, Semana 6, p. 213

Location:

Instrucciones, Mi plan de investigación
Page 212 Title.

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas miVisión Lectura Grade K, Student Print Consumable K.5 (ISBN: 9780328992201)

REPORTED FEEDBACK:

Suggestion: TE should have possible student answers for student consumable p.198 taller de escritura.

Page Number: Unidad 5 Semana 5 p. 198

Location:

Instrucciones, Añadir detalles a las palabras e imágenes
TE T347

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The wording of the original question in spanish could be improved by students hearing it as follows..

¿Cómo han aprendido las personas a enfrentar el mal tiempo?

Page Number: Unidad 5, Semana 1, p. 15

Location:

Pregunta de la semana

Page 15 question

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

iAy, qué calor hay! is not completely incorrect, yet seems confusing or too advanced for Kindergarten students

Correction: ¡iAy, qué calor hace!

Page Number: Unidad 5, Semana 4, p. 124

Location:

Instrucciones

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Suggestion: highlight the word "ejercicio" so the students can easily identify the vocabulary word.

Page Number: Unidad 5, Semana 4, p. 151

Location:

Vocabulario en contexto unidad 5, semana 4, p.151

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

SLAR, Grade 1 (IMRA)

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

Component: N/A (ISBN: 9780328992218)

REPORTED FEEDBACK:

The word "ambiente" does not support the TEK 8.D, describe setting, as the Spanish ELAR is "describe el escenario."

Page Number: Student Consumable p. 86

Location:

Lectura Atenta section of Student Consumable

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

Publisher Response: Accept

Thank you for taking the time to comment. We have revised the content and activity by replacing "ambiente" with "escenario".

Component: Texas miVisión Lectura Grade 1, Student Print Consumable 1.1 (ISBN: 9780328992218)

REPORTED FEEDBACK:

The title of "volver a contar un texto" could be improved for students to get hooked on thinking..

"volver a contar los eventos de un cuento."

Page Number: Unidad 1, Semana 1, p. 42

Location:

Volver a contar un texto

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

There is no section in the student's interactive book that shows an area described as "lectura atenta."

Needs to be reidentified

Page Number: Unidad 1, Semana 3, p. 126

Location:

Lectura atenta

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Suggestion: on TE p385, omit the word tuna from possible student answers since tuna does not have the ca, co nor cu.

Page Number: Unidad 1, Semana 6, p. 212

Location:

Las palabras con ca, co, cu u1, s6, TE p 385

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

I love how you have included pictures of a male librarian on this page and as well as a female librarian in a previous page. Good practice with feminine and masculine endings for students to tell the difference and career choices. Thank you!

Page Number: Unidad 1, Semana 6, p. 227

Location:

Proyecto de indagación

Page 227

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas miVisión Lectura Grade 1, Student Print Consumable 1.2 (ISBN: 9780328992225)**REPORTED FEEDBACK:**

Suggestion: Omit the word "noche" as rhyming with picture "leche" and add the words like "aproveche", "coseche" to TE99 answers to rhyme with "leche".

Page Number: Unidad 2, Semana 2, p. 55

Location:

Las palabras que riman: Ver y decir u2, s2, TE99 answers for student consumable p 55

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The 3rd sentence.. does not make sense to ask a question.. you are saying.. look at the duck.. this translates to "mira el patito."
To ask a question it should read..

¿Miras el patito?

Page Number: Unidad 2, Semana 3, p. 118

Location:

Lenguaje y normas the 3rd sentence

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Description of location: Las palabras con que, gui

This should read gue not qui. The skills on this page are "gue" and "gui" NOT "que."

Page Number: Unidad 2, Semana 4, p. 124

Location:

Las palabras con que, gui

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

While the word "parra" can be easily be mistaken for para (meaning to stop) Sounds are not the same as emphasized with a stronger emphasis on both an r and an r , students might not understand the word "parra" meaning a grapevine.. something that is not seen very commonly seen probably in some geographic parts of Texas.

Better word for students to relate and identify with still keeping in mind the skill of the rr would be to REPLACE the word "parra" on this page with the word.. _ "jarra", which means a pitcher or jug for storing liquids.

Page Number: Unidad 2, Semana 4, p. 127

Location:

El dígrafo rr

Student page 127 bottom section

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Love the representation of the details and dialogue happening between the two characters. There is a feeling of reality and even personal connection to what students can relate to-"new shoes" and will they help you run faster than ever.

Page Number: Unidad 2, Semana 5, p. 179

Location:

Lectura atenta

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

I see where it continues to the next lines but just reading the word students might think it is an incomplete sentence.

Suggestion: ¿Revisastes tu lista para incluir?

tu opinión

tus razones

tus datos

or simply ¿Revisastes then YOU can help students add the dots (to symbolize continuation)

Page Number: Unidad 2, Semana 6, p. 217

Location:

Proyecto de indagación

After the word ¿Revisaste

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: Texas miVisión Lectura Grade 1, Teacher Edition 1.1 (ISBN: 9781418268572)

REPORTED FEEDBACK:

Scripted sentence is worded incorrectly..
"escuchar atenta y educadamente"

delete "educadamente" makes no sense to the purpose

bullet point should read.. "escuchar atentamente mientras miran la persona que está hablando."

Thank you!

Page Number: Unidad 2, Semana 4, p. T280

Location:
Minilección

Under 1st paragraph of minilesson bullet point one

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:

Incorrect usage of the purpose for reading is shown here.

"Escucho educadamente sin hablar."

This should read, "Escucho atentamente sin hablar."

This choice of word sets the tone for a student to begin understanding through what he /she is about to listen carefully to.

Thank you!

Page Number: Unidad 2, Semana 4, p. T280

Location:
Demostrar y practicar

3rd sentence in blue print.

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

Publisher Response: Pending Publisher Response
Pending Publisher Response

Component: Texas miVisión Lectura Grade 1, Student Print Consumable 1.3 (ISBN: 9780328992232)

REPORTED FEEDBACK:

Suggestion: provide a better picture of the word "lluvia".

Page Number: Unidad 3, Semana 3, p. 108

Location:
El día: Ver y decir u3, s3, p108 in student consumable.

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Unless students have had exposure to other poems, this would be a challenging activity in order to find connections to other poems.

Suggestion to publisher: I do not see anything in the TE giving the teacher a reference back to other poems.

A note would be helpful to the teacher to refer students back to other previous poems they have encountered already in their interactive student book.

As a teacher I read the poem and the only type of literature that I could connect it with was a fairy tale of the Gingerbread Man where the fox tricks him to cross him over, "ayudarte a cruzar."

I have no knowledge of another poem.

Thank you!

Page Number: Unidad 3, Semana 3, p. 127

Location:

Lectura atenta

Section of the TE.. PAGE T 199- Bottom right side note "Lectura Atenta" for teacher.

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

Publisher Response: Accept

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Add (T384) page number to the citation because the Libro Interactivo page 217 is between 214 and 215 in the TE. Hard to find

Page Number: Unidad 3, Semana 6, p. 217

Location:

Ortografía

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Add (T384) page number to the citation because the Libro Interactivo page 217 is between 214 and 215 in the TE. Hard to find

Page Number: Unidad 3, Semana 6, p. 217

Location:

Ortografía

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

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: Texas miVisión Lectura Grade 1, Teacher Edition 1.5 (ISBN: 9781418268619)

REPORTED FEEDBACK:

Suggestion: Add after "cordones" the words "agujetas para zapatos" because not everyone uses the term "cordones" for shoelaces.

Page Number: Unidad 5, Semana 1, p. T85

Location:

Mostrar y practicar u5, s1, T85

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Suggestion: Add possible student answers to TE view of student book page 92.

Page Number: Unidad 5, Semana 2, p. T158

Location:

Mostrar y practicar u5, s2, pT158

student consumable page 92 on T158

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

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

This student-teacher activity would have more success if suggested websites are offered to a teacher. The way this activity is asking students to use words that would take them to a website that would be relevant to their search is not something this age grade level would have the knowledge to understand.

Providing a teacher a suggested list or table of sites would be more effective to carry on this activity.

Page Number: Unidad 5, Semana 6, p. T404

Location:
Buscar en Internet; Colaborar

When referring to "fuentes" 1st sentence.
2nd sentence when referring to making una lista de sitios de web.

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

SLAR, Grade 2 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 2

Component: Texas miVisión Lectura Grade 2, Student Print Consumable 2.1 (ISBN: 9780328992263)

REPORTED FEEDBACK:

The activity does provide evidence of decoding words that use the syllable que-. However, it is unclear if the activity is a spiral review or if it a lesson focused on the syllable que-.

Page Number: Unidad 1, Semana 1, p. 93

Location:
Las palabras con c, q, k

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Clarify the instructions to instruct students to generate questions during reading.

Page Number: Unidad 1, Semana 1, pp. 75

Location:
Lectura atenta / Hacer y responder preguntas

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

The activity does provide evidence of decoding words that use the syllable que-. However, it is unclear if the activity is a spiral review or if it a lesson focused on the syllable que-.

Page Number: Unidad 1, Semana 3, p. 93

Location:
Las palabras con c, q, k

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

The activity does provide evidence of decoding words that use the syllable qui-. However, it is unclear if the activity is a spiral review or if it a lesson focused on the syllable qui-.

Page Number: Unidad 1, Semana 3, p. 93

Location:
Las palabras con c, q, k

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

Publisher Response: Accept without change
Thank you for taking the time to comment.

REPORTED FEEDBACK:

Change enunciativa to declarativa.

Page Number: Unidad 1, Semana 4, p. 150

Location:

Mi turno

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The activity does provide evidence of decoding words that use the syllable gui-. However, it is unclear if the activity is a spiral review or if it a lesson focused on the syllable gui-.

Page Number: Unidad 1, Semana 5, p. 157

Location:

Las palabras con ga, go, gu, gue, gui

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The activity does provide evidence of decoding words that use the syllable gue-. However, it is unclear if the activity is a spiral review or if it a lesson focused on the syllable gue-.

Page Number: Unidad 1, Semana 5, p. 157

Location:

Las palabras con ga, go, gu, gue, gui

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas miVisión Lectura Grade 2, Student Print Consumable 2.2 (ISBN: 9780328992270)

REPORTED FEEDBACK:

Provide a time frame for the sustained period of time.

Page Number: Unidad 5, Semana 1, p. 462

Location:

Lectura independiente

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

SLAR, Grade 4 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 4

Component: N/A (ISBN: 9780134920559)

REPORTED FEEDBACK:

The current sections on grammar, morphology, spelling, syntax, and affixes in the curriculum are confusing because they are predominantly categorized under "Estudio de palabras" and "Ortografía." It appears that these two categories are used interchangeably, leading to overlap in content, such as suffixes and hiatus being taught under both. To improve clarity and effectiveness, especially for emergent bilinguals, it is important to use precise grammatical terms like morphology, syntax, and grammar when teaching. This approach helps students transfer academic vocabulary from their first language to their second language and vice versa. Additionally, I recommend involving a linguist in the development of the curriculum. While Dr. Arreguin-Anderson and Dr. Gomez Jr. are distinguished bilingual educators with expertise in dual language pedagogy, their focus is not on the nuances of language structure in English and Spanish. A bilingual linguist & speech pathologist like Dr. Elsa Cardenas-Hagan could offer valuable insights to ensure a more systematic and sequential presentation of grammar rules, spelling, and morphology. This could enhance the curriculum's effectiveness in these areas. I also recommend that for grades 3-5, the curriculum include a review of spelling patterns from earlier grade levels. This review would help ensure that emergent bilinguals are well-prepared for academic success on standardized assessments.

Page Number: 46-47

Location:

Unit 1: Vistazo de la unidad

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

central character should be main character

Page Number: T102

Location:

1st sentence

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for taking the time to comment. Both "central" and "main character" are used to refer to the protagonist of the story.

REPORTED FEEDBACK:

personaje central should be personaje principal

Page Number: T102

Location:

1st sentence

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for taking the time to comment. Both "personaje central" and "principal" are used to refer to the protagonist of a story.

Component: Texas miVisión Lectura Grade 4, Student Print Consumable 4.1 (ISBN: 9780328992300)

REPORTED FEEDBACK:

No se usa oracion corta en gramatica. La terminologia usada es oracion simple.

Page Number: Unidad 1, Semana 3, p. 110

Location:

Las oraciones completas, including chart

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The correct way to label run on sentence is "oraciones unidas sin puntuacion incorrecta, oraciones unidas sin puntuacion y fragmentos.

oraciones completas simples y compuestas en donde haya concordancia entre sujeto y verbo evitando oraciones con puntuación incorrecta, oraciones unidas sin puntuación y fragmentos;

Page Number: Unidad 1, Semana 4, p. 146

Location:

First paragraph and chart

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Looking at the English version, the title is "It is a matter of opinion." I recommend translating this title into Spanish as "Una cuestión de opinión" instead of "Un asunto de opinión," which is redundant. A more accurate translation might simply be "Una opinión."

Page Number: Unidad 1, Semana 6, p. 194

Location:

Un asunto de opinión

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

I suggest the word "monitorear" instead of "supervisar".

Page Number: Unidad 2, Semana 1, p. 241

Location:

Supervisar la compresión / First paragraph

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

In language arts context, I suggest to use the word "escenario" o "ambiente instead of atmosfera del cuento (3rd bullet on the bottom of the page).

Page Number: Unidad 2, Semana 3, p. 298

Location:

Leer con fluidez

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

I suggest to use lenguaje figurado for "imagenes literarios" due to STAAR.

Page Number: Unidad 2, Semana 4, p. 351

Location:

Leer como un escritor / First paragraph

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

Component: Texas miVisión Lectura Grade 4, Student Print Consumable 4.2 (ISBN: 9780328992317)**REPORTED FEEDBACK:**

It would be nice to align the terminology, such as cambiar instead of desarrollar since in the activity for students is used the word "cambiar".

Page Number: Unidad 3, Semana 1, p. 30

Location:

Analizar a los personajes / First paragraph

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

The most common word used in Spanish for climax is el punto culminante. I suggest to use this terminology instead of punto de giro.

Page Number: Unidad 3, Semana 2, p. 58

Location:

Analizar el argumento

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Recommend to add "Sigue tu plan. Pide ayuda a tu maestro si es necesario".

Page Number: Unidad 3, Semana 6, p. 196

Location:

Artículos de investigación

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

REPORTED FEEDBACK:

Instead of a "nueva palabra", the correct term should be "preciso" or "especifico".

Page Number: Unidad 5, Semana 4, p. 571

Location:

Revisar la selección de palabras / First paragraph and bullets

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for taking the time to comment.

SLAR, Grade 5 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 5

Component: N/A (ISBN: 9780134920566)

REPORTED FEEDBACK:

The current sections on grammar, morphology, spelling, syntax, and affixes in the curriculum are confusing because they are predominantly categorized under "Estudio de palabras" and "Ortografía." It appears that these two categories are used interchangeably, leading to overlap in content, such as suffixes and hiatos being taught under both. To improve clarity and effectiveness, especially for emergent bilinguals, it is important to use precise grammatical terms like morphology, syntax, and grammar when teaching. This approach helps students transfer academic vocabulary from their first language to their second language and vice versa. Additionally, I recommend involving a linguist in the development of the curriculum. While Dr. Arreguin-Anderson and Dr. Gomez Jr. are distinguished bilingual educators with expertise in dual language pedagogy, their focus is not on the nuances of language structure in English and Spanish. A bilingual linguist & speech pathologist like Dr. Elsa Cardenas-Hagan could offer valuable insights to ensure a more systematic and sequential presentation of grammar rules, spelling, and morphology. This could enhance the curriculum's effectiveness in these areas. I also recommend that for grades 3-5, the curriculum include a review of spelling patterns from earlier grade levels. This review would help ensure that emergent bilinguals are well-prepared for academic success on standardized assessments.

Page Number: 46-47

Location:

Unit 1: Vistazo de la unidad

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the feedback

Spanish Language Arts and Reading - Phonics

Publisher: Amplify

SLAR, Phonics, Grade K (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade K

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 5 Activity Book (ISBN: 9798885761413)

REPORTED FEEDBACK:

In the instructions, "encerrar en rojo", "encerrar en azul", it would make more sense to write "dibuja un círculo azul/rojo".

Page Number: p. 101

Location:

Habilidades y Destrezas Unit 5 AB: Lesson 18: Activity Page 18.1 (PDF p. 106)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

View full response details [here](#). The following changes will be made to Unit 5 AB, Lesson 18: Activity Page 18.1 (PDF p. 106) and to 18.1 Activity Page Answer Key in Unit 5 TG p. 357 (PDF p. 364):

-REPLACE "Encerrar de azul las imágenes cuyo nombre inicia con el sonido /rr/."

WITH "Circula con azul las imágenes cuyo nombre inicia con el sonido /rr/."

-REPLACE "Encerrar de rojo las imágenes cuyo nombre finaliza con el sonido /r/."

WITH "Circula con rojo las imágenes cuyo nombre finaliza con el sonido /r/."

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 3 Teacher Guide (ISBN: 9798885761208)

REPORTED FEEDBACK:

For the identification of rhyming words, I will suggest the use of visuals, as flash card, on the identification of the words "rana" "Susana" to scaffold the expressive language.

Page Number: p. 230

Location:

Habilidades y Destrezas Unit 3 TG Lesson 14: "Cómo identificar palabras que riman"/"Verificar la comprensión" (PDF p. 237)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

View full response details [here](#). The following change will be made to Unit 3 TG, Lesson 14: "Cómo identificar palabras que riman"(PDF p. 237):

Edit instruction in the second bullet.

REPLACE (También puede utilizar palabras del texto de la lección, un trabalenguas, una canción u otro poema, o un banco de palabras.)

WITH (También puede utilizar palabras del texto de la lección, un trabalenguas, una canción u otro poema, un banco de palabras, **o las tarjetas de imágenes: rana, Susana, mariposa, rosa.**)

Amplify will add a new image card: Susana

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 2 Activity Book (ISBN: 9798885761116)

REPORTED FEEDBACK:

Consider using a different image on Memo, because it can be confusing since either picture could go with the word Memo.

Page Number: p. 57

Location:

Habilidades y Destrezas Unit 2 AB: Activity Page 12.2 (PDF p. 62)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

View full response details [here](#). The following change will be made to Unit 2 AB, Activity Page 12.2 (PDF p. 62) and to 12.2 Activity Page Answer Key in Unit 2 TG p. 367 (PDF p. 374):

REPLACE image of a dog

WITH an image of an airplane to avoid any confusion with the word "Memo"

The following change will be made to Unit 2 Lesson Slides/Diapositivas de lecciones (PDF p. 252):

REPLACE the image of Activity Page 12.2 to reflect the image change from above (dog replaced with an image of an airplane).

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 5 Teacher Guide (ISBN: 9798885761406)

REPORTED FEEDBACK:

Consider using a different word instead of Chester to match ccvcv (Chester is ccvcc)

Page Number: p. 68

Location:

Habilidades y Destrezas Unit 5 TG: Lesson 4: Presentar /ch/ >ch, Ch (PDF p. 75)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

View full response details [here](#). The following changes will be made to Unit 5 TG, Lesson 4: Presentar /ch/ > ch, Ch (PDF p. 75):

-REPLACE Chester WITH chile

-REPLACE Chó WITH chico

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 1 Teacher Guide (ISBN: 9781639488384)

REPORTED FEEDBACK:

Although it may be correct to say in the Nota dejan de lado in context it sounds awkward. Consider wording it differently.

Page Number: p. 84-85

Location:

Habilidades y Destrezas Unit 1 TG: Lesson 5: "Escuchar palabras en frases y oraciones" (PDF p. 91-92)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

View full response details [here](#). The following change will be made to the first sentence of the note found in Unit 1 TG, Lesson 5: "Escuchar palabras en frases y oraciones" (PDF p. 91):

REPLACE "En este ejercicio, los estudiantes dejan de lado los ruidos ambientales y aprenden a separar frases y oraciones en palabras."

WITH "En este ejercicio, los estudiantes aprenderán a separar frases y oraciones en palabras."

SLAR, Phonics, Grade 1 (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade 1

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade 1 Unit 4 Teacher Guide (ISBN: 9798885761338)

REPORTED FEEDBACK:

Consider adding more examples other than just pinguino.

Page Number: p. 164

Location:

Habilidades y Destrezas Unit 4 TG: Lesson 11: Conocer las sílabas g y j. (PDF p. 171)

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Full response details [here](#). This activity is a five minute introduction to the spelling pattern güi and güe. The activity that follows on PDF p. 172 includes the word *agüita* and PDF p. 176-177 provides more practice with different words such as *paragüitas*, *lengüita*, and *yegüita*.

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade 1 Unit 3 Teacher Guide (ISBN: 9798885761239)

REPORTED FEEDBACK:

The practice words only contain one word with sílabas trabadas. Please include more words with sílabas trabadas for a better match of the TEKS.

Page Number: p. 82

Location:

Habilidades y Destrezas Unit 3 TG: Lesson 5: Mezclar sílabas (PDF p. 89)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Full response details [here](#). The following changes will be made to Unit 3 TG, Lesson 5: Mezclar sílabas Segmentar sílabas (PDF p. 89):

REPLACE auto (au-to) WITH flauta (flau-ta)

REPLACE piano (pia-no) WITH glaciar (gla-ciar)

The following changes will be made to Unit 3 TG PREPARACIÓN PREVIA (PDF p. 87):

REPLACE Para la actividad de Mezclar y segmentar sílabas, tenga preparado el Componente digital 5.1 que contiene imágenes de las siguientes palabras: baílo, reina, auto, aplauso, piano, agua.

WITH Para la actividad de Mezclar y segmentar sílabas, tenga preparado el Componente digital 5.1 que contiene imágenes de las siguientes palabras: baílo, reina, flauta, aplauso, glaciar, agua.

The following changes will be made to Unit 3 Componente digital 5.1 (PDF p. 11-12) and Unit 3 Lesson Slides / Diapositivas de lecciones (PDF p. 81):

REPLACE auto image WITH an image of a flauta

REPLACE piano image WITH an image of a glaciar

SLAR, Phonics, Grade 2 (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade 2

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade 2 Unit 2 Teacher Guide (ISBN: 9798885761178)

REPORTED FEEDBACK:

The student page has boxes instead of lines as indicated in the instructions. It would make more sense to write "en la caja provista."

Page Number: p. 192

Location:

Habilidades y Destrezas Unit 2 TG: Lesson 12: Practicar palabras con hiato sin tilde (PDF p. 199)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Full response details [here](#). The following change will be made to the instruction line in Unit 2 AB, Activity Page 12.2 (PDF p. 102) and to 12.2 Activity Page Answer Key in Unit 2 TG p. 420 (PDF p. 427):
REPLACE "...o no al escribir una palomita en la línea proveída."
WITH "...o no al escribir una palomita en la **caja**."

The following change will be made to the Lesson Slides / Diapositivas de lecciones Activity Page 12.2 image (PDF p. 280):
REPLACE "...o no al escribir una palomita en la línea proveída."
WITH "...o no al escribir una palomita en la **caja**."

Publisher: Just Right Reader, Inc.

SLAR, Phonics, Grade K (IMRA)

Program: Decodables de jardín de infantes

Component: Catálogo de planes de lecciones de español (ISBN: JRR02LPCAT123)

REPORTED FEEDBACK:

Think of rewriting the title of this book. The title has a bad a connotation in some Spanish cultures.

Page Number: 2

Location:

Spanish Lesson Plan Catalog / Set - 8 / Las mañãs de Vanina / On the top of Lesson Plan (page 2-Syllable blending on index cards), students will practice manipulating syllables within multisyllabic words together with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This decodable is about Vanina, who is a twin, and how she tricks her babysitter into thinking she is her sister, Celina.

Component: Customer Resource Page (ISBN: JRR01RSRC1234)

REPORTED FEEDBACK:

Page with letter tiles is incorrect. Also Elkonin boxes are difficult to find.

Page Number: 8

Location:

Customer Resource Page (password: TexasReview) / Letter Tiles (Spanish) /Students will build words using letter tiles to demonstrate phonetic knowledge by matching common sounds with the letters they represent for words beginning with letter p.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Pages 1-5 Customer Resource Page (password: TexasReview) / Letter Tiles (Spanish) /Students will build words using letter tiles to demonstrate phonetic knowledge by matching common sounds with the letters they represent for words beginning with letter p.

[Elkonin Boxes: https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Elkonin%20Boxes.pdf](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Elkonin%20Boxes.pdf) (<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Elkonin%20Boxes.pdf>)

Component: Renata hace masa (ISBN: 979888888421)

REPORTED FEEDBACK:

The video cited is labeled incorrectly. The Spanish video for Renata hace masa is actually the English version.

Page Number: insidecover

Location:

There is a QR code on the inside cover to scan and listen to the explicit phonics instruction of the decodable with multisyllabic CVCV words focused on letters r (hard), d, n, and t.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

The QR Code leads the reader to the Spanish book video in English and Spanish. The Spanish video is located within this link.

Component: Lola y Lalo (ISBN: 9798888883402)

REPORTED FEEDBACK:

Add clarity and specificity.

It would be very beneficial for teachers and students, for instance, to have the ONE-SYLLABLE words in BOLD.

Page Number: insidecover

Location:

There is a QR code on the inside cover to scan and listen to the explicit phonics instruction of the decodable one-syllable CV words with letter l.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

All of the one syllable words in this decodable are "la." In Just Right Reader decodables, decodable and high frequency words are not bolded, but are listed on the last page (pg 15) of each decodable.

SLAR, Phonics, Grade 1 (IMRA)

Program: Descodificables de primer grado

Component: Catálogo de planes de lecciones de español (ISBN: JRR02LPCAT123)

REPORTED FEEDBACK:

Add more diphthongs to the list

Page Number: 1

Location:

Spanish Lesson Plan Catalog / Additional Resources/ Stand Alone Lesson Plans (Spanish) / On the middle of the Spelling Lesson Plan, students will complete the first task of spelling with letter tiles to spell words with diphthongs with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

We have made this requested change. https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20Contents/SPANISH_UPDATED%20CONTENTS/Spanish%20Spelling%20Less

REPORTED FEEDBACK:

Provide a list of words with other digraphs like: ll, rr.

Page Number: 1

Location:

Spanish Lesson Plan Catalog / Additional Resources/ Stand Alone Lesson Plans (Spanish) / On the middle of the Spelling Lesson Plan, students will complete the second task of say it, type it, write it to spell words with consonant digraphs with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

We have made this requested change. https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20Contents/SPANISH_UPDATED%20CONTENTS/Spanish%20Spelling%20Less

REPORTED FEEDBACK:

Add a list of words with l: sílabas trabadas, tales como "bla", "gla".

Page Number: 1

Location:

Spanish Lesson Plan Catalog / Additional Resources/ Stand Alone Lesson Plans (Spanish) / On the middle of the Spelling Lesson Plan, students will complete the second task of say it, type it, write it to spell words with sílabas trabadas with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

We have made this requested change. https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20Contents/SPANISH_UPDATED%20CONTENTS/Spanish%20Spelling%20Less

REPORTED FEEDBACK:

Provide a list of words with other digraphs like: ll, rr.

Page Number: 1

Location:

Spanish Lesson Plan Catalog / Additional Resources/ Stand Alone Lesson Plans (Spanish) / On the middle of the Spelling Lesson Plan, students will complete the second task of say it, type it, write it to spell words with consonant digraphs with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

We have made this requested change. https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20Contents/SPANISH_UPDATED%20CONTENTS/Spanish%20Spelling%20Less

REPORTED FEEDBACK:

Add a list of words with l: sílabas trabadas, tales como "bla", "gla".

Page Number: 1

Location:

Spanish Lesson Plan Catalog / Additional Resources/ Stand Alone Lesson Plans (Spanish) / On the middle of the Spelling Lesson Plan, students will complete the second task of say it, type it, write it to spell words with sílabas trabadas with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We have made this requested change. https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20Contents/SPANISH_UPDATED%20CONTENTS/Spanish%20Spelling%20Less

REPORTED FEEDBACK:

Since the standard is for the students to decode words with contractions it will be good for the students to read a text (sentences) with the contraction

Page Number: 1-5

Location:

This is the lesson plan for contractions (al, del).

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

This is part of the contractions lesson plan (guided practice) on page 2. Students have to identify the two words that make the Spanish contractions (al, del) and then rewrite/read them when the words are combined.

REPORTED FEEDBACK:

Change the word "sequita" to another word. The word "sequita" is a made up word. It is not found in Real Academia. Choose a real word instead.

Page Number: 2

Location:

Spanish Lesson Plan Catalog / Set - 18 / Paquita elige un deporte /On the bottom of Lesson Plan (page 2-Choral reading word practice), students will practice decoding words with syllable que with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Sequita is not a made up word and alligns with the phonics skill (que/qui) being learned from this decodable.

REPORTED FEEDBACK:

Can you utilize grade appropriate words with prefixes for this lesson for example incapaz, injusto, desconocido, desconfiar

Page Number: 2

Location:

Spanish Lesson Plan Catalog / Set - 29 / Un sabroso manjar /On the bottom of Lesson Plan (page 2-Choral reading word practice), students will practice decoding words with common suffixes with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Based on the Just Right Reader first grade pacing guide, these skills (prefixes and suffixes) are taught towards the end of first grade when students are rising second graders. Just Right Reader's progression of phonics was created to best meet the needs of students learning to read in Spanish.

REPORTED FEEDBACK:

Because of the age and maturity of the students it will be a good idea to separate the skills by suffixes and prefixes.

Page Number: 2

Location:

Spanish Lesson Plan Catalog / Set - 29 / Un sabroso manjar / On the middle of Lesson Plan (page 2-Paper, pencil, and highlighter encoding), students will practice writing/decoding words with common prefixes with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Based on the Just Right Reader first grade pacing guide, these skills (prefixes and suffixes) are taught towards the end of first grade when students are rising second graders. Just Right Reader's progression of phonics was created to best meet the needs of students learning to read in Spanish.

REPORTED FEEDBACK:

Please use another word instead of sequita.

Page Number: 2

Location:

Spanish Lesson Plan Catalog / Set - 18 / Paquita elige un deporte

/On the bottom of Lesson Plan (page 2-Choral reading word practice), students will practice decoding words with syllable qui with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Sequita is not a made up word and aligns with the phonics skill (que/qui) being learned from this decodable.

REPORTED FEEDBACK:

The lesson includes a surname in English. We would recommend instead include another Spanish word. As this is a Spanish foundational skills lesson we don't want to confuse students especially with a word that has "Wh" digraph. This is complicated for bilingual students as that is not present in Spanish.

*the word "Wright" is a surname from the story.

Page Number: 2

Location:

Spanish Lesson Plan Catalog / Set - 15 / Helena hace un cohete

/On the bottom of Lesson Plan (page 2-Choral reading word practice), students will practice decoding words with silent h with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The story is about the Wright Brothers (aviation), which is why the surname "Wright" is used in this decodable.

Component: Guille la guerrera (ISBN: 9798892390606)**REPORTED FEEDBACK:**

Be more intentional with directions. If student picks 5 words with gui then they don't practice writing words with gue.

Page Number: 1-15

Location:

Students will read the decodable focused on the spelling of multisyllabic words with gue with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We have made this requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20Contents/SPANISH_UPDATED%20CONTENTS/SP%20-%20Guille%20la%20guerrera%20\(Set%2017\)_V2.pdf](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20Contents/SPANISH_UPDATED%20CONTENTS/SP%20-%20Guille%20la%20guerrera%20(Set%2017)_V2.pdf)

REPORTED FEEDBACK:

Be more intentional with directions. If student picks 5 words with gui then they don't practice writing words with gue.

Page Number: 1-15

Location:

Students will read the decodable focused on the spelling of multisyllabic words with gue with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We have made this requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20Contents/SPANISH_UPDATED%20CONTENTS/SP%20-%20Guille%20la%20guerrera%20\(Set%2017\)_V2.pdf](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20Contents/SPANISH_UPDATED%20CONTENTS/SP%20-%20Guille%20la%20guerrera%20(Set%2017)_V2.pdf)

REPORTED FEEDBACK:

En the activity for spelling the directions say to pick 5 words to spell to a partner from the list provided but the list provided has two types of syllables: gue and gui. Be more specific on the directions to ensure they are spelling words with gue-. If student picks 5 words with gui then they don't practice writing words with gue.

Page Number: 1-15

Location:

Students will read the decodable focused on the spelling of multisyllabic words with gue with their teacher.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We have made the requested change. [https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20Contents/SPANISH_UPDATED%20CONTENTS/SP%20-%20Guille%20la%20guerrera%20\(Set%2017\)_V2.pdf](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20Contents/SPANISH_UPDATED%20CONTENTS/SP%20-%20Guille%20la%20guerrera%20(Set%2017)_V2.pdf)

Component: Paquita elige un deporte (ISBN: 979888889404)**REPORTED FEEDBACK:**

Add context and specificity.

On the video, minute 0:50 - 0:53, Florencia states that the "Uu" es muda (silent letter). However, it would be beneficial for the students to receive explicit context -- that the letter "Uu" is silent when it follows the letter "Qq" -- La letra "Uu" es muda cuando le sigue a la letra "Qq" -- La letra "Uu" es muda cuando está justo después de la letra "Qq"

Page Number: insidecover

Location:

There is a QR code on the inside cover of the decodable to scan and listen to the explicit phonics instruction focused on decoding words with syllable qui.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

This was updated during standards alignment and is part of the lesson plan aligned with the decodable, Paquita elige un deporte.

REPORTED FEEDBACK:

There is a missing opportunity for the use of QUI. On page 4 the lesson has the following sentence - "¿Vas a querer una tortilla con queso?" when one could use "¿QUIeres una tortilla con queso?."

Page Number: insidecover

Location:

There is a QR code on the inside cover of the decodable to scan and listen to the explicit phonics instruction focused on decoding words with syllable qui.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

All of the one syllable words in this decodable are "la." In Just Right Reader decodables, decodable and high frequency words are not bolded, but are listed on the last page (pg 15) of each decodable.

REPORTED FEEDBACK:

Add context and specificity.

On the video, minute 0:50 - 0:53, Florencia states that the "Uu" es muda (silent letter). However, it would be beneficial for the students to receive explicit context -- that the letter "Uu" is silent when it follows the letter "Qq" -- La letra "Uu" es muda cuando le sigue a la letra "Qq" -- La letra "Uu" es muda cuando está justo después de la letra "Qq"

Page Number: insidecover

Location:

There is a QR code on the inside cover of the decodable to scan and listen to the explicit phonics instruction focused on decoding words with syllable qui.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

All of the one syllable words in this decodable are "la." In Just Right Reader decodables, decodable and high frequency words are not bolded, but are listed on the last page (pg 15) of each decodable.

REPORTED FEEDBACK:

There is a missing opportunity for the use of QUI. On page 4 the lesson has the following sentence - "¿Vas a querer una tortilla con queso?" when one could use "¿QUIeres una tortilla con queso?."

Page Number: insidecover

Location:

There is a QR code on the inside cover of the decodable to scan and listen to the explicit phonics instruction focused on decoding words with syllable qui.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

All of the one syllable words in this decodable are "la." In Just Right Reader decodables, decodable and high frequency words are not bolded, but are listed on the last page (pg 15) of each decodable.

Component: Un sabroso manjar (ISBN: 9798892390552)

REPORTED FEEDBACK:

Separate lessons on prefixes and suffixes. Divide them into two different lessons based on the student's age and maturity.

Page Number: insidecover

Location:

There is a QR code on the inside cover of the decodable to scan and listen to the explicit phonics instruction focused on decoding words with common suffixes.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Based on the Just Right Reader first grade pacing guide, these skills (prefixes and suffixes) are taught towards the end of first grade when students are rising second graders. Just Right Reader's progression of phonics was created to best meet the needs of students learning to read in Spanish.

Publisher: Ono Learning LLC

SLAR, Phonics, Grade K (IMRA)

Program: Método Onomatopéyico KG -Onomatopoeic Program KG

Component: N/A (ISBN: 2403047236599)

REPORTED FEEDBACK:

This information about the TEKS is incomplete. The recommendation will be to delete it.

Page Number: 1

Location:

First box- TEKS

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 20. Instrucción Phonetic Kn KG (ISBN: 2403257484834)

REPORTED FEEDBACK:

Include a narrative on how to teach the skill "Demonstrate phonetic knowledge by using letter-sound relationships to decode one-syllable words including cv".

Page Number: 1

Location:

PDF, pg 1 solo los apartados en color verde y amarillo, de demostración del maestro y práctica guiada.

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 16.Ono Tarjetas Silábicas (ISBN: 2403257484834)

REPORTED FEEDBACK:

Instructions for forming multisyllabic words needs to be included on these introductory pages.

Page Number: 2,3

Location:

Pg 2 y 3 de las instrucciones para el maestro para las lecciones de formacion de sílabas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide instructions on the page of what to do and what letters these sounds represent.

Page Number: 6,8,19,12

Location:

Tarjetas con ilustraciones que representan los onemas o fonemas orales para forma sílabas, ejemplos pg 6,8,10 y 12.

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 5. Cartilla de Lectura KG (ISBN: 2403257484834)

REPORTED FEEDBACK:

Check the formatting. This does not demonstrate a high quality product ready for publishing.

Page Number: 2,3,4

Location:

Cartilla de lectura de KG, instrucciones para el maestro, pg 2,3,4.

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

These words are not appropriate for kindergarten students to spell. They are too long and complex.

Page Number: 39,43,52

Location:

Cartilla de lectura, los estudiantes deletran palabras de la cartilla de las páginas 39, 43, 52

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 2. Onemas (ISBN: 2403257484834)

REPORTED FEEDBACK:

Include instructions for how to teach students the beginning sounds of familiar words in Spanish such as mama begins with /m/

Page Number: 2,3,4,5,6,7,42,43

Location:

En el manual de Onemas, las pg de las instrucciones para que el maestro presente el sonido al estudiante.

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Images on these pages are blurry and difficult to use when teaching with intention.

Page Number: 20, 21, 22

Location:

pages 20, 21, 22

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Include directions for how to use these cards to teach initial sounds. The images are low quality and are blurry. Consider replacing them.

Page Number: 20, 21,22, 30, 31, 40, 41

Location:

En el manual de onemas, las pg con las imágenes de la estudiante

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Include directions for how to use these cards to teach final sounds.

Page Number: 45, 46, 64, 65

Location:

Manual de Onemas para desarrollar la conciencia oral de categorización de fonemas, ejemplos pgs 45 y 46, 64 y 65.

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: Manual del Maestro del Método Onomatopéyico Multisensorial de Lectoescritura Integrada-Onomatopoeic Program (ISBN: 2403257484834)

REPORTED FEEDBACK:

The pictures are not visually appealing, especially with the child and the white box covering her face. On page 28 the pacing calendar is a snip and is blurry and difficult to read.

Page Number: 27,28,29

Location:

Capitulo de categorización de sonidos, ONEMAS

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Include ways to teach "phonological awareness by manipulating syllables within a multisyllabic word". This is not evident in the pages.

Page Number: 45, 46, 48, 49

Location:

Capítulo de conciencia silábica del manual del maestro , pg 45, 46, 48 y 49

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Include a narrative on these pages that include how to teach the blending of syllables to form multisyllabic words.

Page Number: 46,47,48

Location:

Capítulo de manipular y ordenar sílabas en palabras multisilábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 3. Formación de Sílabas (ISBN: 2403257484834)

REPORTED FEEDBACK:

Include a specific activity with teacher guidance and student expectations for teaching the skill "blending spoken phonemes to form syllables".

Page Number: 3, 54

Location:

Narrativa e instrucciones para el maestro para coarticulación y síntesis silábica, pg 3 y 54

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Although page 54 includes a narrative, it includes three bullets. The first one talk about individual sounds, no syllables. We recommend to delete the first bullet.

Page Number: 54

Location:

Instrucciones del maestro, en las tarjetas para manipular sílabas en de palabras multisilábicas, pg 54

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

If I am a teacher and I want to print these photo cards, the formatting makes it difficult to have a set of pictures that are the same size. Some images are hanging off the page with no left side border and some are so close together when cutting it would cut the border.

Page Number: 65,66

Location:

Tarjetas de imágenes Onemas para manipular sílabas en palabras multisilábicas, ejem pg 65, 66.

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 1.Manual del Maestro del Método Onomatopéyico (ISBN: 2403257484834)**REPORTED FEEDBACK:**

On Page 35, please correct this image of the table. It is a snip and is low quality. We can see where your cursor is placed along with the hanging cells at the bottom. The poor formatting distracts from the purpose of the activity.

Page Number: 34,35

Location:

Tablas de Coarticulación para que el maestro demuestre como se unen dos onemas para formar la sílaba e instrucciones incluidas en el manual del maestro

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Although activities exist, there are no clear directions for the teacher to complete these with their students. For example, on page 39 the teacher is given a general list of movements without an example of how to model this lesson.

Page Number: 39, 51, 55, 56, 57, 58, 59

Location:

Actividades Conciencia Léxica incluidas en el manual del maestro, variedad de actividades en diferentes páginas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide activities with instructions or guidance for the teacher on how to teacher segmenting syllables. Include teacher expectations or directions and expectations for student learning.

Page Number: 48,49,50

Location:

Manual del maestro donde se explican actividades de manipular sílabas en palabras multisilábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 10. Cuadernillo de Escritura KG (ISBN: 2403257484834)

REPORTED FEEDBACK:

These squares are too small for students in Kindergarten. We recommend using larger sized templates, handwriting lines, or larger grids.

Page Number: 34-42

Location:

PDF pages 34 to 42

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 7. Oralidad: Rimas, Retahílas, Rondas y Corros (ISBN: 2403257484834)**REPORTED FEEDBACK:**

The 3 pages give examples of an activity but provide no teacher guidance for how to identify syllables in spoken words. We suggest adding teacher guidance to include steps for the instruction and for what the students are to do.

Page Number: 5, 8, 11

Location:

Pgs del cuadernillo de Rimas donde los estudiantes marcan las sílabas con palmadas mientras cantan las rimas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

SLAR, Phonics, Grade 1 (IMRA)**Program: Método Onomatopéyico 1° Curso - Onomatopoeic Program Grade 1****Component: 16. Tarjetas de Letras de Primer Curso (ISBN: 2403047236599)****REPORTED FEEDBACK:**

Include directions for how to use these cards to identify letters. We are also suggesting an order for how to teach the letters in a certain order.

Page Number: 1-4

Location:

pg 1,2,3 y 4 de tarjetas para identificar las letras individuales

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide detailed teacher and student directions for how to use these cards to teach this skill.

Page Number: 25

Location:

pg 25 de las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 3. Cuadernillo de Dictado de Primer Curso (ISBN: 2403047236599)**REPORTED FEEDBACK:**

Student and teacher directions are needed to teach diptongos in isolation from other skills.

Page Number: 10,13,18

Location:

pg 10, 13 y 18 con palabras con diptongos para el dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Include more examples. There is only 1 example for each contraction. Include teacher and student directions for how to teach this skill in isolation.

Page Number: 12

Location:

pg 12 del cuadernillo de dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Teacher and student directions are needed to explicitly teach the skill "Apply spelling knowledge by spelling words with common suffixes" such as providing more examples of words with sufijos.

Page Number: 14,18

Location:

pg 14,18, el estudiante escribe sus propias oraciones usando palabras con sufijos como los del dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Teacher and student directions are needed to teach the skill of writing words with hiatos.

Page Number: 15

Location:

pg 15, los estudiantes escriben sus propias oraciones usando hiatos com en el dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Instructions need to be added for student to learn about writing words with silent h, to include teacher directions and student expectations.

Page Number: 16

Location:

pg 16 del cuadernillos de dictado, el estudiante escribe las palabras que escucha dictar a su maestro

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Detailed instructions are needed for this skill to be taught and learned. Provide teacher and student directions for the use of these cards to teach the skill.

Page Number: 21

Location:

pg 21 los estudiantes escriben sus oraciones usando las palabras con h del dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Teacher and student directions are needed to meet this skill. More words with que are needed for student practice. There is only 1 word listed.

Page Number: 22

Location:

palabras con "que" para el dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Only 1 example of words with gue are included. Provide more examples and words with gue in isolation.

Page Number: 22

Location:

pg 22 , los estudiante escriben sus oraciones usando palabras del dictado con "gue'

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Teacher and student directions are needed for how to write words that start with gui.

Page Number: 22

Location:

pg 22, los estudiantes escriben sus oraciones usando palabras con "gui"

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Teacher and student directions are needed to teach this skill. Details to include what teacher will do, what students will do.

Page Number: 23

Location:

pg 23 , palabras con gue, gui, and qui para el dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Teacher and student directions are needed to write words with prefijos. These skills need to be taught with explicit directions for each one.

Page Number: 25,26,39,40

Location:

pg 25,26,30,40, los estudiantes escriben palabras usando prefijos como en el dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Teacher and student directions are needed to teach the writing of the words with qui in isolation.

Page Number: 29

Location:

pg 29, los estudiantes escriben sus oraciones usando las palabras del dictado con "qui"

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Detailed student and teacher directions are needed for how to use these words to meet the objective.

Page Number: 35,36,37,38

Location:

pg 35, 36, 37 y 38 palabras trabadas para usar en el dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Change some of these words so they 1st grade age appropriate.

Page Number: 5

Location:

pg 5 del cuadernillo de dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 1. Cartilla de Lectura de Primer Grado (ISBN: 2403047236599)

REPORTED FEEDBACK:

The words cut off on the bottom that we are unable to read.

Page Number: 101

Location:

Pg 101 de la cartilla de Lectura de primer grado enfocadas en sílabas trabadas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide instructions for how to teach these 3-4 syllable words to include teacher directions and student expectations for the activity.

Page Number: 13,26,32

Location:

pg 13, 26, 32 de la cartilla de lectura con palabras de 3 y 4 sílabas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide clear directions for how to use these words to teach the skill "Apply phonetic knowledge by decoding words with sílabas trabadas".

Page Number: 133,135

Location:

Pg 133 y 135 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Add teacher directions for how to use these words to teach the silent h skill. Correct formatting to include spaces in between words and sentences so they are easier to read. Add a period after the last sentence.

Page Number: 44

Location:

Pg 44 de la cartilla de lectura de primer grado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Correct the letters on the page since some are not visible due to formatting. Consider removing some of words and adding more common words for first graders.

Page Number: 59,65,127

Location:

Pg 59, 65, 127 de la cartilla de lectura de primer curso, enfocadas en la lectura de dígrafos

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide a separate lesson for the instruction of just gui apart from the others. Add teacher instructions for what to do with these words to teach the skill. Add what the students will do with these words to master the skill. Include more words with gue- independently apart from ga ge gi.

Page Number: 62

Location:

pg 62 de la cartilla de lectura de primer curso enfocada el la sílaba gue

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide a separate lesson apart from que to focus on qui.

Page Number: 80

Location:

pg de la cartilla de lectura de primer grado enfocada en la práctica de la sílaba qui

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide directions for what to do with these words. Correct formatting so words are spaced.

Page Number: 80

Location:

pg 80 de la cartilla de lectura de primer grado enfocada en la sílaba que

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide a separate lesson for the instruction of just gue apart from the other. Add teacher instructions for what to do with these words to teach the skill. Add what the students will do with these words to master the skill.

Page Number: 99

Location:

pg 99 de la cartilla de primer curso enfocada en la sílaba güe

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 2. Cartilla de Evaluación del Progreso Lector de Primer Curso (ISBN: 2403047236599)

REPORTED FEEDBACK:

Detailed teacher and student directions are needed to teach this skill using the pages provided.

Page Number: 11,14,18

Location:

pg 11,14 y 18 de la evaluación del progreso lector

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide detailed teacher and student directions for how to use these words and sentences to teach this skill.

Page Number: 6,7,9,15

Location:

pg 6, 7, 9 y 15 de la cartilla de evaluación del progreso lector

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 4. Tarjetas Silábicas de Primer Curso (ISBN: 2403047236599)

REPORTED FEEDBACK:

Provide examples of how to teach the skill "apply phonetic knowledge by decoding words with silent h". We'd like to see teacher directions and "the student will..." Include teacher directions for how to teach the silent h skill and provide words as examples to use for student practice. Include more detailed directions for how teachers are to use these cards to teach the skill "apply phonetic knowledge by decoding words that use the [syllable] que-:.. These activities are too vague. Teacher and student directions are needed to teach the skill of writing words with hiatos.

Page Number: 12,13

Location:

pg 12 y 13 de las tarjetas silábicas de primer curso

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Include more detailed instructions for what teachers and students are to do with these cards to meet this skill. Include more cards so more words can be created.

Page Number: 19

Location:

pg 19 de las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide teacher instructions for how to use the cards to teach the skill of "Apply phonetic knowledge by decoding words that use the [syllable] güe-". Teacher and student directions need to be clear.

Page Number: 23

Location:

pg 23 de las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Include teacher and student directions for how to use these cards to teach this skill.

Page Number: 27

Location:

pg 27 de las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Examples of what words are hiatos are needed. Teacher directions for the activities are lacking details.

Page Number: 28

Location:

pg 28, instrucción de hiatos

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide detailed teacher and student directions for the use of these cards to teach this skill.

Page Number: 33

Location:

pg 33 de las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

We suggest including examples of what that looks like for a teacher. For example adding a syllable to change the word masa to tasa.

The teacher needs more directions. Say the word masa. Now we are going to remove ma and replace it with ta. What word do we have now?

Page Number: 4

Location:

PG 4 , instrucciones para la maestra en el librito Tarjetas Silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Include examples for how to teach this skill "Apply phonetic knowledge by decoding words with digraphs". Include teacher instructions for how this is done in steps and what the students are to do.

Page Number: 6

Location:

pg 6 de las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide detailed directions for what the teacher and students will do for the skill of "apply phonetic knowledge by decoding words that use the [syllable] qui-". Add additional cards to be able to create an array of words with qui.

Page Number: pg17

Location:

pg 17 de las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 7. Tarjetas de Prefijos, Sufijos y Palabras Compuestas (ISBN: 2403047236599)

REPORTED FEEDBACK:

Detailed teacher and student directions are needed.

Page Number: 17,19,20,21,22

Location:

pg 17,19,20,21,22 de las tarjetas de prefijos, sufijos y palabras compuestas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

We suggest reformatting this page to include spacing in between words to make it easier to read.

Page Number: 18

Location:

pg 18 de las tarjetas de prefijos, sufijos y palabras compuestas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide examples of which words can be manipulated on page 3.

Page Number: 2,3,4

Location:

Pg 2,3,4 con las instrucciones para la enseñanza de manipular las sílabas en palabras

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 11. Ono Manipular Sílabas en Primer Curso (ISBN: 2403047236599)

REPORTED FEEDBACK:

This is a narrative and we'd like to suggest to add a teacher example of what this looks like and sounds like.

Page Number: 3

Location:

Pg 3 del manual de Manipular Sílabas de primer curso

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

SLAR, Phonics, Grade 2 (IMRA)

Program: Método Onomatopéyico 2º Curso- Onomatopoeic Program Grade 2

Component: 3. Cuadernillo Ono de Dictado de Segundo Curso (ISBN: 2403047236599)

REPORTED FEEDBACK:

Provide activity instructions for how to use these words and sentences to match the skill "Apply spelling knowledge by spelling words with suffixes". Include what teachers are supposed to do and what students are supposed to do. This skill needs to be explicitly taught.

Page Number: 10,11

Location:

pg 10 y 11, los estudiantes usan las palabras del dictado para construir sus oraciones

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide directions for teacher and students.

Page Number: 15,16

Location:

pg 15 y 16 del cuadernillo de dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

There are no teacher instructions to match the skill of teaching "spelling knowledge by spelling words with silent h". The publisher should consider including steps for teaching this skill and what students are to do.

Page Number: 19

Location:

pg 19 del cuadernillo de dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Include teacher and student directions for how to teach the skill The "demonstrate spelling knowledge by spelling words that use the [syllable] que-". The dictado activities on every page cannot be used to teach every skill in this cuadernillo.

Page Number: 22

Location:

pg 22 del cuadernillo de dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Add directions to complete the activity.

Page Number: 23

Location:

pg 23, el estudiantes escribe sus propias palabras usando las del dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide teacher and student instructions for teaching the skill "Demonstrate spelling knowledge by spelling words that use the [syllable] gue-". The same activities in the cuadernillo cannot be used to teach all these skills. Each skill should have directions for teaching this skill in isolation.

Page Number: 25

Location:

pg 25 del cuadernillo de dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide a separate page with directions and activities for the teacher to model how to teach the skill "demonstrate spelling knowledge by spelling words that use the [syllable] gui-".

Space out words on this page. It appears they are all one sentence because they are so closely next to each other.

Page Number: 26

Location:

pg 26 del cuadernillo de dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide activity directions for the teacher and students for how to teach this skill in isolation.

Page Number: 27

Location:

pg 27 del cuadernillo de dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Review the appropriateness of these words for 2nd grade

Page Number: 27

Location:

pg 27, los estudiantes escriben sus propias oraciones usando las palabras del dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide instructions for teacher and student for the teaching of this skill in isolation. The same 3 activities cannot be used for all skills.

Page Number: 28

Location:

pg 28 del cuadernillo de dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Activity details and directions for the teacher and the student should be included to teach this skill in isolation.

Page Number: 4-6

Location:

pg 4,5, y 6 del cuaderno de dictado, los estudiantes hacen sus propias oraciones usando las palabras del dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Directions are needed for teacher and students to complete this activity.

Page Number: 4-9

Location:

pg 8 y 9 los estudiantes usan las palabras del dictado en su propias oraciones

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 1. Cartilla de Lectura Ono de Segundo Curso (ISBN: 2403047236599)

REPORTED FEEDBACK:

Instructions are needed for the teacher and the student to complete the task provided.

Page Number: 10-12

Location:

pg 10-12 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Please provide instructions for this activity

Page Number: 123-126

Location:

pg 123 y 124 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Instructions/directions are needed for teacher and students to complete the task.

Page Number: 13-15

Location:

pg 13-15 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Please provide instructions for these activity pages

Page Number: 132-134

Location:

pg 132-134 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Please provide instructions for these activity pages

Page Number: 136-139

Location:

pg 136 - 139 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Need instruction for the activities

Page Number: 20-22

Location:

pg 20-22 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Please provide instructions for this activity

Page Number: 3-11

Location:

pg 3-11 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Please include instructions for this activity

Page Number: 42,43

Location:

pg 42 y 43 de la cartilla

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 9. Tarjetas Silábicas y Morfológicas Ono de Segundo Curso (ISBN: 2403047236599)

REPORTED FEEDBACK:

Provide more guidance and include examples

Page Number: 15-16

Location:

pg d15 e las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide more guidance and include examples for this skill

Page Number: 19

Location:

pg 19 de las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide more guidance and include examples for this skill

Page Number: 21

Location:

pg 21 de las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:
Provide more example of words with güe

Page Number: 23-24
Location:
pg 23-24 de las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:
Provide examples with words with hiatus: María, sandía

Page Number: 29-30
Location:
pg 29 y 30 de las tarjetas silábicas

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

Component: 2. Evaluación Ono del Progreso Lector de Segundo Curso (ISBN: 2403047236599)

REPORTED FEEDBACK:
Needs instructions/directions for teachers and students to complete the task.

Page Number: 16,17,20
Location:
pg 16, 17 y 20 de la evaluación del proceso lector

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:
Needs instructions/directions for teachers and students to complete the task.

Page Number: 18
Location:
pg 18 del cuadernillo de evaluación del proceso lector

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:
Needs instructions/directions for teachers and students to complete the task.

Page Number: 2-5
Location:
pg 2-5 de la evaluación del progreso

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:
Include directions for teacher and students.

Page Number: 23

Location:

pg 23 de la cartilla de evaluación del progreso lector

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 1. Cartilla de Lectura Ono de Segundo Curso (ISBN: 52403047236599)

REPORTED FEEDBACK:

Please provide instructions for these activity pages and examples for this skill.

Page Number: 17-19

Location:

pg 17-19 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: 2403047236599)

REPORTED FEEDBACK:

En cada la página should say En cada página

Page Number: 2

Location:

1. Cartilla de 1° Curso
4th paragraph, first line

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

This paragraph is incomplete.

También se usa para la lectura en voz alta y en el tiempo de gran grupo en

Page Number: 2

Location:

1. Cartilla de 1° Curso
3rd paragraph: line second to the last

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

It says onena, instead of fonema.

Page Number: 2

Location:

1. Cartilla de 1° Curso
4th paragraph, 3rd line

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: NA)

REPORTED FEEDBACK:

The phrase patadas en el piso could be change for pisadas fuertes

Page Number: 3

Location:

10. Tarjetas Ono de Prefijos y Sufijos de Segundo Curso
2nd bullet

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

SLAR, Phonics, Grade 3 (IMRA)

Program: Método Onomatopéyico 3º Curso - Onomatopoeic Program Grade 3

Component: 8. Tarjetas Silábicas-Morfológicas de Tercer Grado (ISBN: 2403047236599)

REPORTED FEEDBACK:

Consider adding examples of "qui" words to the narrative.

Page Number: 17,18

Location:

pg 17 y 18 de las tarjetas silk-morfol

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Consider providing examples of different kinds of words, specifically hiatos, for students in narrative.

Page Number: 29,30

Location:

pg 29 30 de las tarjetas silab-morf

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Consider adding more student examples.

Page Number: 9,10

Location:

pg 9,10 tarjetas silab-morfo

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 6. Tarjetas de Morfología de Tercer Curso (ISBN: 2403047236599)

REPORTED FEEDBACK:

Provide more student examples.

Page Number: 2,3,10

Location:

pg 2,3 y 10 delas tarjetas de morfología

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 10. Cuadernillo de Dictado de Tercer Curso (ISBN: 2403047236599)

REPORTED FEEDBACK:

Add teacher directions for use of these words.

Page Number: 22

Location:

pg 22 del cuadernillo de dict

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Change patrón ortográfico instead of letra/letras.

Page Number: 4

Location:

pg 3, 4 y 38 del cuadernillo de dictado

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: 1. Cartilla de Lectura de Tercer Curso (ISBN: 2403047236599)

REPORTED FEEDBACK:

Consider expanding this lesson to elaborate on spelling words with hard and soft r.

Page Number: 24

Location:

pg 24 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Agregar la palabra escribe: Antes de b siempre se escribe m.

Page Number: 29

Location:

pg 29 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Add teacher directions

Page Number: 34

Location:

pg 34 de la cartilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Consider elaborating on rule for teacher to be able to explain deeper.

Page Number: 6

Location:

pg 6 de la artilla de lectura

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: DELETE (ISBN: 2403047236599)

REPORTED FEEDBACK:

Also consider adding non-homophone examples (ex. /k/ = in colegio, queso)

Page Number: 9.10

Location:

pg 9 y 10 de las tarjetas silab-morf

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: Pacific Learning

SLAR, Phonics, Grade K (IMRA)

Program: El camino al éxito (Kindergarten)

Component: Teacher Guide (Volumes 1-5) (ISBN: PL9682SP)

REPORTED FEEDBACK:

Another great activity could be "Los estudiantes pueden demostrar oralmente la separación entre las sílabas o identificar las sílabas por medio de una acción, como aplaudir, usar los dedos o mover fichas.

Ejemplo:

Van a escuchar algunas palabras y me van a decir las sílabas que escuchen. Por ejemplo, las sílabas que se escuchan en la palabra clase son cla-se. ¿Me pueden decir las sílabas que escuchan en estas palabras?

Page Number: V1 Pg.5

Location:

Teacher models on activity 4 of every lesson in volume 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the suggestion.

REPORTED FEEDBACK:

I suggest using quotation marks when saying: "Tira de sílabas 1"

Page Number: V1 Pg.5

Location:

Teacher models on activity 4 of every lesson in volume 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your suggestion. The colored box at the beginning of the activity explains it is part of the material. We see no need for quotations.

REPORTED FEEDBACK:

For this activity, using words whose initial sound corresponds to the stressed syllable in the first letter is an excellent idea to reinforce understanding of accentuation and word segmentation. Incorporating words like "único" and "ocho" along with "uvas" and "oso" will provide a variety of examples that will help students identify and understand the relationship between the stressed syllable and the initial sound in words.

Page Number: V1-Pg110

Location:

Activity 1 of every other lesson in Volume 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your comment.

REPORTED FEEDBACK:

Change the question ¿Silabas? to ¿Cuáles son las sílabas que escuchan en esta palabra?

Page Number: V1-Pg6

Location:

Teacher explains and models dividing words into syllables. Second part of activity 4 of every lesson works on dividing words into syllables.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The instructions explain what the students are asked to do. The verbal cue '¿Silabas?' is the signal to prompt choral response to make the routine go smoother for the rest of the syllables.

REPORTED FEEDBACK:

Showing an image of how to make the fist with the fingers is indeed a great way to demonstrate to the teacher. It provides a clear visual reference for them to follow and ensures consistency in the execution of the activity.

Page Number: V1-Pg6

Location:

Teacher explains and models dividing words into syllables. Second part of activity 4 of every lesson works on dividing words into syllables.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the comment.

REPORTED FEEDBACK:

Instead of saying "¿Qué sonido hace esta letra?" I would say "¿Qué sonido tiene esta letra?"

Page Number: V1Pg.117

Location:

Students practice- Ahora ustedes
Materials: Hoja 13 (Hojas de práctica)

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your suggestion. '¿Qué sonido hace esta letra?' is used consistently throughout the resource to prompt students to give the sound that corresponds the letter.

REPORTED FEEDBACK:

Another way to demonstrate the proficiency of SLA.K.2.B.i can be:

Los estudiantes imitan al maestro y repiten las letras que el maestro va señalando. Una vez que los estudiantes han repetido varias veces el alfabeto y los sonidos asociados a cada una de sus letras, señale letras al azar para que ellos expresen el sonido asociado a esa letra. Tome nota de las respuestas de los estudiantes.

Page Number: V1Pg.3

Location:

Activity 2 of every lesson in volume 1 and Activity 1 of every lesson in Volumes 2-5

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your suggestion.

REPORTED FEEDBACK:

Appropriate directionality by reading and writing from top to bottom and left to right.

Page Number: V1Pg.3

Location:

Presentar el nombre y el sonido de la letra

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your comment.

REPORTED FEEDBACK:

Instead of saying "¿Qué sonido hace esta letra?" I would say "¿Qué sonido tiene esta letra?"

Page Number: V1Pg.3

Location:

Activity 2 of every lesson in volume 1 and Activity 1 of every lesson in Volumes 2-5

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Reject

Thank you for your suggestion. '¿Qué sonido hace esta letra?' is used consistently throughout the resource to prompt students to give the sound that corresponds the letter.

REPORTED FEEDBACK:

changed the question ¿palabra? to ¿Qué palabra es esta?

Page Number: V1Pg.5

Location:

Activity 4 Unir Sílabas en palabras for every lesson in Volume 1 Teacher Guide

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The instructions explain what the students are asked to do. The verbal cue '¿palabra?' is the signal to prompt choral response to make the routine go smoother for the rest of the words.

REPORTED FEEDBACK:

Description:

Another great activity could be "Los estudiantes pueden demostrar oralmente la separación entre las sílabas o identificar las sílabas por medio de una acción, como aplaudir, usar los dedos o mover fichas.

Ejemplo:

Van a escuchar algunas palabras y me van a decir las sílabas que escuchan. Por ejemplo, las sílabas que se escuchan en la palabra dulce son dul-ce. ¿Me pueden decir las sílabas que escuchan en estas palabras?

Page Number: V1Pg.5

Location:

Activity 4 Unir Sílabas en palabras for every lesson in Volume 1 Teacher Guide

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the suggestion.

REPORTED FEEDBACK:

Instead of saying, "¿Sonido?" it would be better to elaborate it as "¿Cuál es el sonido de la primera letra?"

Page Number: V1Pg222

Location:

Activity: Repasar la letra y leer letras in every lesson

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The instruction explains what the teacher is asking for: Ahora les voy a mostrar una tarjeta con letras. Cuando yo toque al lado de cada letra, ustedes van a pensar en el sonido de la letra. Cuando yo toque debajo de la letra, ustedes van a decir el sonido de la letra.

After that the teacher uses the verbal cue 'sonido' and the point and touch signal to prompt choral response.

REPORTED FEEDBACK:

The title of the activity is "Tocar las cajas y decir la primera sílaba". The activity's focus is to identify the first syllable in the words provided while the SE is to identify syllables not just the first syllable. You can change this activity to match the SE by using the examples provided from the TEKS guide:
¿Qué sílabas tiene la palabra casa? ca-sa
¿Qué sílabas tiene la palabra gato? ga-to
¿Qué sílabas tiene la palabra miel? miel
¿Qué sílabas tiene la palabra blanco? blan-co
¿Qué sílabas tiene la palabra pelota? pe-lo-ta

Page Number: V2 Pg. 41

Location:

Teacher models and students practice identifying the first syllable. Volume 2 Page 41
Link: <https://drive.google.com/file/d/1dHueXhCurrFk3libsSsM2232XuX5XDS0/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The SE you are referring to is segmenting words into syllables and we cover that in every activity 4 of volume 1. This SE calls for students to identify a syllable in a word.

REPORTED FEEDBACK:

Since the breakout refers to one-syllable words including CV, in this case, it is referring to the syllable "ma," which is not considered a word but a syllable. An example of monosyllabic words that follow the CV pattern are: si, no, tú, ni, mi... This way, we expose the student to correctly relate the terms when it is a syllable or a word.

Page Number: V2Pg.77

Location:

Activity 3- Leer sílabas

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the suggestion.

REPORTED FEEDBACK:

This lesson needs CVCCV words.

Page Number: V3Pg.206

Location:

Students practice and individual turns- Leer palabras. Materials Figura 69-2 (Figuras para las lecciones)

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The breakout for this citation is **Apply phonetic knowledge by using letter-sound relationships to decode two-syllable words including cvcv**. This is one of the first activities that address reading words. More syllable patterns, such as, CVCCV are addressed in future lessons.

REPORTED FEEDBACK:

Why is the syllable enclosed in slashes? It could confuse us because slashes are used when referring to sounds.

Page Number: V3Pg.208

Location:

Escribir palabras por silabas

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The slashes are used for presenting sounds and combination of letter sounds to prompt the teacher to say those sounds.

REPORTED FEEDBACK:

Appropriate directionality by reading and writing from top to bottom and left to right.

Page Number: V3Pg.209

Location:

Revisar las letras- Materials: Hojas de practica 69 part 2
https://drive.google.com/file/d/18PSSLTR4Y_wCD2R8ddjY3uHMFuEyKznx/view?...

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your comment.

REPORTED FEEDBACK:

Instead of saying "Leer palabras" it could be "identificar las combinaciones de vocales y consonantes que se dan en las palabras para que les ayude con la lectura de las mismas."

Page Number: V3Pg.26

Location:

Students practice- Ahora ustedes and individual turns.
Material: Figuras para lecciones Figura 51-2

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The students are prompted to read syllables in this activity so we selected a simple to the point title for the activity that goes along with the task 'leer sílabas'

REPORTED FEEDBACK:

The activity is done well but I would have liked to see the Figuras in 51-2 to ensure that all the words are multisyllabic

Page Number: V3Pg.26

Location:

Students practice- Ahora ustedes and individual turns.
Material: Figuras para lecciones Figura 51-2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Here is a link to Figura 51-2: <https://viewer.pacificlearning.com/#/viewer?bookID=848ba1b4-8a1d-41db-acc7-a486c69fbb14>

REPORTED FEEDBACK:

Would like to be able to see material 50-4 as shown in the lesson.

Page Number: V3Pg17

Location:

Activity 5

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Here is a link to figura 50-4: <https://viewer.pacificlearning.com/#/viewer?bookID=bef327a3-7b0e-48d6-b...>

REPORTED FEEDBACK:

In the letter dictation, there is no reference to the sounds of the words that are going to be dictated; it only indicates the name of the letter to be dictated. The sound of the letter to be dictated should be indicated. For example, if the letter "f" is dictated, the sound /f/ should be given.

Page Number: V4Pg.8

Location:

Dictado de letras in every writing activity Volume 4.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will change the instruction to be:

En la actividad 2, ustedes van a escribir las letras de los sonidos que les voy a dictar. En los espacios, haga que los alumnos escriban las letras que están a continuación.

Slashes will be added to the letters in the box.

REPORTED FEEDBACK:

The librito needs to provide VCV words for students to apply the SE.

Page Number: V5Pg.103-104

Location:

Unir silabas and leer palabras. Materials Libro de silabas y palabras 3 (Lección 107)

<https://drive.google.com/file/d/1-7PNpeCYdfyXe61TvJ-vAerrJC1KxTMy/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Lesson 109 includes words like 'una', 'ella' and 'era' which are VCV words.

REPORTED FEEDBACK:

The Libro de silabas y palabras really puts the lesson together.

Page Number: V5Pg.111-112

Location:

Unir silabas and Leer palabras- Materials: Libro de silabas y palabras 3 (Lección 108)

<https://drive.google.com/file/d/1-7PNpeCYdfyXe61TvJ-vAerrJC1KxTMy/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your comment.

REPORTED FEEDBACK:

Elote is a 3-syllable word, and the breakout specifically says 2-syllable words. Elote is used as the model word for teacher instruction, however there are additional words used for practice that are 2-syllables. It might be better to use one of those words (ie una) as the teacher-led example.

Page Number: V5Pg.111-112

Location:

Teacher models Activity 3- #4. Unir silabas and #5. Leer palabras nuevas

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This is a sample lesson. Previous lessons have addressed 2 syllable words with VCV pattern. This lesson doesn't only address that one specific TEKS, it also works on multisyllabic words.

REPORTED FEEDBACK:

Provide examples of what words students is going to decode.

Page Number: V5Pg.119

Location:

Students practice: Leer sílabas Materials: Figura 109-1 (Spiral: Figuras para lecciones)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Here is a link to Figura 109-1: <https://viewer.pacificlearning.com/#/viewer?bookID=a32a9ca1-10df-4d52-9...>

REPORTED FEEDBACK:

Would like to see Material 109-1.

Page Number: V5Pg.119

Location:

Students practice: Leer sílabas

Materials: Figura 109-1 (Spiral: Figuras para lecciones)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Here is a link to Figura 109-1: <https://viewer.pacificlearning.com/#/viewer?bookID=a32a9ca1-10df-4d52-9...>

REPORTED FEEDBACK:

Since most letters in Spanish relate to one single phoneme, or sound, they will be able to understand the relationship between letters and their specific sounds.

Page Number: V5Pg.119

Location:

Students practice: Leer sílabas Materials: Figura 109-1 (Spiral: Figuras para lecciones)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your comment.

REPORTED FEEDBACK:

The librito needs CCVCV words students can decode in order to meet the SE.

Page Number: V5Pg.219-220

Location:

Unir silabas, Leer palabras and Leer una oracion. Materials: Librito de silabas y palabras 4 (Lección 119)

<https://drive.google.com/file/d/1L1MnSKjwrtZDJ5yGySNdVsjGreqzu9f/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Lesson 119 includes words as 'primo' and 'prisa' that are CCVCV words

REPORTED FEEDBACK:

Instead of saying "Leer silabas" it could be "identificar las combinaciones de vocales y consonantes que se dan en las palabras para que les ayude con la lectura de las mismas."

Page Number: V5Pg.219-220

Location:

Teacher models Activity 3- #4. Unir silabas and #5. Leer palabras nuevas

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The students are prompted to read syllables in this activity so we selected a simple to the point title for the activity that goes along with the task 'leer silabas'

REPORTED FEEDBACK:

While the expectation of decoding two-syllable words including CCVCV is found in the list of words used for practice, it might be better to use a word such as primo or prisa instead of promesa for the teacher led portion of the activity.

Page Number: V5Pg.219-220

Location:

Teacher models Activity 3- #4. Unir silabas and #5. Leer palabras nuevas

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your suggestion. We want to provide modeling and guided practice in order to set students for success. In this case the word includes the syllable pattern that is also practiced by itself during guided practice.

REPORTED FEEDBACK:

Needs CVCCV words.

Page Number: V5Pg.239-240

Location:

Unir silabas, leer palabras and leer oraciones. Materials Librito de silabas y palabras 4 (leccion 121)

<https://drive.google.com/file/d/1L1MnSKjwrtZDJ5yGySNdVsjGreqzu9f/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Lesson 121 has negro and tigre that are CVCCV

REPORTED FEEDBACK:

Consider adding additional words such as casa, peso, mama to ensure the cvcv is part of the multisyllabic words

Page Number: V5Pg.58

Location:

Activity 4 and 5. Teacher models blending the syllables and reading multisyllabic words.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This particular lesson includes words such as 'vaso' and 'vaca'. Libritos 1, 2, and 3 have many opportunities to read CVCV words.

REPORTED FEEDBACK:

While the activity is correct the teacher action is saying you will look at a syllable rather than a word.

Page Number: V5Pg.63

Location:

Students practice- Ahora ustedes and individual turns

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

New content was created for this breakout during TEKS alignment. Here is the link:

https://drive.google.com/file/d/1M73aiFs7wv_6m7qj1ooKIACGSURDz8al/view?...

REPORTED FEEDBACK:

The TEK K.2A (ix) manipulating syllables within a multisyllabic word. In Teacher models- Mi Turno, it is demonstrating only one syllable word such as "pon", "pan", "pun." Some examples of multisyllabic words might be: carretera (ca-rre-te-ra), calificar (ca-li-fi-car)

Page Number: V5Pg63

Location:

Teacher models- Mi Turno

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The breakout for this citation is: 2.A.ix Breakout:**Demonstrate phonological awareness by identifying final sounds in simple words.** New content was created for this breakout during TEKS alignment. Here is the link:

https://drive.google.com/file/d/1M73aiFs7wv_6m7qj1ooKIACGSURDz8al/view?...

REPORTED FEEDBACK:

Another ways to identify the individual words in a spoken sentence might be:

Dé a los estudiantes una oración para que la separen en palabras. Los estudiantes pueden usar varias formas de separación de las palabras, incluyendo las siguientes:

Sonando una campanita por cada palabra

Haciendo un movimiento ellos mismos por cada palabra (tocarse la cabeza, saltar, etc.)

Aplaudiendo por cada palabra

Levantando un dedo por cada palabra

Page Number: Volume 1

Location:

This is new content. This routine will be added to the first 15 lessons Volume 1. Teacher models.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the suggestions. In this activity counting chips are used to represent each word in the sentence. Teachers can use other ways to represent it.

REPORTED FEEDBACK:

Great way to manipulate syllables. Another approach could involve removing the initial syllable and adding another one. For example, if we replace the syllable 'ca-' in the word 'camila' with the syllable 'pre-', the new word is... 'premisá'.

Page Number: Volume 3

Location:

This is new content. This routine will be added the last 15 lessons of volume 4. Teacher models.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your suggestion. That is another great way to manipulate syllables assuming you meant the word to be camisa, not camila.

REPORTED FEEDBACK:

These activities present a more elaborate and structured format than those we reviewed previously. Good job! I would only add the use of hyphens when separating syllables instead of slashes.

Page Number: Volume 4

Location:

This is new content. This routine will be added to the first 15 lessons of Volume 4. It will also include deleting and adding syllables. Teacher models.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your comment. The slashes are used consistently throughout the resource indicating sound and blending of sounds.

REPORTED FEEDBACK:

For this lesson you can use the "fichas" previously used to find the words in a sentence. Phonological awareness of syllables should focus on students listening to the syllable sounds instead of reading the syllables on a card.

Page Number: Volume 4

Location:

This is new content. This routine will be added to the first 15 lessons of Volume 4. It will also include deleting and adding syllables. Teacher models.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This TEKS is under phonetic knowledge which includes print.

Component: N/A (ISBN: PL9682SP)

REPORTED FEEDBACK:

Suggestion: Instead of saying ¿Qué sonido hace esta letra? we would say ¿Qué sonido tiene esta letra? or ¿Cuál es el sonido de esta letra?

Page Number: V1Pg.3

Location:

Teacher models: El nombre y el sonido de la letra. Every lesson has this routine/activity for all the letter

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the suggestion. El camino uses '¿Qué sonido hace esta letra?' throughout the resource. We will keep it that way for consistency.

SLAR, Phonics, Grade 1 (IMRA)

Program: El próximo paso al éxito (Grade 1)

Component: Teacher Guides Volumes 1-5 (ISBN: PL9683SP)

REPORTED FEEDBACK:

A good way to manipulate words by adding and removing syllables, however, it should be specified which syllable is going to be removed, for example, when it says "Voy a decir una palabra y le vamos a quitar una sílaba. Después ustedes me van a decir la nueva palabra ." it should say "Voy a decir una palabra y le vamos a quitar la PRIMERA sílaba. Después ustedes me van a decir la nueva palabra ."

Similarly, when we add the new syllable, we must identify where we add it, at the beginning or at the end, E.G. when it says "Voy a decir una palabra y le vamos a añadir una sílaba. Después ustedes me van a decir la nueva palabra ." It should say "Voy a decir una palabra y le vamos a añadir una sílaba AL FINAL DE LA PALABRA . Después ustedes me van a decir la nueva palabra ." Mi turno. Digan la palabra faro. Faro. Si a faro le añadimos la sílaba /la/ AL FINAL DE LA PALABRA la palabra es Farola. Farola es la nueva palabra .(If it is not specified where we add it, the students could get confused and say "lafaro" instead of "farola".)

Page Number: NEW

Location:

This is new content. This routine will be added to Volume 5. Teacher models.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will add primera to the instructions. Voy a decir una palabra y le vamos a quitar la PRIMERA sílaba. We will add al final de la palabra in the instructions. Voy a decir una palabra y le vamos a añadir una sílaba AL FINAL DE LA PALABRA.

REPORTED FEEDBACK:

This activity will help students manipulate syllables within words. However, it should be specified where the syllable is going to be added, for example, when it says "Ahora van a agregar una sílaba para formar una nueva palabra. Si a papi le agrego /to/ la nueva palabra es.. Piensen.. De la señal. Digan. Papito". It should say : "Ahora van a agregar una sílaba AL FINAL DE LA PALABRA para formar una nueva palabra. Si a papi le agrego /to/ AL FINAL DE LA PALABRA la nueva palabra es.. Piensen.. De la señal. Digan. Papito". In the same way, another verb or expression should be used to refer to changing places instead of the verb "volar" since it does not have that meaning. For example, one could use "invertir " or "voltear".

Page Number: NEW

Location:

This is new content. This routine will be added to volume 3. Teacher models.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will add 'AL FINAL DE LA PALABRA' to the script.

The word 'voleo' is actually a typo. We will change it to volteo.

REPORTED FEEDBACK:

Good job introducing the activity by providing a theoretical approach to prefixes. However, the meaning of each prefix should be explained. For example, when it says" ¿Prefijo? In. ¿Palabra? Feliz. ¿Palabra completa? Infeliz."

It should say: ¿Cuál es el prefijo? In QUE SIGNIFICA "NO" ¿Cuál es la palabra? feliz. Si añadimos el prefijo in- a la palabra "feliz" la palabra completa es ...infeliz (que significa NO estar feliz). The same applies to the rest of the prefixes (des-(no/lo contrario), re- (volver a), pre-(antes de), sub- debajo de)

Page Number: NEW

Location:

This is new content. This routine will be added to Volume 5. Teacher models.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The breakout for this citation is **1.2.B.viii Demonstrate phonetic knowledge by decoding words with common prefixes**. The meaning of prefixes and other affixes is addressed in the vocabulary **TEKS 1.3.C The student is expected to identify the meaning of words with affixes, including -s, -es, and -or;** e

REPORTED FEEDBACK:

Good job introducing the activity by providing a theoretical approach to compound words.

Page Number: NEW

Location:

This is new content. This routine will be added to Volume 5. Teacher models.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your comment

REPORTED FEEDBACK:

It is good to incorporate upper and lower case letters in the individual activity to identify the letter.

Page Number: V1Pg.213

Location:

Students practice and individual turns- Leer letras

https://drive.google.com/file/d/1cRNH4oH_1h8g5fHPkpHYwsaq4nGeeiwY/view?..

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the comment

REPORTED FEEDBACK:

Cruz is only one syllable, so students can not segment the word into individual syllables. Consider replacing cruz with a two or three syllable word.

Page Number: V1Pg.3-4

Location:

Students practice and individual turns- Dividir palabras en silabas

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your suggestion. We consider it is important to expose students to one syllable words as well.

REPORTED FEEDBACK:

Add an extension so that the lesson addresses the SE which is to segment words into syllables. The narrative and the activity are asking students to do the opposite. After they segment they blend the syllables into the word, students can then take the word and segmented back into syllables. Ask complete questions like "¿que es la palabra que forman las silabas?" Instead of one word questions like ¿Palabra?

Page Number: V1Pg.3-4

Location:

Students practice and individual turns- Dividir palabras en silabas

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This activity addresses both combine syllables to make words and segment words into syllables. After explaining the skill and what is required from the students the word ¿Palabra? is a verbal cue for choral response so the activities runs smoothly.

REPORTED FEEDBACK:

It is good that the activity provides some words with silabas trabadas.

Page Number: V1Pgs.35-36

Location:

Students practice and Individual turns- Dividir palabras en silabas

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your comment

REPORTED FEEDBACK:

Add more words that contain hiatus (idea, raíz, sandía..)

Page Number: V3Pg.129

Location:

Dictado de palabras de uso frecuente

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

More hiatus words are present in other lessons.

REPORTED FEEDBACK:

Suggestion: When separating syllables, you shouldn't use slashes as it might be confused with the separation of sounds. Instead, we should use a hyphen.

Page Number: V3Pg.24

Location:

Teacher models- Leer Palabras. Materials: Manual suplementario

https://drive.google.com/file/d/1vzpZjTYGXB_IEn8vcFWqCJuN3qx-Rom_/view?..

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Slashes are used with sounds and combination of sounds (syllables) consistently throughout the resource.

REPORTED FEEDBACK:

It is advisable that, when teaching students to read consonant blends like "pro-" and "pri-", syllables such as "por-" and "pir-" should also be included. This mix allows for a direct comparison, helping students refine their hearing and improve their pronunciation.

Page Number: V3Pg.24

Location:

Students practice- Leer palabras. Materilas Libro de trabajo 3 https://drive.google.com/file/d/1CcGWDYxjmEF4O_m7Tz7vTTxHH_jkxUEs/view?...

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the suggestion

REPORTED FEEDBACK:

Would like to have access to see Lesson 53 in the workbook to verify the additional words being decoded contain digraphs.

Page Number: V3Pg.46

Location:

Students practice- Leer palabras. Materials: Libro de trabajo 3
<https://drive.google.com/file/d/18NXKVDXwpQLr0Djibe4hWWix1PODOFvC/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Here is the link: <https://viewer.pacificlearning.com/#/viewer?bookID=dbdfe40a-b061-4801-a...>

REPORTED FEEDBACK:

In the examples provided, 'equipo' and 'Paquito' are used. However, as we are focusing on words containing the syllable 'que-', other examples could include 'queso,' 'esqueleto,' and 'requesón.

Page Number: V4Pg.45

Location:

Teacher models- Leer palabras. Materials: Manual suplementario
<https://drive.google.com/file/d/1HSuRBHzsmoXsLCN95hqq8BbdX8EZtu5A/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

More words are included in the student's book "Libro de trabajo" for student practice.

REPORTED FEEDBACK:

The example in the teacher guide is not a 3 or 4 syllable word (Moirá). Words in the manual suplementario are 3 or 4 syllables. Consider using one of those words (such as heroico) in the teacher guide.

Page Number: V5Pg.184

Location:

Teacher models- Leer palabras. Materials: Manual suplementario
<https://drive.google.com/file/d/1797ad3qgrQSeV4HnMKeFWTmRjgSw01ui/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

In this activity students are building on what they already know practicing words with 2 syllables and working on 3 and 4 syllable words.

REPORTED FEEDBACK:

Clarification:

"bio" que significa vida y "nica" de electrónica

Page Number: V5Pg.197

Location:

Leer historia- Vocabulario: biónico. Materiales Libro de trabajo Pg. 60-61

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the comment

REPORTED FEEDBACK:

Suggestion: Instead of using the word "Migue," you could use other examples such as "guepardo" and "juguete." This is because "Migue" is not a word, but rather "Miguel".

Page Number: V5Pg.224

Location:

Teacher models- Leer palabras. Materials: Manual suplementario <https://drive.google.com/file/d/1TcqXyi3xUY3OG9jpRiWemAxvqfqWIBYk/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the suggestion.

REPORTED FEEDBACK:

Since this activity is going to work for "gue-" and "gui-", in the activity there should be an example with "gue-" and another example with "gui-" (e.g., Guinea and guepardo).

Page Number: V5Pg.224

Location:

Teacher models- Leer palabras. Materials: Manual suplementario <https://drive.google.com/file/d/1TcqXyi3xUY3OG9jpRiWemAxvqfqWIBYk/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The teacher guide has examples for both "gue-" and "gui-" for example: 'guerrero' and 'amiguito'

REPORTED FEEDBACK:

Since this activity is going to work for "güe-" and "güi-", in the teacher's guide there should be an example with "güe-" and another example with "güi-" (e.g., pingüino).

Page Number: V5Pg.234

Location:

Teacher models- Leer palabras. Materials: Manual suplementario <https://drive.google.com/file/d/11FwxvFTz0H2sjdUZXd2YlvxAWHfEIHcc/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The teacher guide has examples for both "güe-" and "güi-" for example: 'pingüino' and 'cigüeña'

Mathematics

Publisher: Accelerate Learning Inc.

Math, Grade K (IMRA)

Program: STEMscopes Texas Math - Kindergarten

Component: STEMscopes Texas Math - Kindergarten (One online license) (ISBN: 9798893533699)

REPORTED FEEDBACK:

nice activity. Recommend creating printer-friendly options in black and white.

Page Number: PrintFiles

Location:

Data Analysis - Explain - Show What You Know Part 1 - Sort Objects - Answer Key - Print File

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the positive feedback! To print the activity in black and white, select "grayscale" or "black and white" for the color setting when printing.

REPORTED FEEDBACK:

We liked the teacher guidance for struggling students under preparation and guiding teachers to find the resources including virtual manipulatives.

Page Number: TeacherDirections

Location:

Count Objects - Explore - Explore 1 - Count Objects within 10 - Teacher Directions - Explore Procedure and Facilitation Points #6

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback!

REPORTED FEEDBACK:

It would be beneficial if the Language Supports were also numbered to reflect the separate supports.

Page Number: TeacherDirections

Location:

Compose and Decompose Numbers to 10 - Explore

Explore 5 - Compose and Decompose 10 - Teacher Directions - Language Supports,Third Support

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. We will look into this numbering request and update where it would add clarity.

REPORTED FEEDBACK:

Great activities, however, it would be great to have an option of black and white for those who have to print them for their students.

Page Number: TeacherDirections

Location:

Data Analysis - Explore - Explore 4 - Collect Data and Create Picture Graphs - Parts II and III of Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for the positive feedback! To print the activity in black and white, select "grayscale" or "black and white" for the color setting when printing.

REPORTED FEEDBACK:

This is a good explore activity and the citation was accepted. However, the SE 3.C.i states explain using spoken words. It would be beneficial to add teacher guidance to have students to explain to their partner how they solved it in addition to writing to explain.

Page Number: TeacherDirections

Location:

Join and Separate - Explore - Explore 4 - Explain Addition and Subtraction Strategies - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! A step has been added to the teacher guidance after Step 6 prompting students to explain their model and strategy to their partner. Students are also prompted to verbally explain their strategy in Step 9b. This revision can be viewed in the file titled "TXMR_K_JoinandSeparate_EXPLORE4_ExplainsAdditionandSubtractionStrategies_Markdown_A"

Math, Grade 1 (IMRA)

Program: STEMscopes Texas Math - Grade 1

Component: STEMscopes Texas Math - Grade 1 (one online license) (ISBN: 9798893533705)

REPORTED FEEDBACK:

Materials use the word "prediction" which although means the same as estimation, is a science term where the word estimation is a math term and referred to in the breakout.

Page Number: TeacherDirections

Location:

Length - Explore - Explore 2 - Measure Objects - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. The terminology in this scope has been adjusted to say "estimate" or "estimation" in place of "predict" or "prediction." Please see the following files:

TXMR_1_Length_EXPLAIN_LanguageConnections_AdvancedHandout_AnswerKey;

TXMR_1_Length_EXPLAIN_LanguageConnections_BeginnerHandout_AnswerKey;

TXMR_1_Length_EXPLAIN_LanguageConnections_IntermediateHandout_AnswerKey; TXMR_1_Length_EXPLAIN_LanguageConnections_Markdown;

TXMR_1_Length_EXPLORE2_MeasureObjects_Markdown; TXMR_1_Length_EXPLORE2_StudentJournal_AnswerKey;

Math, Grade 3 (IMRA)

Program: STEMscopes Texas Math - Grade 3

Component: N/A (ISBN: NA)

REPORTED FEEDBACK:

This point does not relate to Area but rather should be located in the Equivalent Fractions scope.

Page Number: NA

Location:

scope 3.6CDE, Area, home, content unwrapped, implications for instruction, point 6

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept without change**

Thank you for your feedback. This point is discussing the "area" of each part which connects the area concept to the fraction concept.

Component: STEMscopes Texas Math - Grade 3 (one online license) (ISBN: 9798893533729)

REPORTED FEEDBACK:

The work implicated when students are provided more than 10 of any place value is that producing the standard form first will support effective decomposition using expanded notation. All numbers are initially presented in a decomposed format which prioritizes composition in the activity.

Page Number: PrintFiles

Location:

Place Value Relationships - Explain - Show What You Know - Part 3: Compose and Decompose Numbers - Print Files - Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept without change**

Thank you for your feedback! This activity prompts students to both compose and decompose numbers in a variety of forms. As students complete the table, they could use any other previously-completed form to represent the number in the new form. For example, students may use the original word form provided to write a new version of the word form showing the number decomposed in a different way.

REPORTED FEEDBACK:

The low quality of the image of the coins on the student handout could make it difficult to complete successfully.

Page Number: PrintFiles

Location:

Count Money - Explain - Show What You Know - Part 2: Find the Total - Print Files - Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept without change**

Thank you for your feedback! The document contains high-resolution images. The images appear to print clearly at this time.

REPORTED FEEDBACK:

More than just "make sure that ...arrays... are mentioned, (Procedure and Facilitation Points, #6)" it should ensure that students practice using arrays during this lesson. This lesson states to make sure that arrays are part of the strategies mentioned but it does not put emphasis on it. Perhaps, it should state that the use of the arrays strategies must be practiced during this lesson.

Page Number: TeacherDirections

Location:

Multiplication and Division Problem Solving - Explore - Explore 3 - Model and Solve One- and Two-Step Problems - Entire Teacher Directions and Print Files (Math Hunt Posters and Student Journal)

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept without change**

Thank you for your feedback! At this point in the learning sequence, students have already explored the use of arrays to model and solve problems in the previous scopes. This scope provides an opportunity to apply the variety of models and strategies already learned to solve more complex problems. To reference instruction on arrays, please see the scopes Multiplication Models, Division Models, and Multiplication Strategies and Algorithms.

REPORTED FEEDBACK:

Consider including objects that come in halves: half gallon of milk, half a dozen eggs, half court in basketball, half an hour, hemispheres of the Earth, etc.

Page Number: TeacherDirections

Location:

Represent and Interpret Fractions - Explore - Explore 1 - Parts of a Whole - Entire Teacher Directions and Print Files (Scenario Cards and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! An additional item has been added to the Explore's Instructional Supports to provide additional examples of fractional parts. Please see the following file: TXMR_3_RepresentandInterpretFractions_EXPLORE1_PartsofaWhole_Markdown

REPORTED FEEDBACK:

Consider including objects that come in eighths: legs on a spider, arms on an octopus, sides of a stop sign, pints in a gallon, packs of hot dogs, etc.

Page Number: TeacherDirections

Location:

Represent and Interpret Fractions - Explore - Explore 1 - Parts of a Whole - Entire Teacher Directions and Print Files (Scenario Cards and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! An additional item has been added to the Explore's Instructional Supports to provide additional examples of fractional parts. Please see the following file: TXMR_3_RepresentandInterpretFractions_EXPLORE1_PartsofaWhole_Markdown

REPORTED FEEDBACK:

In order for students to understand the work they are engaging in, it would be helpful to include an explicit model that exemplifies the work they are embarking on. For example, the teacher directions could include selecting 2 opportunities for modeling from a set of examples (forms of numbers aligned with how numbers are represented in the activity) based on their class needs to provide an opportunity for instructional delivery prior to student practice.

Page Number: TeacherDirections

Location:

Place Value Relationships - Explore - Explore 2 - Describe Relationships - Entire Teacher Directions and Print Files (Video Game Scorecards, Student Journal Answer Key, and Exit Ticket)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! Explore activities are designed so that students are given the opportunity to investigate mathematical ideas. The teacher acts as the facilitator of the activity and provides guiding questions and support as needed.

REPORTED FEEDBACK:

Consider including objects that come in thirds: 3 leaf clover, poison ivy, periods in hockey, books in a trilogy, three strikes in baseball, sides of a triangle, colors on a stop light, etc.

Page Number: TeacherDirections

Location:

Represent and Interpret Fractions - Explore - Explore 1 - Parts of a Whole - Entire Teacher Directions and Print Files (Scenario Cards and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! An additional item has been added to the Explore's Instructional Supports to provide additional examples of fractional parts. Please see the following file: TXMR_3_RepresentandInterpretFractions_EXPLORE1_PartsofaWhole_Markdown

REPORTED FEEDBACK:

Consider including objects that come in sixths: insects with 6 legs, sides of a hexagon, faces of a standard die, 6-pack of soda, strings on a standard guitar, players on a volleyball team, etc.

Page Number: TeacherDirections

Location:

Represent and Interpret Fractions - Explore - Explore 1 - Parts of a Whole - Entire Teacher Directions and Print Files (Scenario Cards and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! An additional item has been added to the Explore's Instructional Supports to provide additional examples of fractional parts. Please see the following file: TXMR_3_RepresentandInterpretFractions_EXPLORE1_PartsofaWhole_Markdown

REPORTED FEEDBACK:

I noticed that the citation is recorded for TEKS 3.1G and the product is aligned to this standard. However, the process standard is not listed at the top of teacher directions to indicate this alignment.

Page Number: TeacherDirections

Location:

Compare Fractions - Explore - Explore 2 - Comparing Fractions with Equal Numerators - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The process standards at the top of the teacher directions have been updated. Please see the following file:

TXMR_3_CompareFractions_EXPLORE2_CompareFractionswithEqualNumerators_Markdown

REPORTED FEEDBACK:

Perhaps focus more on planned spending decisions events rather than on unplanned spending.

Page Number: TeacherDirections

Location:

Build a Budget - Explore - Explore 2 - Financial Planning - Entire Teacher Directions and Print Files (Unplanned Expense Cards and Student Journal)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! This is the second Explore activity within the learning sequence. The first Explore activity covers planned spending decisions in greater depth.

REPORTED FEEDBACK:

The Spanish subtraction work mat does not provide the subtraction/addition symbols that are included in the English work mat.

Page Number: TeacherDirections

Location:

Addition and Subtraction Strategies - Explore - Explore 4 - Subtraction - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The Spanish version of the work mat has been updated to correspond with the English version. Please see the following file:

TXMR_3_AdditionandSubtractionStrategies_EXPLORE4_Subtraction_SubtractionWorkMat_SPA

REPORTED FEEDBACK:

Great job including an example for teachers to guide students in the process of using manipulatives to model numbers. However, the end of the directions state, "Have students complete the same process for the Gemstone Discovery Cards." This is not accurate because not all cards represent the numbers without a need for regrouping. It would be helpful to include something anticipatory about this in the teacher directions prior to students engaging in the activity- possibly do 2 examples.

Page Number: TeacherDirections

Location:

Place Value Relationships - Explore - Explore 3 - Compose and Decompose Numbers - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! An anticipatory line was added to step 7 so that students are made aware of the possibility of regrouping place values. This Explore activity is preceded by a Skill Basics activity that covers how place values could be regrouped. Please see the following file:

TXMR_3_PlaceValueRelationships_EXPLORE3_ComposeandDecomposeNumbers_Markdown

REPORTED FEEDBACK:

Pre-bundling the bills such as taking 10 thousands and paper clipping them together for the students lowers the rigor of this activity. Have you considered providing more than 10 thousands loose leaf so that students have to bundle themselves? If this post activity is after students have engaged in the Explores, then presenting the activity in a way that demands students to bundle would be more appropriate.

Page Number: TeacherDirections

Location:

Place Value Relationships - Engage - Hook - Entire Teacher Directions and Student Handout (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The teacher directions have been modified so that students will have the opportunity to bundle the thousands. Please see the following file:

TXMR_3_PlaceValueRelationships_ENGAGE_Hook_Markdown

REPORTED FEEDBACK:

A more conceptual way of creating a strip diagram where the number of groups is unknown is to partition 2 boxes and put the value of each in one. Then add an ellipses in the portion of the strip diagram remaining. In the example provided, putting the words "? Groups" makes it appear the number of groups should be placed in the box which is incorrect.

Page Number: TeacherDirections

Location:

Multiplication and Division Problem Solving - Explore - Explore 1 - Model and Solve One-Step Problems - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! 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. Please see the following file:

TXMR_3_MultiplicationandDivisionProblemSolving_EXPLORE1_ModelandSolveOne-StepProblems_StudentJournal_AnswerKey

REPORTED FEEDBACK:

This lesson focuses only on numerical data. Categorical data is only presented in the form of a "hint" on some of the station cards. Perhaps this lesson could include an example of graphing categorical data.

Page Number: TeacherDirections

Location:

Represent and Interpret Data - Explore - Explore 1 - Frequency Tables and Dot Plots - Entire Teacher Directions and Print Files

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! Students are invited to collect, represent, and interpret categorical data at Station 2: Rainy Day Activities.

REPORTED FEEDBACK:

The term human capital/labor is never explained in the lesson, although it may be implied. The connection between it and income is only presented in the form of a question in the student journal. Perhaps the lesson should contain an opportunity for this discussion prior to asking the student to formulate this response.

Page Number: TeacherDirections

Location:

Build a Budget - Explore - Explore 1 - Income and Expenses - Teacher Directions for Part II and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! Students explore the idea of human capital through the prompt on the Student Journal as they decide who they would like to hire for the open position. This supports students in the discussion about the relationship between human capital and income in the Explore activity's Math Chat and the discussion facilitated during the Anchor Chart activity.

REPORTED FEEDBACK:

Consider including objects that come in fourths: quart of milk, quarter of a dollar, quarter stick of butter, 4 quarters in a football game, quarter of an hour, quarter of a school year, etc.

Page Number: TeacherDirections

Location:

Represent and Interpret Fractions - Explore - Explore 1 - Parts of a Whole - Entire Teacher Directions and Print Files (Scenario Cards and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! An additional item has been added to the Explore's Instructional Supports to provide additional examples of fractional parts. Please see the following file: TXMR_3_RepresentandInterpretFractions_EXPLORE1_PartsofaWhole_Markdown

REPORTED FEEDBACK:

I wonder if teachers will really go out and purchase the ingredients to complete this activity. Also, I wonder if 3rd grade teachers have access to an oven to bake a cake.

Page Number: TeacherDirections

Location:

Weight and Capacity - Engage - Hook - Entire Teacher Directions and Cake Recipe (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The preparation section has been modified to provide an alternative for teachers who may not have the ingredients available. Baking the cake is provided as an optional next step, but is not required. The first part of step 6 states, "Optional: After the batter is made, cover and refrigerate it until you are able to bake it." Please see the following file:

TXMR_3_WeightAndCapacity_ENGAGE_Hook_BakingaCake_Markdown_A

REPORTED FEEDBACK:

The relationship between the availability or scarcity of resources and how that impact costs is never explained to the students within the lesson. The concept is presented in the form of a question in the student journal. Perhaps the lesson should contain an opportunity for this type of discussion prior to asking the student to formulate a response regarding this idea.

Page Number: TeacherDirections

Location:

Build a Budget - Explore - Explore 1 - Income and Expenses - Teacher Directions for Part II and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! Students explore and discuss these relationships in Part II of the Explore activity. Students discuss their ideas in step 3 before attempting the activity on the Student Journal. They then participate in a follow-up discussion in step 6 and a final Math Chat at the conclusion of the activity.

REPORTED FEEDBACK:

I noticed that the citation is recorded for TEKS 3.1C and the product is aligned to this standard. However, the process standard is not listed at the top of teacher directions to indicate this alignment.

Page Number: TeacherDirections

Location:

Addition and Subtraction Strategies - Explore - Explore 2 - Compatible Numbers - Entire Teacher Directions and Print Files (Camping Supplies Cards and Student Journal)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The process standards at the top of the teacher directions have been updated. Please see the following file:

TXMR_3_AdditionandSubtractionStrategies_EXPLORE2_CompatibleNumbers_Markdown

REPORTED FEEDBACK:

I noticed that the citation is recorded for TEKS 3.1D and the product is aligned to this standard. However, the process standard is not listed at the top of teacher directions to indicate this alignment.

Page Number: TeacherDirections

Location:

Compare Fractions - Explore - Explore 1 - Compare Fractions with Equal Denominators - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The process standards at the top of the teacher directions have been updated. Please see the following file:

TXMR_3_CompareFractions_EXPLORE1_CompareFractionswithEqualDenominators_Markdown

REPORTED FEEDBACK:

I noticed that the citation is recorded for TEKS 3.1A and the product is aligned to this standard. However, the process standard is not listed at the top of teacher directions to indicate this alignment.

Page Number: TeacherDirections

Location:

Area - Explore -

Explore 3 - Decompose Congruent Figures - Entire Teacher Directions and Print Files

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The process standards at the top of the teacher directions have been updated. Please see the following file:

TXMR_3_Area_EXPLORE3-DecomposeCongruentFigures_Markdown

REPORTED FEEDBACK:

Although writing the inverse fact implies a use of the relationship between addition and subtraction, the example provided in the TEA TEKS Supporting Information states, "If using a strategy based on the relationship between addition and subtraction, a student might subtract 63 from 547 and add it to 237 to have 300 and 484, which add to 784." This is not a strategy exclusive to using the relationship between addition and subtraction, however it is more efficient with greater numbers.

Page Number: TeacherDirections

Location:

Addition and Subtraction Problem Solving - Explore - Skill Basics - Part-Whole Relationships - Entire Teacher Directions

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! The sequence of activities provided within this scope (and the previous scope, Addition and Subtraction Strategies) allow students to develop and apply strategies that make sense to them. While the sample student answers provide a guideline for processes and strategies students may use, the work produced by students may vary. This could include a compensation strategy like the one mentioned in the Supporting Information. These types of strategies can also be practiced throughout the year using prompts from the Daily Numeracy scope.

Math, Grade 4 (IMRA)

Program: STEMscopes Texas Math - Grade 4

Component: N/A (ISBN: NA)

REPORTED FEEDBACK:

The table does not include the grade 3 aligned standards. The table begins listing the alignment from the current grade level on and ignores the previous grade level.

Page Number: NA

Location:

scope 4.8ABC, Measurement, home, content unwrapped, Vertical Alignment table

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. The previous grade level alignment has been added. Please see the following file:

TXMR_4_Measurement_HOME_ContentUnwrapped

Component: STEMscopes Texas Math - Grade 4 (one online license) (ISBN: 9798893533736)

REPORTED FEEDBACK:

Students should be "given other equivalent measures represented in a table," and not be required to create it as a part of the task that aligns with this breakout.

Page Number: PrintFiles

Location:

Measurement - EXPLORE - Explore 1: Relationships in the Measurement System - Print Files - Exit Ticket Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The activities have been modified so that students are provided with other equivalent measures represented in a table. Please see the following files:

TXMR_4_Measurement_EXPLORE4_ConvertUnitstoSolveProblemswithIntervalsOfTime_StudentJournal_AnswerKey;
TXMR_4_Measurement_EXPLORE4_ConvertUnitstoSolveProblemswithIntervalsOfTime_Markdown;
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_StudentJournal_AnswerKey;
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_Markdown;
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_ExitTicket_AnswerKey;
TXMR_4_Measurement_EXPLAIN_ShowWhatYouKnow1_RelationshipsintheMeasurementSystem_AnswerKey

REPORTED FEEDBACK:

Perhaps a more complete diagram in the answer key would include labels to demonstrate the task.

Page Number: PrintFiles

Location:

Properties of Two-Dimensional Figures - EVALUATE - Decide and Defend - Print Files - Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! Labels have been added to the answer key to provide additional clarity. Please see the following file:

TXMR_4_PropertiesofTwo-DimensionalFigures_EVALUATE_DecideandDefend_StudentHandout_AnswerKey

REPORTED FEEDBACK:

In order to use a strategy that builds to the number line, I suggest the directions have students using strips of paper or fraction bars as the representation that leads to the number line. More closely aligned to the TEKS, students should create a strip diagram which is a true pictorial representation that would lead to the number line. I am accepting the manipulatives as a representation that leads to the number line, however, it is technically concrete in nature rather than pictorial.

Page Number: PrintFiles

Location:

Add and Subtract Fractions and Mixed Numbers - EXPLAIN - Show What You Know - Part 2: Add Fractions and Mixed Numbers with Like Denominators - Print Files - Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The directions have been modified to instruct students to draw a diagram so that students create a pictorial model that builds to a number line. Please see the following file:

TXMR_4_AddandSubtractFractionsandMixedNumbers_EXPLAIN_ShowWhatYouKnow2_AddFractionsandMixedNumberswithLikeDenominators_Answ

REPORTED FEEDBACK:

Only the Spanish version of the student handout is provided.

Page Number: PrintFiles

Location:

Add and Subtract Fractions and Mixed Numbers - EXPLAIN - My Math Thoughts - Print Files - Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! The English version is now visible along with the Spanish version.

REPORTED FEEDBACK:

I appreciate that you provided number sentence frames for the expanded notation.

Page Number: PrintFiles

Location:

Represent and Compare Decimals - EXPLAIN - Show What You Know - Part 2: Represent Tenths and Hundredths with Expanded Notation - Print Files - Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your positive feedback!

REPORTED FEEDBACK:

The language supports instruct teachers to support students in using the visuals on the station cards. Providing a visual of the type of vegetable is helpful, however there are several other words that may be less familiar to a student who is EB that could need clarifying. Plant as a multiple meaning word and the word farm are just a couple of examples.

Page Number: TeacherDirections

Location:

Multiplication Models and Strategies - EXPLORE - Explore 2 - Arrays - Teacher Directions (Language Supports)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! An additional Language Support item has been added to provide support for students in accessing the language of the Explore's context. Please see the following file:

TXMR_4_MultiplicationModelsandStrategies_EXPLORE2_Arrays_Markdown

REPORTED FEEDBACK:

A more aligned pictorial representation that leads to a number line is a strip diagram.

Page Number: TeacherDirections

Location:

Add and Subtract Fractions and Mixed Numbers - EXPLORE - Explore 3 - Subtract Fractions and Mixed Numbers with Like Denominators - Entire Teacher Directions and Print Files (Essentials Cards, Rock Climbing Cards, Number Line Spacers, Student Journal Answer Key, and Exit Ticket Answer Key)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The Student Journal has been modified to encourage students to draw diagrams so that students create a pictorial model that builds to a number line. The Exit Ticket Answer Key has been modified to show how students may create a diagram of the problem. Please see the following files:

TXMR_4_AddandSubtractFractionsandMixedNumbers_EXPLORE3_SubtractFractionsandMixedNumberswithLikeDenominators_StudentJournal_Answ
TXMR_4_AddandSubtractFractionsandMixedNumbers_EXPLORE3_SubtractFractionsandMixedNumberswithLikeDenominators_ExitTicket_AnswerKey

REPORTED FEEDBACK:

The term array used here does not align with the TEA defined term in the TEA supporting documents. Specifically in the vocabulary video, it only shows arrays as being represented with each object being a value of 1. My understanding is the models in this explore more closely align with the term "area model."

Page Number: TeacherDirections

Location:

Multiplication Models and Strategies - EXPLORE - Explore 2 - Arrays - Teacher Directions for Part II: Two-Digit by Two-Digit Multiplication and Print Files (Station Cards, Equation Cards, Student Journal Answer Key, and Exit Ticket Answer Key)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! The TEA Interactive Math Glossary defines an array as the following: "An array is an arrangement of objects where horizontal rows have the same number of items and vertical columns have the same number of items." Students are building arrangements of objects with equal rows and equal columns using the base ten blocks in this lesson.

REPORTED FEEDBACK:

In facilitation point 11, you use 0.1 to represent a 10th and in facilitation point 5b, you use 0.10. Is there an opportunity for these representations to get introduced/clarified as equivalent or multiple ways to represent the same value? This is a connection students need to make, a strategy to use when working the algorithm and inserting place holders, and a common misconception among fourth graders.

Page Number: TeacherDirections

Location:

Represent and Compare Decimals - EXPLORE - Explore 2 - Represent Tenths and Hundredths with Expanded Notation - Entire Teacher Directions and Print Files (Place Value Mat, Teacher Guide, Student Journal Answer Key, and Exit Ticket Answer Key)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! An additional example has been added to the Skill Basics activity that precedes this Explore sequence so that students are introduced to this relationship. Please see the following file:

MATH_4_RepresentDecimalswithBaseTen_EXPLORE_SkillBasics_Markdown

REPORTED FEEDBACK:

This activity provides an opportunity for students to represent the product of 2 numbers including perfect squares, however the activity directions consistently refer to the shape as being a rectangle and provides examples of only rectangles including the area formula for a rectangle instead of a square's special formula $A = s \times s$.

Page Number: TeacherDirections

Location:

Multiplication Models and Strategies - ENGAGE - Hook - Entire Teacher Directions

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The teacher directions have been modified to include discussion about finding the area of a square. Please see the following file:

TXMR_4_MultiplicationModelsandStrategies_ENGAGE_Hook_SpottheTalent_Markdown

REPORTED FEEDBACK:

The way these problems use models with base ten blocks more closely aligns with the definition of area models that distribute numbers based on place value rather than arrays that show each object as a value of 1 as defined and exemplified in the TEKS interactive math glossary.

Page Number: TeacherDirections

Location:

Division Models and Strategies - EXPLORE - Explore 2 - Arrays - Teacher Directions and Print Files (Student Journal Answer Key and Exit Ticket Answer Key)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! The TEA Interactive Math Glossary defines an array as the following: "An array is an arrangement of objects where horizontal rows have the same number of items and vertical columns have the same number of items." Students are building arrangements of objects with equal rows and equal columns using the base ten blocks in this lesson.

REPORTED FEEDBACK:

For this activity, I suggest offering an alternative to printing your pie pieces and cutting them out to prep for the activity. For example, could teachers put fraction circle pieces in a bag that represent the pies? Perhaps listing the amount of each piece that needs to be bagged for the activity could be helpful in the materials section.

Page Number: TeacherDirections

Location:

Add and Subtract Fractions and Mixed Numbers - EXPLORE - Explore 1 - Compose and Decompose Fractions in Multiple Ways - Entire Teacher Directions and Print Files (Pie Pieces and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The materials and preparation sections of the Teacher Directions have been modified to provide fraction circles as an alternative and the required number of fractional parts for each part of the activity. Please see the following file:

TXMR_4_AddandSubtractFractionsandMixedNumbers_EXPLORE1_ComposeandDecomposeFractionsinMultipleWays_Markdown

REPORTED FEEDBACK:

I would consider providing the first equivalency in the table in order to completely align with this standard, "when given other equivalent measures represented in a table." When students solve problems with conversions, they are provided a table with other equivalent measures and not required to create one. Since the teacher is guiding the students through creating a table, I am agreeing that it is "provided." Students are required to refer to the reference chart when solving problems with measurement.

Page Number: TeacherDirections

Location:

Measurement - EXPLORE - Explore 1: Relationships in the Measurement System - Entire Teacher Directions and Print Files (Student Journal Answer Key, Equivalent Measurements, Measurement Diagrams, and Station Cards)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The activities have been modified so that students are provided with other equivalent measures represented in a table. Please see the following files:

TXMR_4_Measurement_EXPLORE4_ConvertUnitstoSolveProblemswithIntervalssofTime_StudentJournal_AnswerKey;
TXMR_4_Measurement_EXPLORE4_ConvertUnitstoSolveProblemswithIntervalssofTime_Markdown;
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_StudentJournal_AnswerKey;
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_Markdown;
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_ExitTicket_AnswerKey;
TXMR_4_Measurement_EXPLAIN_ShowWhatYouKnow1_RelationshipsintheMeasurementSystem_AnswerKey

REPORTED FEEDBACK:

Regrouping is missing from all standard algorithms on the Student Journal Answer Key, however the answers recorded are correct. This is inconsistent with the whole number work mat that has a labeled place to put regrouped values. Consider making these models more coherent in order for students to make connections.

Page Number: TeacherDirections

Location:

Add and Subtract Decimals - EXPLORE - Explore 1 - Add Decimals - Teacher Directions for Part I, PART II and Print Files (Scenario Cards, Grid Model Mat, Student Journal Answer Key, and Exit Ticket Answer Key)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The Student Journal Answer Key has been modified to show the regrouping process. An additional note has been added to the Teacher Directions to support students in modeling regrouping, recording it as a written process, and relating it to their work with whole numbers. Please see the following files:

TXMR_4_AddandSubtractDecimals_EXPLORE1_AddDecimals_Markdown;
TXMR_4_AddandSubtractDecimals_EXPLORE1_AddDecimals_StudentJournal_AnswerKey

Math, Grade 5 (IMRA)

Program: STEMscopes Texas Math - Grade 5

Component: STEMscopes Texas Math - Grade 5 (one online license) (ISBN: 9798893533743)

REPORTED FEEDBACK:

During the interactive activity, the ship moves even when the answer is wrong. This may cause confusion for the students. Also, when completing all the questions, and even if they were wrong, the screen shows the treasure chest opening. However, the message tells the student that they did not reach the treasure. Perhaps have the visuals match the message.

Page Number: DigitalActivity

Location:

Represent and Compare Decimals - ELABORATE - Interactive Practice - Sunken Treasure

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! In this game, the movement of the ship acknowledges student effort as they progress through the questions on their way to locate the treasure. The treasure is revealed at the end even if students do not reach it.

REPORTED FEEDBACK:

Consider using grade level vocabulary in table. Label the columns "Area of the Base" and "Total Volume" instead of number on bottom layer and total number. Include units within the table of cm and cubic cm labeling the numerical values.

Page Number: PrintFiles

Location:

Perimeter, Area, and Volume - EXPLAIN - Show What You Know- Part 3: Cubic Units - Print Files - Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The Student Handout has been modified so that the final column of each table is labeled "Total Volume." Students will be introduced to more formal terminology such as "area of the base" as a part of the process for calculating the volume in the next Explore activity. Please see the following file:

TXMR_5_PerimeterAreaandVolume_EXPLAIN_ShowWhatYouKnow3_CubicUnits_AnswerKey

REPORTED FEEDBACK:

The space provided to create each type of graph is not adequate. Perhaps enlarge the space provided for the students to be able to accurately create their graphs.

Page Number: PrintFiles

Location:

Represent and Interpret Data - EXPLAIN - Interactive Notebook - Print Files - Student Handout

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The Student Handout has been modified to allow more space for student-created graphs. Please see the following file:

TXM_5_RepresentandInterpretData_EXPLAIN_InteractiveNotebook_StudentHandout_TreeDiagram

REPORTED FEEDBACK:

The title of this assignment is misleading and may confuse students. Perhaps remove the word "algorithm" from the title since the student is being asked to use various strategies.

Page Number: PrintFiles

Location:

Multiplication and Division Algorithms - EVALUATE - Skills Quiz - Print Files - Answer Key, questions 7 - 12

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! The assessments are titled to correspond with the title of the scope.

Component: N/A (ISBN: NA)

REPORTED FEEDBACK:

Video tour directs teachers to a standards progress tracker within the Teacher Toolbox Essentials menu and it does not exist in the actual product.

Page Number: NA

Location:

time stamp 2:51

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. The section that discusses the Standards Progress Tracker in the Teacher Toolbox has been removed from the video. The updated video link can be found on the LCEC.

REPORTED FEEDBACK:

The resources provided by the website are not specifically designed for TEKS and Texas students. Although they have some alignment to the TEKS, the activities are written to be used with any state standards using quantile measures.

Page Number: NA

Location:

On page 2, the left-hand column callout #2 directing educators to the resources provided by Quantiles.com

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. Quantiles are provided by a company utilized by the state of Texas for assessment reporting on the STAAR.

Math, Grade 6 (IMRA)

Program: STEMscopes Texas Math - Grade 6

Component: STEMscopes Texas Math - Grade 6 (one online license) (ISBN: 9798893533750)

REPORTED FEEDBACK:

On question #4, when students choose the expression of integer addition that is represented by the model, while they can infer that the correct expression would be the one that has an addition symbol, it is not clear that the yellow counters are positive and the blue counters are negative. Consider providing a key, so that this doesn't have to be decoded.

Page Number: DigitalActivity

Location:

Integer Operations - Evaluate - Tech-Based Questions - Question 4

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. A key has been added to show that yellow counters are positive and blue counters are negative. Please see the following file:

TXMR_6_IntegerOperations_Evaluate_Tech-EnhancedQuestions_Question4

REPORTED FEEDBACK:

This activity has students comparing positive and negative decimals, fractions and mixed numbers on a number line, but not comparing integers alone.

Accepting this because the skill of comparing integers is used in comparing positive and negative values. But if you want to specifically address this standard, you could reference one of your activities that the students start comparing with integers only.

Page Number: PrintFiles

Location:

Rational Numbers - Explore - Explore 3 - Print Files Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. Activity has been updated to include one set of comparing only integers. Please see the following files:

TXMR_6_RationalNumbers_EXPLORE3_CompareRationalNumbers_Markdown_A;

TXMR_6_RationalNumbers_EXPLORE3_CompareRationalNumbers_StudentJournal_AnswerKey_A

REPORTED FEEDBACK:

"students utilize the manipulative (the geoboards that they should have created designs on) to answer their questions in their journals"- we suggest that the written student instructions on the journal page include "Use the geoboard patterns and the design cards to identify.."

Page Number: PrintFiles

Location:

Triangle Properties - Explore - Explore 3 - Print Files - Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The instructions on the Student Journal have been updated to include using the geoboards. Please see the following file:

TXMR_6_TriangleProperties_EXPLORE3_TriangleSideAngleRelationship_StudentJournal_AnswerKey_A

REPORTED FEEDBACK:

Possibly add a pictorial model since this is the only question that actually asks students to find the whole (as stated in the SE).

Page Number: PrintFiles

Location:

Fractions, Decimals, and Percents - Evaluate - Standards-Based Assessment - Print Files Answer Key Questions 9 and 10

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! Although students are not asked to create a pictorial model in this Standards-Based Assessment for finding the whole, there are many other opportunities where students are asked to create pictorial models for finding the whole. This is included in the Student Journal for Explore 4, the Exit Ticket for Explore 4, Show What You Know - Part 4, and the Technology Enhanced Question number 4. There are also many other opportunities where students could use a pictorial model to solve for the whole, even though it is not asked, such as in the Quick Check, Skills Quiz, Fact Fluency activity, as well as the Standards Based Assessment as mentioned here.

REPORTED FEEDBACK:

Again, in this lesson activity, students are using the skill of ordering positive and negative numbers to order positive and negative decimals, fractions, and mixed numbers.

However, this standard breakout is specific about ordering integers, not all rational numbers.

I would advise that you link in an activity that orders integers alone to ensure students understand that integers do not include positive and negative decimals, fractions, and mixed numbers.

Page Number: PrintFiles

Location:

Rational Numbers - Explore - Explore 4 - Print Files - Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. Activity has been updated to include one set of ordering only integers. Please see the following files:

TXMR_6_RationalNumbers_EXPLORE4_CompareandOrderRationalNumbers_Markdown_A;
TXMR_6_RationalNumbers_EXPLORE4_CompareandOrderRationalNumbers_StudentJournal_AnswerKey_A

REPORTED FEEDBACK:

This activity has students comparing positive and negative decimals, fractions and mixed numbers on a number line, but not comparing integers alone.

Accepting this because the skill of comparing integers is used in comparing positive and negative values. But if you want to specifically address this standard, you could reference one of your activities that the students start comparing with integers only.

Page Number: PrintFiles

Location:

Rational Numbers - Explore - Explore 3 - Print Files Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. Activity has been updated to include one set of comparing only integers. Please see the following file:

TXMR_6_RationalNumbers_EXPLORE3_CompareRationalNumbers_StudentJournal_AnswerKey_A

REPORTED FEEDBACK:

Make the connection that unit rate is the same as scale factor.

Page Number: PrintFiles

Location:

Ratios, Rates, and Unit Rates - Explore - Explore 3 - Print Files Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The teacher procedure and facilitation points for Explore 3 have been updated to include the connection that unit rate is the same as scale factor. Please see the following file:

TXMR_6_RatiosRatesandUnitRates_EXPLORE3_RatesandUnitRates_Markdown_A

REPORTED FEEDBACK:

The instructions should explicitly state in addition to identifying the equation, the students should write the equation.

Page Number: PrintFiles

Location:

Algebraic Expressions - Explore - Explore 4 - Print Files Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! The instructions on the Student Journal have been updated to include writing the equation. Please see the following file:

TXMR_6_AlgebraicExpressions_EXPLORE4_ExpressionsandEquations_StudentJournal_AnswerKey_A

REPORTED FEEDBACK:

Great Activity: It would be beneficial if we were able to add a reflection question that engages the student to make the connection and relationships between the expression and the area model in order to connect the mathematical idea.

Page Number: PrintFiles

Location:

Algebraic Expressions - Explore - Explore 3 - Print Files - Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! A reflection question has been added to help students make the connection between the area model and expression. Please see the following files:

Math, Grade 7 (IMRA)

Program: STEMscopes Texas Math - Grade 7

Component: STEMscopes Texas Math - Grade 7 (one online license) (ISBN: 9798893533767)

REPORTED FEEDBACK:

Suggestion: In the Student Journal Instructions, say "Model and solve the equations in the scenarios using the physical or virtual algebra tiles provided." This hints to readers that there are virtual algebra tiles available. One only knows about them if they read the teacher directions and sees where to locate the virtual algebra tiles from the Explore drop-down menu.

Page Number: PrintFiles

Location:

Two-Step Equations and Inequalities - Explore - Explore 1 - Print Files Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. The instructions have been updated so students are aware they could use physical or virtual algebra tiles. Please see the following file:

TXMR_7_Two-StepEquationsandInequalities_EXPLORE1_StudentJournal_AnswerKey

REPORTED FEEDBACK:

All examples here have students dividing rational numbers by whole numbers only. You should include examples where the divisor is a fraction or decimal value.

Page Number: PrintFiles

Location:

Rational Numbers - Explore - Explore 5 - Print Files Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. We have updated the Explore Student Journal to include divisors that are fractions and decimals. Please see the following file:

TXMR_7_RationalNumbers_EXPLORE5_DivideRationalNumberswithNumberLines_StudentJournal_AnswerKey

REPORTED FEEDBACK:

All problems for students to divide here are divided by a whole number. You should include problems where the divisor is a fraction or decimal.

Page Number: PrintFiles

Location:

Rational Numbers - Explain - Show What You Know 5 - Print Files Answer Key

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. We have updated the Show What You Know to include divisors that are fractions and decimals. Please see the following file: TXMR_7_RationalNumbers_EXPLAIN_ShowWhatYouKnow_Part5_AnswerKey

Math, Grade 8 (IMRA)

Program: STEMscopes Texas Math - Grade 8

Component: STEMscopes Texas Math - Grade 8 (one online license) (ISBN: 9798893533774)

REPORTED FEEDBACK:

While the calculator is available on the tool bar, it could be referenced in the lesson as an available tool to solve these problems or to check work.

Page Number: PrintFiles

Location:

Pythagorean Theorem - Evaluate - Standards Based Assessment - Print Files- Answer Key - Question 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. The directions have been updated to include using the calculator to check work. Please see the following file:

REPORTED FEEDBACK:

On the monthly deposit cards, all of the graphs exhibit points on one quadrant.
Suggestion: Include graphs of lines and connected points as well as graphs using all four quadrants, since students will need to be able to identify a function from various types of graphs.

Page Number: PrintFiles

Location:

Functions - Explore - Explore 1 - Understand Functions on a Mapping and Graph - Print Files Student Journal Answer Key and Monthly Deposit Cards

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. The inclusion of graphs with all four quadrants can be located in the Show What You Know Part 1, Language Connections, Interactive Notebook, the example Anchor Chart, Standards-Based Assessment, Skills Quiz, and Skill Review and Practice activities.

Algebra I (IMRA)

Program: STEMscopes Texas Math - Algebra I

Component: STEMscopes Texas Math - Algebra (one online license) (ISBN: 9798893533682)

REPORTED FEEDBACK:

The game directions are not clear due to the use of multiple negatives. Students are told that they want to avoid the greater slope, so which shows the greater slope? Asking them to both avoid it and select it in the same sentence is confusing. Furthermore, when using the term greater in mathematics, the meaning can be misinterpreted when discussing slope. Between the values -2 and -6, -2 is the greater value, but -6 is a 'steeper' slope. It is unclear in the directions which one is preferred.

Page Number: DigitalActivity

Location:

Parallel and Perpendicular Lines - Elaborate - Interactive Practice - Function Junction

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. We have removed this game until it is corrected.

REPORTED FEEDBACK:

The sentence at the end of the sample answer seems to be generated by AI or a young student writing an essay. "I hope this explanation helps you understand how to write an equation in standard form given two points". This sentence is unnecessary.

Page Number: Page 4

Location:

Student - Narrative - PrintFiles - <https://drive.google.com/drive/folders/134gms90RY1Wt5V3u8hovDx1onC2DjZ6g> - New Google File titled TXMR_ALG1_ParallelandPerpendicularLines_EXPLORE2_WriteEquationsGivenaVerbalDescriptionorTable_StudentJournal_AnswerKey_A - Page 4

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. The last line in the explanation on page 4 has been removed. Please see the following file:

TXMR_ALG1_ParallelandPerpendicularLines_EXPLORE2_WriteEquationsGivenaVerbalDescriptionorTable_StudentJournal_AnswerKey_A

REPORTED FEEDBACK:

Even though this meets the TEK 3.E.i, it is not in the unit that focuses on this specific topic. Please make sure that this specific topic is actually covered in the unit it is supposed to be in.

Page Number: PrintFiles

Location:

Arithmetic and Geometric Sequences - Elaborate - Spiraled Review - Print Files - Answer Key - page 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. The standard A.3E is included in the Linear Functions and Models scope. You can access student work covering 3Ei in the tasks for Explore 4, Show What You Know 4, Skills Quiz, Standards-Based Assessment, and Skill Review and Practice Review and Checkup documents.

REPORTED FEEDBACK:

Algebra 1 TEKS do not include using interval notation for domain and range. It also does not include set builder notation. Algebra 1 should include inequalities like:

$2 < x < 30$ or similar. If including alternate representations in the answer key, be sure to include a note that these are beyond the scope of Algebra 1.

Page Number: PrintFiles

Location:

Properties of Functions - Explain - Show What You Know - Part 3 - Print Files - Answer Key - page 1 and 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. We have updated the student handout to include inequalities instead of set builder notation and interval notation. Please see the following file:

TXMR_ALG1_PropertiesofFunctions_EXPLAIN_ShowWhatYouKnow3_DomainandRange_StudentHandout_AnswerKey_B

REPORTED FEEDBACK:

Great activity. Add Process Standard 1E in list of lesson standards

Page Number: PrintFiles

Location:

Factors of Polynomials - Explore - Explore 1 - Factor Polynomials by GCF - Print Files - Student Journal Answer Key - page 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. The Process Standard 1E has been added to the list of standards for this Explore. Please see the following file:

TXMR_ALG1_FactorsofPolynomials_EXPLORE1_FactorPolynomialsbyGCF_Markdown

REPORTED FEEDBACK:

I do not see where students are explicitly rewriting this with the distributive property. The area model is a way to model the distributive property but I think it is most beneficial for them to see the factors within the parenthesis side by side so they are more easily able to make the connection of where $(3x+3)(4x-1)$ fits into the area model.

Page Number: PrintFiles

Location:

Polynomial Operations - Explore - Explore 3 - Print Files - Student Journal Answer Key - page 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. The distributive property expressions written out from the area model have been added to the Student Journal. Please see the following file:

TXMR_ALG1_PolynomialOperations_EXPLORE3_MultiplyPolynomials_StudentJournal_AnswerKey

REPORTED FEEDBACK:

On the 4th page of the student handout, your directions say:

Draw or write about a connection in which you can use graphs of quadratic functions at home with your family or friends.

When you are looking at language standards, drawing should not be an option. The directions need to say something along the lines of:

Write about a connection in which you can use graphs of quadratic functions at home with your family or friends. You can use drawings to support your writing.

This is a consistent direction on the Language Connection handout. This needs to change on all of them.

Page Number: PrintFiles

Location:

Graphs of Quadratic Functions - Explain - Language Connections - Print Files - Answer Key Beginner

see also

Graphs of Quadratic Functions - Explain - Language Connections - Teacher Directions - Under the heading "Procedure and Facilitation Points";

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. While we understand that drawing should not be an option for the writing language standard, the fourth page of the student handout is not intended to cover this standard. This page is for students to make a connection with their family about the mathematics they are learning about. The writing standard is covered within the third page of the handout.

REPORTED FEEDBACK:

In the first paragraph the example given states that "if both equations have the same isolated variable, then using a graph is most efficient." This is only "most" effective when the isolated variable is the dependent variable. If the independent variable is isolated, it would be more efficient to use either substitution or elimination.

Page Number: TeacherDirections

Location:

Systems of Equations - Explore - Explore 4 - Teacher Directions - Under the header "Language Supports";

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. The language support example has been updated to include examples of isolating both the dependent and independent variables. Please see the following file:

TXMR_ALG1_SystemsofEquations_EXPLORE4_SelectMethodstoSolveSystems_Markdown_B

REPORTED FEEDBACK:

Speaking is not explicit on the Answer Key page 1 as noted.

Page Number: TeacherDirections

Location:

Polynomial Operations - Explain - Language Connections - Teacher Directions - Under the header "Procedure and Facilitation Points"; - Listening and Speaking

see also

Polynomial Operations - Explain - Language Connections - Print Files - Answer Key - page 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. As we developed these documents, speaking was not intended to be included on the student handout. We included sentence structures within the teacher instructions as a guide to developing student speaking using the mathematics from the student handout.

REPORTED FEEDBACK:

The heading only says Writing. Not Writing and Speaking. This is an issue repeated throughout the product for Listening and Speaking, Reading and Speaking and Writing and Speaking.

Page Number: TeacherDirections

Location:

Linear Functions and Models - Explain - Language Connections - Teacher Directions Under the header "procedure and facilitation"; - Writing and Speaking

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. Although there are instances of the use of sentence structures during the writing section, it was not our intent to include speaking within the writing section. Instead speaking was included with listening/reading as there were better opportunities for authentic student communication during these sections.

REPORTED FEEDBACK:

The sentence stem "I like to eat the fruit___." has a high potential to create gramatically incorrect sentences such as "I like to eat the fruit apple" or "I like to eat the fruit bananas".

Consider changing the sentence stem to read "The fruit I like to eat is ___." or "The fruit I like best is ___"

Page Number: TeacherDirections

Location:

Polynomial Operations - Explore - Explore 1 - Teacher Directions - Under the header "Language Supports";

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. The sentence stem in the teacher directions has been updated so that students would not potentially create grammatically incorrect sentences. Please see the following file:

TXMR_ALG1_SolveEquations_EXPLAIN_LanguageConnections_Markdown

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)

REPORTED FEEDBACK:

The sentence, "The total number of is the same, but the number of yellow and red changes." is awkward. We suggest changing it to, "The total number is the same..." or "The total is the same..."

Page Number: 225

Location:

Unit 1: Number Sense, Lesson Title: Cup of Counters, Lesson Facilitation step 4.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will change this to "The total number is the same..."

Component: Daily Energizers Grade K (ISBN: 9798990409057)

REPORTED FEEDBACK:

While the description does apply to mathematical problems in the workplace, we suggest using pictures of coins instead of bills to align with kindergarten standards.

Page Number: 96

Location:

Daily Energizers K.076, Puzzling Problems, There is an image of money. Week 16 Lesson Facilitation is found on page 95 Row 1.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will change the pictures to coins.

Math, Grade 1 (IMRA)

Program: Progressions by Alba Math Grade 1

Component: Progressions by Alba Math Grade 1 - Teacher Guide (ISBN: 9798990409033)

REPORTED FEEDBACK:

Steps 2-5 on the Lesson Facilitation section do have students ordering numbers on an open number line so I will accept it. However, I would consider removing the words "Open Number Line" from your work mat and the exit ticket. Open number lines are not marked. Most of the number lines on the work mat have labeled endpoints and the number lines on the exit ticket have labeled end points.

Page Number: 156-166

Location:

Unit 6: Numbers to 120, Lesson Title: Open Number Lines, Lesson Facilitation steps 2-5 (page 156). See Open Number Line Anchor Chart on page 156 and Whole Number Cards on pages 161-166.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We changed the exit ticket to have no numbers or markings. We changed the work mat's title to "Number Lines" and labeled Number Line E as "Number Line E: Open Number Line." This is the newest number line with no markings.

REPORTED FEEDBACK:

The number lines in this activity are not open number lines. Open number lines are unmarked. You could include unmarked lines and have a discussion with students about what numbers would be appropriate to put on the ends.

Page Number: 265-275

Location:

Unit 6: Numbers to 120, Lesson Title: Open Number Lines, Lesson Facilitation steps 7-16 (page 265). See Open Number Lines Work Mat on page 266, Whole Number Cards on pages 268-275.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We made this change for the second round of reviews. We have included an open number line on the work mat. We also changed the exit ticket and anchor chart.

REPORTED FEEDBACK:

You may consider adding teacher questioning specific to special rectangles.

Page Number: 58

Location:

Unit 2: Geometry, Lesson Title: String Shapes, Lesson Facilitation steps 1-5.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We added the following verbiage to step 4.

If students create a square when prompted to create a rectangle, discuss why the square is a special rectangle. Students may say, *"The square is a special rectangle because it has L-shaped angles or corners."*

REPORTED FEEDBACK:

On Step 8, you should clarify that the second page of the recording sheet contains the space where students will describe the differences between a rectangular prism and a triangular prism, as well as a word bank.

Page Number: 58-61

Location:

Unit 2: Geometry, Lesson Title: Space Prisms, Lesson Facilitation step 8 (page 58). See Space Prisms Recording Sheet on pages 60-61.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We added clarification in both steps 7 and 8.

REPORTED FEEDBACK:

The Interleaved practice at the bottom of the page has students compare 130 to 103. 130 goes beyond the scope of this TEKS. It would be better to change the numbers to 120 and 102.

Page Number: 60

Location:

Unit 9: Data Analysis, Interleaved Practice, bottom of page, "Complete the sentences"

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

This edit has been completed.

REPORTED FEEDBACK:

Lesson Facilitation Step 4 is missing the word "pass". It should say Arrange students in pairs, and cut out ...1'

Page Number: 92-112

Location:

Unit 6: Numbers to 120, Lesson Title: Animal Feet Numbers, Lesson Facilitation steps 4-12 (pages 92-93). See Representing Numbers Animal Cards on pages 102-106.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

This edit has been made.

Publisher: Curriculum Associates, LLC

Math, Grade K (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade K

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade K (ISBN: 9781728047010)

REPORTED FEEDBACK:

There needs to be something on the page that suggests using the digital manipulatives.

Page Number: 146b

Location:

Lesson 7; Session 1; Investigate it; Math Toolkit; Connecting Cubes (link to Digital tool)

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

In order to guarantee that students are naming the 2-D shapes found in 3-D shapes, the teacher notes should include directions for students to name the flat shapes they drew, not just describe them.

Page Number: 166a

Location:

L8 > p. 166a > Discover It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

Due to the fact that not all kindergarten children are reading yet, I recommend pairing visuals with words: income & gift

Page Number: 4-7

Location:

Tools for Instruction - Income and Gifts

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Math, Grade 1 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 1

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

This was not the best example for circles, although they are mentioned in the top part of the activity. I would add some discourse to this activity, including asking students why they cannot make a circle on their geoboard.

Page Number: 1-2

Location:

Tools for Instruction - Plane Shapes - Defining Attributes

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Instructions should include "Repeat bullet 3 with different rectangles"

Page Number: 190

Location:

L23 > p 190 > p 3 of 8 in the PDF > Modeled Instruction Step by Step

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment. I suggest using both print and visual media activities to reinforce this concept-not just discussion

Page Number: 291

Location:

The Develop Academic Language section on page 291.

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The SE states: Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment. I recommend offering multiple opportunities or a variety of ways to reinforce concept. The activities appear to have only one form or another, print or visual media.

Page Number: 313a

Location:

The Number Sense section on page 313a.

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 1 (ISBN: 9781728047034)**REPORTED FEEDBACK:**

I love this lesson for teaching the term difference. Great job visually and concretely representing this concept!

Page Number: 293

Location:

Lesson 12 > p 293 > Apply It with counters

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Listen For directions refers to 2 plates. Visuals are bowls not plateas.

Page Number: 327

Location:

Lesson 13; Session 4; Make Connections; How are picture graphs & Tally charts related

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Add (Link to Digital Tool) <https://teacher-toolbox.i-ready.com/toolbox/M.K/program-implementation...> to the teacher guide.

Page Number: 337

Location:

Lesson 14; Session 1; Investigate It; Math toolkit; Counters (Link to Digital Tool) <https://teacher-toolbox.i-ready.com/toolbox/M.K/program-implementation...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Consider adding a "watch for student misunderstanding" section in the TE. While the number cards are intended to build different combinations of 2-digit numbers, students may have a place value misunderstanding of 23 being 2+3 instead of 20+3. Recommend for the teacher to watch for that misconception while using this math tool, number digit cards.

Page Number: 371

Location:

Lesson 15; Session 1; Investigate It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Add a reference on the TE that a digital tool is available

Page Number: 427

Location:

Lesson 17; Session 3; Develop; Base -Ten Blocks (Link to Digital tool) <https://teacher-toolbox.i-ready.com/toolbox/M.K/program-implementation...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The use of a number path would not be considered a "manipulative". The first two examples in the centers and differentiation sections are sufficient to meet the citation requirements without the independent practice being included.

Page Number: 58

Location:

Lesson 3; Session 2; page 58; Centers, Differentiation, and practice

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Teachers may need to provide examples of "counting on" to model for students.

Page Number: 78

Location:

Lesson 4; Session 1; page 78; Build Concepts; #1

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 1 (ISBN: 9781728047041)

REPORTED FEEDBACK:

I would include instructions for teachers to have students turn and talk after completing the problem. The directions say "listen for..." but students were not given instructions to discuss their responses.

Page Number: 425-426

Location:

Lesson 17; Session 2; Close Activity

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Instead of "Show it", say "Represent it" so that it is clear that students are showing the value of 90.

Page Number: 549a

Location:

Unit 5; Session 2; Math In Action; Start; Number Sense; Show it Another Way

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The SE specifically says to include circles. The activity doesn't guarantee that a student will draw a circle. You could add a teacher note about sharing student examples that show circles.

Page Number: 560

Location:

Lesson 22 > p 560 > Build Concepts > Shapes with No Corners

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Instructions should explicitly direct children to try building a rectangle with other shapes, otherwise they may skip it altogether.

Page Number: 563

Location:

Lesson 22 > p 563 > Apply It > Let's Build It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

To make sure that students build a triangle, directions should directly instruct students to build a triangle at some point during their activity, otherwise they may skip it altogether.

Page Number: 563

Location:

Lesson 22 > p 563 > Apply It > Let's Build It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Would be helpful to add teacher instructions to make sure the discussion includes examples and nonexamples of fourths.

Page Number: 597a

Location:

Lesson 23 > p 597a > Number Sense

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The directions should say to add the cent symbol and the answer key should show the coin values with the cent symbol.

Page Number: 681

Location:

Lesson 27 > p 681 > Try-Discuss-Connect > Try It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

pg 689> preparation- should the sentence say ",with each bag containing at least 1 quarter and 1 nickel" instead of "at most"?

Page Number: 689

Location:

Lesson 27 > p 689 > Apply It > Mystery Bags

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Math, Grade 2 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 2

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

This tells the students to think of the greater than sign as a hungry animal who wants to eat the greatest number. I know that our district is against saying this because it is considered a "trick".

Page Number: 100

Location:

p 4/12 in the PDF > Visual Model and Find Out More

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

It would be a good idea to include some problems where the numbers are equal.

Page Number: 104

Location:

p 8/12 in the PDF > Guided Instruction

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 2 (2024) (ISBN: 9781728047058)

REPORTED FEEDBACK:

It would be helpful to add in the directions for teachers to have manipulatives available for students to choose from.

Page Number: 249

Location:

L9 > Session 5 > Hands-on Activity p.249

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Math, Grade 3 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 3

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

Directions should include "number line model" so students practice using this model to solve.

Page Number: 106

Location:

RM >L9 > PDF p. 12/13 > Solve the problems #9 p. 106

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

In the student instructions it says to order from least to greatest. In the Teacher step by step it states to order from greatest to least. It would be nice if those two matched.

Page Number: 151

Location:

6/11 in the PDF Modeled Instruction

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

increase the rigor for students who are solving 2-step problems using categorical data to better align to released STAAR items

Page Number: 345

Location:

9/13 in the PDF; Try It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Differentiation: Language Learners this can really support students!

Page Number: 482

Location:

Differentiation: English Learners

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Great opportunities to write.

Page Number: 8

Location:

Differentiation: English Learners

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Consider wording the Hands On Activity to require an addition and a subtraction example so teachers are sure to do both.

Page Number: 97

Location:

RM & L9 & PDF p. 3/13 & Hands On Activity p. 97

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 3 (ISBN: 9781728047072)

REPORTED FEEDBACK:

Within this section, it could be beneficial for multiple representations to include two-different representations such as a model and an equation instead of two different equations. There is a model represented later in the lesson, but it would be beneficial for two different types of representations to be a standard for this particular question.

Page Number: 133

Location:

Lesson 6, Page 133, Connect It; #5; Facilitate Whole Class Discussion

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The example used the mental math strategy to double-double to multiply 8×9 . Multiplying by 8 is a double-double-double mental math strategy.

Page Number: 172

Location:

Lesson 7; Model It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The examples are multiplication learning is dependent on students choosing to write a division problem. Including a provided example would deepen the learning for all students.

Page Number: 361-362

Location:

L17 > Session 1 > Additional Practice p. 36-&362

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Visual models should be utilized throughout the lesson, not just for students struggling to represent mathematical thinking in an equation format.

Page Number: 365

Location:

Lesson 17; Page 365; Visual Model

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

It gives the student the opportunity to solve with a strip diagram but it does not give that as the possible examples for student work.

Page Number: 366

Location:

Apply It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provide more than one opportunity for students to represent multiplication situations.

Page Number: 372

Location:

L17 > Session 3 > Apply It p. 372

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

- 1) Manipulatives can be used throughout the lesson and not just for struggling students
- 2) It would be nice to show the teachers what the arrays could possibly look like and what the models using base 10 blocks could look like to find the solutions

Page Number: 388

Location:

Lesson 18; Page 388; Hands-On Activity

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

In the diagram on question 1, include more specific titles for the examples such as, Word Problem, Pictorial Model, Equation to include a direct link to the standard.

Page Number: 389

Location:

L18 > Session 1 > Support Vocabulary Development guidance 1,2,3,4 p. 389-390

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Consider increasing the rigor of the task and requiring students to represent the task in more than one way to include a pictorial representation.

Page Number: 392

Location:

L18 > Session 2 > Picture It p. 392

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Provides the opportunity to use arrays but does not show any examples

Page Number: 394

Location:

L18 > Session 2 > Apply It p. 394

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

citation only provides one possible way to show two step division.

Page Number: 395-396

Location:

Additional Practice problems 1-10

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

This citation example has been used multiple times. What other opportunities do students have to practice this standard?

Page Number: 406

Location:

L18 > Session 4 > Apply It p. 406

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

A suggestion I would have is to remove the direction to use estimation to check her work. There could be other ways students check the work and evaluate for reasonableness.

Page Number: 410

Location:

Lesson 18; Page 410; Apply It; #2

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Would like to see in the directions that students will demonstrate understanding by drawing the model as part of answering the task.

Page Number: 56

Location:

Apply It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

#10 does not show consecutive multiples of 10, 100, 1,000, etc on the number line as expected by the TEKS.

Page Number: 6

Location:

Visual Model, Look Ahead

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 3 (ISBN: 9781728047089)**REPORTED FEEDBACK:**

The opportunity to use objects should be given to all, not just for a misconception.

Page Number: 524

Location:

Reflect, Exit Ticket

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Students should be justifying the example instead of simply stating the definition to the mathematical vocabulary.

Page Number: 537

Location:

Problem 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Please use the term dot plot instead of line plot since the TEKS use the term dot plot instead of line plot. (TEKS 3.8.A and 3.8.B)

Page Number: 563

Location:

Lesson 26; Connect It; #4 & 5

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Mass is not weight and not part of this Texas standard

Page Number: 640

Location:

Connect It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

use more formal geometric language such as vertices and congruent to describe 2D figures.

Page Number: 683

Location:

Practice problem 1, supported by 2-7

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

For compliance with TEKS, there should not be multiple definitions of trapezoids.

Page Number: 696

Location:

Apply It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Math, Grade 4 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 4

Component: N/A (ISBN: 6795136)

REPORTED FEEDBACK:

This session teaches prime and composite numbers which are not taught in Texas until TEKS 5.4A in Grade 5.

Page Number: 159-164

Location:

Entire Session

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

Teaching students a short-cut to multiplying by 10 or 100 does not support student understanding of place value. Students should uncover or recognize a pattern as they multiply by 10 or 100 and deepen their place value understanding.

Page Number: 42

Location:

p 2/11 in the PDF > Step by Step and Explore It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 4 (ISBN: 9781728047102)

REPORTED FEEDBACK:

In Texas, Line Plots are Called Dot Plots per 4.9A and 4.9B. Please refer to line plots as Dot Plots

Page Number: 464

Location:

Lesson 22; Page 464; Session 1; Differentiation; Visual Model

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Change "words, equations, OR pictures" to
"Use words, equations AND models..."

Page Number: 532

Location:

Lesson 25; Page 532; Session 3; Apply It; Math Journal #10

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

would like to see multiple representations include deeper understanding through the use of a pictorial model rather than a place value chart.

Page Number: 572

Location:

Lesson 27; Page 572; Session 3; #5

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Great exploration activity for measurement.

Page Number: 602

Location:

Lesson 29; Page 602; Session 1; Hands-On Activity

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Program: Texas i-Ready Classroom Mathematics Grade 5

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 5 (ISBN: 9781728047119)

REPORTED FEEDBACK:

Would like to see more expectation of students using pictorial models to represent addition of fractions.

Page Number: 235-236

Location:

Additional Practice problems 1-4

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

representing addition of fraction in one long continuous equation is confusing for students and can lead to misconceptions that representing thinking in this way is always true.

Page Number: 243-244

Location:

Apply It problems 1-3

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: N/A (ISBN: 6796631)

REPORTED FEEDBACK:

This expression uses exponents and Grade 5 TEKS do not incorporate equations with exponents.

Page Number: 300

Location:

In question number one, the expression within the question.

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

In this practice opportunity students are dividing by the decimal fraction of tenths. The grade 5 TEKS states that students are dividing by whole number divisors in this grade level. 5.3(F) represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models

Page Number: 361-362

Location:

Entire Lesson

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The lesson focuses on multiplying a fraction by a fraction. In Texas, 5th graders only multiply a fraction by a whole number or a whole number by a fraction per TEKS 5.3I

Page Number: 401a-422b

Location:

Entire Lesson

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The materials refer to a Line Plot rather than a Dot Plot as included in the TEKS 5.9A. Texas Standards include Dot Plot and do not reference a Line Plot.

Page Number: 551a-572f

Location:

Entire Lesson

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Students in 5th grade do not multiply fraction x fraction. The standard for multiplying a fraction is 5.3I represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models. This lesson utilizes fraction x fraction throughout the lesson.

Page Number: Interactive Digital Lesson

Location:

Entire Lesson

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 5 (ISBN: 9781728047126)**REPORTED FEEDBACK:**

Decimal divided by a decimal is beyond the 5th grade standard. The TEKS state quotients of decimals to the hundredths with whole number divisors.

Page Number: 357

Location:

Try It with Concrete models

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Students are asked to divide by a decimal divisor. The TEKS state students are only dividing by whole number divisors in 5th grade.

Page Number: 369-370

Location:

Apply It problems 1-3

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Great lesson to help students conceptually understand dividing a whole number by a fraction.

Page Number: 483

Location:

Hands-on Activity

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Add an opportunity to classify as well as sort two-dimensional figures instead of simply sort. The TEKS require students to classify the figures here.

Page Number: 594

Location:
Apply It problem 8, Exit Ticket

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:
Texas defines trapezoids using the ONLY the exclusive definition. The included definition should not be included.

Page Number: 594
Location:
Apply It problem 8, Exit Ticket

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

Math, Grade 6 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 6

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:
This citation can be accepted on the condition that graphs are added, as noted in the citation.

Page Number: 1-2
Location:
Tools for Instruction - Visualize Rate (Activity will be modified to include graphing rates of real-world problems.)

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:
This citation meets the criteria as long as representation of solutions on number lines is added.

Page Number: 1-2
Location:
Tools for Instruction - Solve Equations (Activity will be modified to include representing solutions of equations on number lines.)

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:
This visual model doesn't provide any instructions regarding concrete models.

The instructions refer to a numberline, which is a pictorial model.

The visual model blurb does include the word integer chips in parentheses, but there are no instructions for how teachers would use that tool as a concrete model.

Page Number: 150
Location:
p 2/11 in the PDF; Visual Model

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:
While it is difficult to assess with concrete models, It might be beneficial to provide a note for either students or teachers on how to use concrete models, such as integer chips or tangible number lines, to answer the questions.

Page Number: 157

Location:

p 9/11 in the PDF; TEKS Practice problem 6

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

because the sections say listening and speaking, it would be beneficial to add notes to encourage students to write out their responses after they discuss with a partner.

Page Number: 302

Location:

In the Differentiation: English Learners section on page 302 of the TE, students listen to a problem being read and then discuss their answers with partners before writing their answers.

<https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathemat...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The pair/share directs students to "Interpret" numeric summary from histogram by noticing if the histogram is skewed.

Page Number: 354

Location:

10/13 in the PDF; Guided Practice problems 21-22

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

While the 10x10 grid is included here, it might be helpful to include a model or discussion around the use of a 10x10 grid. It feels thrown in and not authentic to the rest of the lesson.

Page Number: 39

Location:

p 3/11 in the PDF; Reflect

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 6 (ISBN: 9781728047133)

REPORTED FEEDBACK:

These models are not concrete.

But the notes that reference a number line could easily be modified to include concrete models.

For example, students can use their bodies as number lines: Tell them that 0% is their toes, 100% is the top of the head, and ask them to locate 50%, 120%, etc.

Fraction tiles would also be a good option to recommend here.

Page Number: 390

Location:

Practice problems 3a and 4b

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

This model is pictorial. I recommend explaining how to use tools such as tiles or unit cubes as a tool.

Page Number: 413

Location:

Practice Finding the Whole problems

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

While the Math Toolkit provides suggestions for possible manipulatives, it might be beneficial to provide teacher tips on how to use each of the manipulatives listed with students.

Page Number: 69

Location:

Lesson 4, Page 69, Math Toolkit suggests students could use Algebra tiles, number lines, or sticky notes as manipulatives.

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Math, Grade 7 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 7

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 7 (ISBN: 9781728047157)

REPORTED FEEDBACK:

Demetria: A "Discuss It" talk bubble would be helpful to emphasize the 3.14 constant rate of proportionality in this problem is NOT the same as the approximate irrational value of pi 3.14.

Page Number: 104

Location:

Model It

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

DESMOS tools specifically stating which manipulators like sliders, would align with TEKS to indicate tools to solve problems.

Page Number: 1f

Location:

Unit 1, Page 1f, Digital Resources

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Including TE steps to check answer reasonableness begins with checking product accuracy by using division before rounding.

Page Number: 283

Location:

Connect It problem 5 and Visual Model

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

This includes the word "number line" in the toolkit on page 359, but it doesn't show how to represent the solution to an equation on a number line. That really needs to be added here in order to ensure that the text addresses that component of 7.10B.

Page Number: 359

Location:
Try It, Discuss

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

Adding word "real-world" to the student Think-Write minimizes misconception to translating equation/inequality from a math sentence to an English sentence.

Page Number: 132

Location:
11/11 in the PDF; Challenge Activity

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:

The only real-world application of 1 of 3 guided practice problems can be updated from chalk to "Dry Erase" board.

Page Number: 179

Location:
p 8/11 in the PDF; Guided Practice

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:

If you add to the teacher directions here that either a physical coin OR an online/app simulator could be utilized, it would meet the breakout by including technology.

Page Number: 248

Location:
L22, Concept Extension p 248 (3/11 in the PDF)

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:

If you add to the teacher instructions here that a physical coin

Page Number: 248

Location:
L22, Concept Extension p 248 (3/11 in the PDF)

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response
Pending Publisher Response

REPORTED FEEDBACK:

Instead of using x and y in the try it have students use d and r to better meet the requirements of $d=rt$

Page Number: 61

Location:

Try it! & Discuss it! on bottom left

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 7 (ISBN: 9781728047164)

REPORTED FEEDBACK:

Creating an equal amount of percent increase than decrease additional practice questions would be helpful to student.

Page Number: 457-458

Location:

Additional Practice problems 1-5

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

In order to better meet the part of the breakout that says "WITH TECHNOLOGY", you could potentially add verbage about using a digital coin toss, dice, or spinner option.

Page Number: 748

Location:

Model It and Deepen Understanding

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Math, Grade 8 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 8

Component: i-Ready Classroom 2024 Mathematics Teacher's Guide volume 1 Grade 8 (ISBN: 9781728047171)

REPORTED FEEDBACK:

To align with the SE, have students write about the transformations they performed to go along with coordinate grid display.

Page Number: 114

Location:

Problem 8 Math Journal Exit Ticket

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

The "Three Reads" can elicit student discourse or CFU that states transformation of a shape, the side lengths, area, and angle measures do not change.

Page Number: 20

Location:

L2, p 20, Additional Practice problem 3

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

It would be beneficial to include guidance for teachers on how to utilize the online tools with their students in the classroom and include that online resource in the math toolkit section of the textbook.

Page Number: 315

Location:

L14 > Session 2 > Try It > Math Toolkit > <https://teacher-toolbox.i-ready.com/toolbox/M.3/program-implementation...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

It would be beneficial to include the algebraic rule to look ahead question 4C so that students can make the connection between the written expression and the rule that they see on staar ($1/2x$, $1/2y$)

Page Number: 96

Location:

Look Ahead

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

While the citation meets the criteria for this breakout, the problems should include irrational numbers as well in the set of numbers to order.

Page Number: 15

Location:

4/11 in the PDF; Modeled Instruction: Solve It, Graph it

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

While the citation meets the criteria for this breakout, the problems should include irrational numbers as well in the set of numbers to order.

Page Number: 19

Location:

8/11 in the PDF; Guided Practice problems 12-13

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

Explicitly stating the cylinder's base area 36π multiplied the height would complete the description.

Page Number: 238

Location:

L22, Mathematical Discourse, p 238, 5/10 in the PDF

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

REPORTED FEEDBACK:

adding a digital media as a hook would help meet the audio media component and allowing students to discuss with a partner during this process would help with meeting to component of responding orally

Page Number: 431

Location:

Math in Action, Respond to Information in Email

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 8 (ISBN: 9781728047188)

REPORTED FEEDBACK:

It would be beneficial to include guidance for teachers on how to utilize the online tools with their students in the classroom and include that online resource in the math toolkit section of the textbook.

Page Number: 563

Location:

L23 > Session 2 > Try It > Math Toolkit > <https://teacher-toolbox.i-ready.com/toolbox/M.3/program-implementation...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: Kiddom

Math, Grade K (IMRA)

Program: Texas Math: Grade K Powered by Kiddom

Component: Texas Math: Grade K Powered by Kiddom Print (ISBN: 9798894308791)

REPORTED FEEDBACK:

Consider adding a task where students tell a partner, instead of always just repeating chorally.

Page Number: 126

Location:

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

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will edit this instruction, "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." to "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." to included this feedback.

REPORTED FEEDBACK:

Add a note to provide students with the sentence stem they will be using with their partner.

Page Number: 129

Location:

MLR8 Discussion Supports. Invite students to begin partner interactions with one student asking the question,

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

As the current lesson reads, we do include a sentence stem, "There are ____ objects in my collection.", therefore no change is needed at this time. Thank you for your feedback.

REPORTED FEEDBACK:

Consider adding a word bank.

Page Number: 204

Location:

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.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will revise this sentence to address the vocabulary of 'more' and 'less', "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."

REPORTED FEEDBACK:

Consider adding a sentence stem such as, "I counted by ___." to support English Language Learners.

Page Number: 235

Location:

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.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include the suggested sentence stem.

REPORTED FEEDBACK:

Add sentence stems the students will use.

Page Number: 252

Location:

MLR8 Discussion Supports. Make sure students can explain how they know which card has more. Invite groups to

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will consider this feedback for future updates to the program.

REPORTED FEEDBACK:

Consider including the vocabulary words students will internalize and use during this lesson.

Page Number: 259

Location:

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

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include a sentence after, "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." to read "As students explain highlight vocabulary words that will be used in the lesson."

REPORTED FEEDBACK:

Consider turning the physical manipulatives to digital ones to meet the technology expectations.

Page Number: 269-270

Location:

Unit 4: Lesson 9: Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. We will consider it for future updates to the program that may include digital manipulatives.

REPORTED FEEDBACK:

Consider turning the physical manipulatives to digital ones to meet the technology expectations.

Page Number: 269-270

Location:

Unit 4: Lesson 9: Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will consider it for future updates to the program that may include digital manipulatives.

REPORTED FEEDBACK:

Add a word bank with words they'll be using to compare and contrast.

Page Number: 304

Location:

MLR7 Compare and Connect. Synthesis: To amplify student language as they compare, contrast, and connect the groups of objects, encourage students to point to the relevant parts of the displays as they speak

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Because the lesson allows students to select any object from the classroom, it would not be possible to generate an all inclusive word bank to support the other instructions for EL learners in this lesson. Thank you for your feedback. We will consider it for future updates to the program.

REPORTED FEEDBACK:

While the "how do you know" question could possibly address the portion of the breakout that addresses learning and using high-frequency English words necessary for identifying and describing people, places, and objects, the task doesn't explicitly call for it. Consider asking students to describe how they know using stems or previously learned descriptive vocabulary.

Page Number: 318

Location:

MLR8 Discussion Supports. Synthesis: After the objects are arranged in a line and students state how many objects there are, ask, "How do you know?" Give students 1–2 minutes to make sure that everyone in their group can explain. Invite groups to rehearse what they will say before sharing with the whole class.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept without change**

The instructions in this section do explicitly expect students to use high-frequency English words to describe objects, as stated, "make sure that everyone in their group can explain." therefore no change is needed at this time.

REPORTED FEEDBACK:

Specific/ clarify that students needs to write in this activity, even if their drawing is considered writing.

Page Number: 327

Location:

Narrative: In previous lessons, students interpreted expressions and connected expressions to story problems and drawings. This is the first lesson where students begin by working with only expressions. Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression. Students may also use their fingers or objects to represent the expression and count to find the total or difference

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

As part of the errata process we will modify this sentence, "Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression." to "Because students have matched expressions to drawings in previous lessons, students may create a drawing or write to find the value of the expression."

REPORTED FEEDBACK:

The Activity Synthesis only does not include or reference the number presented as a written numeral as the standard states. Please provide a written numeral in this section.

Page Number: 360-361

Location:

Unit 2: Lesson 23: Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept without change**

The student task statement on this page requires students to represent written numerals.

REPORTED FEEDBACK:

Consider removing the choral response and giving the students to respond orally using the sentence stem provided without having to repeat it.

Page Number: 40

Location:

MLR8 Discussion Supports. Synthesis: Use choral repetition to provide all students with an opportunity to produce language. Restate students' observations ("____ and ____ are alike because . . ." or "____ and ____ are different because . . ."), then invite all students to repeat the sentence

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

Thank you for your feedback. We will consider this feedback for future updates to the program.

REPORTED FEEDBACK:

In support other domains, consider utilizing a shared writing experience where students and teacher write the observations and read/repeat them together.

Page Number: 40

Location:

MLR8 Discussion Supports. Synthesis: Use choral repetition to provide all students with an opportunity to produce language. Restate students' observations ("___ and ___ are alike because . . ." or "___ and ___ are different because . . ."), then invite all students to repeat the sentence

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The current strategy includes, "Use choral repetition to provide all students with an opportunity to produce language. Restate students' observations ("___ and ___ are alike because . . ." or "___ and ___ are different because . . ."), then invite all students to repeat the sentence." which matches the grade level. We will take your feedback into consideration for future updates to the program.

REPORTED FEEDBACK:

Provide students with vocabulary cards or anchor charts of what each symbol means.

Page Number: 45

Location:

Narrative: In previous units, students have related expressions and equations to story problems, objects, and drawings. Students have separately made sense of equations with the total first () and with the addends first (). In this lesson, students work with both forms of equations in the same activity, which requires them to attend to the placement and meaning of the plus sign. In this lesson, students hear, for the first time, equations read with the term "equals" rather than "is." In future lessons, students will use equations to represent story problems about pattern blocks.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add the following instructions to the EL support in this lesson, "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."

REPORTED FEEDBACK:

Consider adding another form of media for students so students can see the objects in a variety of ways.

Page Number: 59

Location:

MLR8 Discussion Supports. Pair verbal descriptions with pointing to the images of the mango and pineapple to clarify the meaning.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

In this activity students have access two images as well as counting cubes for multiple forms of media, therefore no changes are needed at this time.

REPORTED FEEDBACK:

Add sentence stems that teachers can provide students if needed.

Page Number: 72

Location:

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."

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include sentence stems for students to use in the discussion.

REPORTED FEEDBACK:

Add sentence stems that teachers can provide students if needed.

Page Number: 72

Location:

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.”

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include sentence stems for students to use in the discussion.

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

The launch is aligned to the breakout. However "Advancing Student Thinking" is questionable. Perhaps including a writing portion or removing from this breakout altogether.

Page Number: online

Location:

Unit 6: Lesson 12: Activity 1: Launch & Advancing Student Thinking

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. We will remove that reference in the citation when the portal allows us to make citation edits.

REPORTED FEEDBACK:

The teacher citation under "Activity Synthesis" encourages student to communicate their findings with their partner. Perhaps add another layer to the question in which the students will audio record their mathematical reasoning for the match the student selected.

Page Number: online

Location:

Unit 4: Lesson 15: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. Our platform allows teachers to provide insert opportunities for audio recording at any point in the lesson.

REPORTED FEEDBACK:

Include the word "irregular" with the shapes so the students know these are typical shapes.

Page Number: online

Location:

Unit 3: Lesson 4: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include the word "irregular" in this activity.

REPORTED FEEDBACK:

The students use counters or connecting cubes in the Launch, but only reference the idea of a ball in the the Activity Synthesis. To stay in alignment with the breakout, have the students use the counters or connecting tubes in conjunction with drawing.

Page Number: online

Location:

Unit 4: Lesson 9: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

The current activity includes, "Show your thinking using drawings, numbers, words, or objects." which would reference the connecting cubes they are provided earlier in the lesson.

REPORTED FEEDBACK:

Question 2 under note for evaluating response should be more thorough rather than just "9". (see question 1 note for evaluating).

Page Number: online

Location:

Unit 2: Lesson 21: Activity 1: Questions 1-2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will update the sample response for question 2 to match the level of detail of question 1 sample response.

REPORTED FEEDBACK:

Maybe explicitly stating the prompt that students will use to turn and talk instead of saying, "Be prepared to share your thinking." Consider adding a question asking students to explain their thinking.

Page Number: online

Location:

Unit 4: Lesson 15: Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will consider this for future updates to our program.

REPORTED FEEDBACK:

Include the word irregular with the shapes to maintain the integrity of the breakout.

Page Number: online

Location:

Unit 3: Lesson 4: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include the word "irregular" in this activity.

REPORTED FEEDBACK:

Material states: "Are there enough pencils at your table for each student to get one?"

This is not having the students use mathematical language, this is a yes or no question.

Page Number: online

Location:

Unit 1: Lesson 10: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will update this question to read, "Are the number of pencils at your table equal to the number of students at your table?" to pull in the mathematical language of 'equal'.

REPORTED FEEDBACK:

I would suggest adding a statement like in the launch; "Draw a line to match each drawing to an expression. Be prepared to share your thinking."

Page Number: online

Location:

Unit 4: Lesson 15: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add the suggested statements.

REPORTED FEEDBACK:

Alignment to the standards is acceptable. However, consider rewording the questions to elicit more specific content based responses. Questions aren't specific enough to the task. If the desired result is for the students to notice the trees and buildings, perhaps word the question to be reflective of the models. For example, "What do you notice about the buildings/trees?"

Page Number: online

Location:

Unit 7: Lesson 16: Warm-up: Student Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Thank you for the feedback. We will consider this feedback for future updates to the program.

REPORTED FEEDBACK:

Consider adding a step where students explain how they know the number is 'less than', 'the same as', or 'more than.'" Additionally consider adding something like "How do you know?" in the launch section.

Page Number: online

Location:

Unit 2: Lesson 19: Activity 2: Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

As part of the errata process we will add a line instructing students to explain how they know the number is 'less than', 'the same as', or 'more than'.

REPORTED FEEDBACK:

Although the prompt provides opportunities for students to use formal and informal geometric language, consider adding sentence stems to guide student conversations. Kinder students may need more prompting as they have conversations with their peers.

Page Number: online

Location:

Unit 3: Lesson 4: Activity 1: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

As part of the errata process we will include suggested sentence stems for teachers to guide student conversations.

REPORTED FEEDBACK:

I suggest there be a component added in which the teacher first places objects in different positions and has the students say the position of the object as she moves it around.

Page Number: Online

Location:

Lesson 13: Describe and Match Shapes

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

In Activity 1 of this lesson teachers play an eye spy game with students modeling descriptions of objects in the room and their placement using the terms *above*, *below*, *next to*, and *beside*, which is a close match to this feedback.

REPORTED FEEDBACK:

Question 1 states: "Match the cards that have the same number of things." In the question, consider changing the word "things" to "items" or "objects". This verbiage is higher level and more mathematical. Also, the verbiage should be consistent through the lesson. In the activity narrative, "image" and "objects" were used. Consider being consistent with these vocabulary terms with the student activity.

Page Number: online

Location:

Unit 1: Lesson 8: Activity 2: Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

As part of the errata process we will modify the word "things" in this lesson to "objects".

REPORTED FEEDBACK:

Remove "If needed, ask" in the statement: If needed, ask "What is the name of this shape?"

That way students are having to identify this shape as stated in the breakout.

Page Number: online

Location:

Unit 3: Lesson 6: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will make the edit as suggested.

REPORTED FEEDBACK:

One can assume the reference to 5 and 5 and 7 and 3 are the number sentences the breakout is asking for but it should be more clearly stated and visually depicted. Consider adding a prompt "Show me what number sentence you created" in order to align with the standard.

Page Number: online

Location:

Unit 8: Lesson 19: Activity 2: Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will revise the sentence, ""Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations." to ""Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations and number sentences."

REPORTED FEEDBACK:

Include the statement, "Use your counters to solve the problem."

Page Number: online

Location:

Unit 4: Lesson 9: Activity 2: Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include the statement, "Use your counters to solve the problem."

REPORTED FEEDBACK:

The standard states up to at least 100. However the activity only includes numbers less than 100. The numbers need to be increased in order to align to the standard expectation.

Page Number: online

Location:

Unit 6: Lesson 11: Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process, we will revise the lesson to have students count up to numbers less than 100, as the current lesson stops students at 90.

REPORTED FEEDBACK:

In the Student-facing Task Statement it states:

"Can you write all the numbers from 0 to 20 on your board without looking at any objects or pictures?:"

Change "can" you write to "write".

Page Number: online

Location:

Activity 2: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will remove "Can you" in this sentence.

REPORTED FEEDBACK:

The standard states "using drawings". However the directions state: "Show your thinking using objects, drawings, numbers, or words". In order to fully align to the standard, remove using numbers or words. You could also change "or" to "and to cover the standard.

Page Number: online

Location:

Unit 4: Lesson 8: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for the feedback. We provide students with a digital drawing tool to solve the problem, and include the other options to meet the various needs of students in the classroom. We will consider your feedback for future updates to the program.

REPORTED FEEDBACK:

Although this portion of the lesson provides students with the opportunity to identify coins (as stated on SE), consider that Kinder students are not expected to know the value of a collection of coins. And it is asking students to find the combined value of coins.

Page Number: online

Location:

Unit 6: Lesson 16: Activity 1: Student-facing Task Statement #1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will be revising this lesson to continue to have students identify coins but match the Grade K expectation of addition within 10, not 100 as stated in the submitted lesson.

REPORTED FEEDBACK:

The Activity Synthesis is vague. Consider adding a sentence that includes the second problem to ensure it is a subtraction problem as the standard indicates.

Page Number: online

Location:

Unit 8: Lesson 3: Activity 1: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

The second question reads, "There were 10 people on the bus.

Then 1 person got off the bus. How many people are on the bus now?" which is a subtraction problem to meet the standard.

REPORTED FEEDBACK:

Consider adding something like, "I know there are 3 because I see 2 and 1" to the "NOTE FOR EVALUATING RESPONSES." This supports the question: "How do you see them?"

Page Number: online

Location:

Unit 1: Lesson 6: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add this to the evaluating responses section.

REPORTED FEEDBACK:

Similar to the sentence that explicitly references breaking 10 into 2 groups of 5, consider adding a sentence that explicitly references joining two groups of 5 to better align to the breakout.

Page Number: online

Location:

Unit 8: Lesson 17: Activity 1: Activity Narrative

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add a sentence as described in this feedback.

REPORTED FEEDBACK:

Although the launch does provide an opportunity for students to identify 3D solids, it does not explicitly address a cylinder. Consider naming which solid shapes should be included in the bag to make sure cylinders are available for students.

Page Number: online

Location:

Unit 7: Lesson 11: Activity 3: Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include details on the shapes included in the bag, including cylinders.

REPORTED FEEDBACK:

Though this section does align to the breakout, the lesson does not align to the Kindergarten TEKS as it is asking students to find the combined value of coins.

Page Number: online

Location:

Unit 6: Lesson 16: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Question 2 requires students to identify triangles among a set of shapes and count the number of triangles in the set therefore it is already aligned to the breakout.

REPORTED FEEDBACK:

Provide clarification on task statement. Is it Question 1 of the lesson?

Page Number: online

Location:

Unit 4: Lesson 8: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

In the student version of the lesson they have access to a digital drawing pad to show their answer to the question, "How many crayons does Noah have now?".

REPORTED FEEDBACK:

Include statement: Use drawings to solve the problem.

This will align the question to the breakout.

Page Number: online

Location:

Unit 4: Lesson 9: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include the statement "Use drawings to solve the problem." in this activity.

REPORTED FEEDBACK:

To improve the use of comparative language, consider having the students select the number that completes a statement like the following: ___ is more than 6.

Instead of simply asking students to select the number that is more, I would highly suggest incorporating the word "greater." For example: Which number is greater?

Page Number: online

Location:

Unit 2: Lesson 21: Activity 1: Questions 1-2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will modify the instructions, "Work with your partner to figure out which number is more. Circle the number that is more." to "Work with your partner to figure out which number is more, which means greater. Circle the number that is more."

REPORTED FEEDBACK:

The lesson synthesis states: "Today we made groups that had more, fewer, or the same number of objects as a given group....". Consider revising to state "Today we made groups that had more, fewer, or the same number of objects as a given group by _____, to better meet the breakout. I notice the teacher is mentioning that they created sets that are "more than". Suggest highlighting where students are actively doing this.

Page Number: online

Location:

Unit 2: Lesson 5: Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will revise the sentence to read, "Today we made groups that had more, fewer, or the same number of objects as a given group by values less than 20."

REPORTED FEEDBACK:

In the directions, consider changing the question to be more specific- Draw a representation to show how many crayons Noah has now?

The question the way it is asked, does not require students to show a representation.

Page Number: online

Location:

Unit 4: Lesson 8: Activity 2: Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

In the student view, the only option for students to answer the question is to draw a representation with our digital drawing pad, therefore no change is needed at this time.

REPORTED FEEDBACK:

Consider adding a real world example since that is stated in the standard.

Page Number: online

Location:

Unit 7: Lesson 10: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Mosaic tiles, a yield sign and bricks are included as real-world examples that students model with their clay. We will take this feedback into consideration for future updates to the program.

REPORTED FEEDBACK:

Consider noting that a drawing would be an acceptable form of writing in order to meet the requirements of the breakout.

Page Number: Online

Location:

Activity 1: Tell a Story Problem to Match an Expression

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

The lesson currently states, "You can draw pictures or write words and numbers in your workbook to help you remember what happens in your story problem." which indicates students can use a drawing to show their understanding.

REPORTED FEEDBACK:

Wording for the student-facing Task Statement is confusing. A sample picture graph is provided. Identify the graph as an example. For example, "Represent the data shown in your table in a picture graph as shown below."

Page Number: online

Location:

Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will update the prompt for question 2 to "Create your own picture graph showing what your classmates ate for lunch today or yesterday."

REPORTED FEEDBACK:

Consider providing sentence stems for students to copy down, as needed, based on their abilities. This task could be improved by including examples of grade-appropriate connecting words, phrases, clauses, and sentences that students have previously been exposed to as a way of anchoring their writing rather than simply writing "some words" as stated.

Page Number: Online

Location:

Activity 1: Make Number Books

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will provide sentence stems for teachers to provide to teachers if needed.

REPORTED FEEDBACK:

Wording for the student-facing Task Statement is confusing. A sample picture graph is provided. Identify the graph as an example. For example, "Represent the data shown in your table in a picture graph as shown below."

Page Number: online

Location:

Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will update the prompt for question 2 to "Create your own picture graph showing what your classmates ate for lunch today or yesterday."

REPORTED FEEDBACK:

Something to consider; Change "Tell your partner what happened in the story." to "Use your two-color counters to tell your partner what happened in the story."

Page Number: online

Location:

Unit 4: Lesson 8: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will change the statement as suggested.

REPORTED FEEDBACK:

The question listed in the activity "What do you notice?" (There are the same number of pencils and people.)

"Work with your group to get enough pencils so that each student pictured in your student workbook gets one." should also be listed with question 1. Question 1 does not give a directive.

Page Number: online

Location:

Unit 1: Lesson 11: Activity 2: Activity & Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include the prompt with question 1 as indicated.

REPORTED FEEDBACK:

Student-facing Task Statement Lesson observations- add a statement explaining what the teacher is looking for with the observations.

Page Number: online

Location:

Warm-up: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include a statement explaining what the teacher is looking for with the observations.

REPORTED FEEDBACK:

Consider including an additional sentence stem such as, " __ and __ make __."

Page Number: Online

Location:

Activity 1: Introduce What's Behind My Back, Show 2 Parts

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include the additional sentence stem as suggested.

REPORTED FEEDBACK:

This would be better aligned if the students were completing the action as this is a student expectation.

Page Number: online

Location:

Unit 4: Lesson 5: Activity 1: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add instructions in the Warm up section of Lesson 5 for students to share their strategy for subtraction of the dots in a set.

REPORTED FEEDBACK:

For clarification purposes, the picture cards that the students look at during the launch should be included under the launch portion of the lesson rather than as questions at the end.

Page Number: online

Location:

Unit 8: Lesson 20: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The first portion of the activity explains to the teacher to display and work with the image in question 1, which is also available on the same digital page. We will take your feedback into consideration for future updates to the program.

REPORTED FEEDBACK:

In the vocabulary used throughout, replacing the word "things" with "items" seems more appropriate.

Page Number: online

Location:

Unit 2: Lesson 19: Activity 1: Questions 1-3

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will replace the word "things" with "objects" to match other changes in this course.

REPORTED FEEDBACK:

Although the launch gives students the opportunity to identify 3D shapes, consider explicitly naming a cube as part of the bag of 3D solids provided. This will better align with "identify 3D solids, including cubes"

Page Number: online

Location:

Unit 7: Lesson 11: Activity 3: Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add a list of the shapes included as solid shapes in the materials section, including "cubes".

REPORTED FEEDBACK:

To target this specific breakout, change the statement in the launch from "Tell your partner what happened in the story." to "Show your counters to tell your partner what happened in the story."

Page Number: online

Location:

Unit 4: Lesson 9: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will modify the statement, "Tell your partner what happened in the story." to "Show your counters to tell your partner what happened in the story:".

REPORTED FEEDBACK:

Include drawing in the synthesis.

Page Number: online

Location:

Unit 4: Lesson 8: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include an example statement from students in this section, "How did you figure out the answer to the question?" (I counted all of the crayons. I counted all of the counters.)" of the lesson synthesis.

REPORTED FEEDBACK:

Provide a vocabulary bank to aide the kindergarteners in labeling the coins appropriately within the table.

Page Number: online

Location:

Unit 6: Lesson 16: Activity 1: Student-facing Task Statement #1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add a vocabulary bank with this item.

REPORTED FEEDBACK:

Remove "If needed, ask" in the statement: If needed, ask "What is the name of this shape?"

That way students are having to identify this shape as stated in the breakout.

Page Number: online

Location:

Unit 3: Lesson 6: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will make the edit as suggested.

REPORTED FEEDBACK:

The teacher citation under "Activity Synthesis" encourages student to communicate their findings with their partner. Perhaps add another layer to the question in which the students will audio record their mathematical reasoning for the match the student selected.

Page Number: online

Location:

Unit 4: Lesson 15: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. Our platform allows teachers to provide insert opportunities for audio recording at any point in the lesson.

REPORTED FEEDBACK:

Students explaining is evident in the launch portion not in the question.

Page Number: online

Location:

Unit 2: Lesson 21: Activity 2: Launch & Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback.

REPORTED FEEDBACK:

Advancing Student Thinking includes the students generating, but the Activity Synthesis gears toward the teacher generate. Include the students drawing the circles with the teacher.

Page Number: online

Location:

Unit 2: Lesson 11: Activity 1: Advancing Student Thinking & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

The activity currently requires students to draw circles, ""You are going to draw a group of things. Then show your group to your partner and say one of the sentences."

"Draw a group that has more things than my group."

"Draw a group that has fewer things than my group."

"Draw a group that has the same number of things as my group."

"Your partner will draw a group next to yours, tell you how many things are in the group, and say a sentence using 'more', 'fewer', or 'the same number'."

"Switch roles and repeat." as well as expecting students to draw objects to represent objects in question 1. The majority of the lesson includes students generating and sharing their drawings with one another.

REPORTED FEEDBACK:

Although the Launch portion of this activity provides students with the opportunity of naming coins, consider that Kinder students are not expected to know the value of a collection of coins.

Page Number: online

Location:

Unit 6: Lesson 16: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will be revising this lesson to continue to have students identify coins but match the Grade K expectation of addition within 10, not 100 as stated in the submitted lesson.

REPORTED FEEDBACK:

When asking us to refer to specific places to review, please refer us to places within the lesson in which the students are performing the action as these breakouts are linked to student expectations.

Activity narrative would have been a better choice for this.

Page Number: online

Location:

Unit 8: Lesson 17: Activity 1: Activity Narrative

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback.

REPORTED FEEDBACK:

The launch and synthesis sections do not explicitly name the shapes being sorted.

Page Number: online

Location:

Unit 3: Lesson 4: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The breakout does not require the explicit statement of shapes. In the next series of lessons, after this lesson, students explicitly define circles, rectangles, triangles and squares. This lesson is building the conceptual ideas that shapes have different surfaces.

REPORTED FEEDBACK:

The number sentence is implied with the phrase "make 10". Consider rewording the sentence from "How did you choose which tool to use to help you figure out which number you needed to make 10," to "How did you choose which tool to use to help you figure out which number you needed complete a number sentence to make 10?"

Page Number: online

Location:

Unit 8: Lesson 19: Activity 2: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will make the suggested edits to the number sentence.

REPORTED FEEDBACK:

Though students see the numbers as they are counting, there could be a better way to meet the SE that students count with objects. Consider replacing choral counting while looking at the numbers with choral counting while counting (pointing to, tapping, touching, etc.) specific objects (blocks, ducks, etc.)

Page Number: online

Location:

[required]Warm-up: Choral Count: Count to 30 ACTIVITY SYNTHESIS

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will take this into consideration for future updates to the program.

REPORTED FEEDBACK:

"How did you find out if there were enough erasers?" This question could be improved to specifyenough erasers for each student.

Page Number: online

Location:

Unit 1: Lesson 10: Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include, "enough erasers for each student" to edit the end of the question mentioned in the feedback.

REPORTED FEEDBACK:

Though this launch section does ask students to identify the coins, it is important to note that this lesson is not aligned to kindergarten standards. In kinder, students are asked to simply identify the coins by name, NOT adding the value of coins as seen in this lesson.

Page Number: online

Location:

Unit 6: Lesson 15: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will be revising this lesson to continue to have students identify coins but match the Grade K expectation of addition within 10, not 100 as stated in the submitted lesson.

REPORTED FEEDBACK:

Provide clarification on what task statement is. Is it Question 1 of the lesson?

Page Number: online

Location:

Unit 4: Lesson 9: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

In the student version of this lesson they have access to a digital drawing pad to represent their idea for the prompt, "How many balls are on the playground now?"

REPORTED FEEDBACK:

Consider adding the option of student choice to use paper and pencil (as the standard states), and not only completing the the task online via drag and drop

Page Number: online

Location:

Unit 2: Lesson 13: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include the language "Allow students the choice to use paper and pencil or the digital instance to complete the activity."

REPORTED FEEDBACK:

Make the direction for the question for specific and detailed for the student. The question is vague and does not lead the student to you understand they need to decompose a number.

Page Number: online

Location:

Unit 5: Lesson 3: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will revise the question 1 prompt to make it more clear to students what they should do to decompose the number.

REPORTED FEEDBACK:

Although the lesson synthesis provides an opportunity for students to identify 3D shapes, consider explicitly addressing identifying cones by adding an example phrase "I am thinking of a shape that has a (circular) base and a pointed edge at the top..."

Page Number: online

Location:

Unit 7: Lesson 10: Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add this example phrase, "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.")

REPORTED FEEDBACK:

In the activity portion of activity 2, considering having an option for for nonreaders to have the activity card read to them since this is kindergarten.

Page Number: online

Location:

Activity 2: Activity

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include instructions to the teacher to read the activity card aloud for nonreaders.

REPORTED FEEDBACK:

Though this section does align to the breakout, the lesson does not align to the Kindergarten TEKS as it is asking students to find the combined value of coins.

Page Number: online

Location:

Unit 6: Lesson 16: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Question 2 requires students to identify triangles among a set of shapes and count the number of triangles in the set therefore it is already aligned to the breakout.

REPORTED FEEDBACK:

To directly align to this breakout, include the statement, "Use your counters to solve the problem" before the actual word problem.

Page Number: online

Location:

Unit 4: Lesson 8: Activity 2: Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include the suggested statement before the word problem.

REPORTED FEEDBACK:

Material states: "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.)"

Consider including a follow up question like, "How do you know there are enough" (Because there are the same number of pencils and kids.)

Also, suggest the vocabulary including equal instead of "enough"

Page Number: online

Location:

Unit 1: Lesson 11: Activity 2: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add the suggested question after the prompt, "...many pencils.".

REPORTED FEEDBACK:

The lesson synthesis states "(She can't use the same drawing. There are the same numbers but one is addition and one is subtraction.)". Consider making the wording a bit clearer ex. The expression uses the same numbers, but one is addition and one is subtraction.

Page Number: online

Location:

Unit 4: Lesson 15: Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will replace, "There are the same numbers but one is addition and one is subtraction." with "The expression uses the same numbers, but one is addition and one is subtraction.".

REPORTED FEEDBACK:

Although it is evident this is a follow up activity from previous day, consider being explicit about the data being organized and into what categories in order to better align with SE.

Page Number: online

Location:

Unit 1: Lesson 9: Activity 2: Launch & Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include a second sentence in the synthesis section of activity 2 prompting students to think about how their data is organized based on categories.

REPORTED FEEDBACK:

While the Advancing Student Thinking addresses the standard, the Activity Synthesis does not. This piece only has student focus on representing "more" not less. Please change a few of the tasks to address representing "less".

Page Number: online

Location:

Unit 2: Lesson 11: Activity 1: Advancing Student Thinking & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: *Accept without change*

Activity 2 Introduce Less, Same, More, Drawings aligns to this breakout and we will adjust the citation when the portal allows us to make edits.

Math, Grade 1 (IMRA)

Program: Texas Math: Grade 1 Powered by Kiddom

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (ISBN: 9798894308821)

REPORTED FEEDBACK:

Provide a bank of sentence stems for students to choose from to make language accessible.

Page Number: 266

Location:

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.”

URL to Content: [View Publisher Materials](#)

Publisher Response: *Accept*

As part of the errata process we will include the suggestion of sentence starters in teacher instructions.

REPORTED FEEDBACK:

Recording words and phrases could be intended to meet the notes requirement of this breakout, but it should be more explicitly stated.

Page Number: 389

Location:

MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they order the numbers. On a visible display, record words and phrases such as: greater than, less than, more, less, first, second, third, fourth, order. Invite students to borrow language from the display as needed, and update it throughout the lesson.

URL to Content: [View Publisher Materials](#)

Publisher Response: *Reject*

The current citation includes explicit language indicating students should record words and phrases therefore we will consider this feedback for future updates to the program.

REPORTED FEEDBACK:

It is assumed that the note taking is happening as students are recording their thinking. It would make this more clear if you added language specific to note-taking as the breakout requires.

Page Number: 92

Location:

"p. 92, Unit 5, Lesson 9, Grab and Add, MLR7 Compare and Connect. Synthesis: After all methods have been presented, lead a discussion comparing, contrasting, and connecting the different approaches. Ask: "How are the strategies alike? How are they different?"
Advances: Representing, Conversing, . Show your thinking using drawings, numbers, or words."

URL to Content: [View Publisher Materials](#)

Publisher Response: *Reject*

Note taking is a common structure in the program and an instructional routine explained in front matter materials of the program, therefore we will not be adjusting this language at this time.

REPORTED FEEDBACK:

Add sentence stems:

These are alike because ___.

These are different because ___.

Page Number: 93

Location:

MLR7 Compare and Connect. Synthesis: After all methods have been presented, lead a discussion comparing, contrasting, and connecting the different approaches. Ask: "How are the strategies alike? How are they different?"

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will update the teacher instructions to suggest the sentence starters.

REPORTED FEEDBACK:

Add questions like:

"How do you know that estimate is too low/high/about right?"

This will have students check for reasonableness as stated in breakout.

Page Number: Page 124

Location:

Unit 5 & Lesson 14 & Warm-up & Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add this question under the current question, "Is anyone's estimate less than 30? Is anyone's estimate greater than 60?" in the warm up section.

REPORTED FEEDBACK:

The student task statement is loosely connected to the standard. Add clocks that show half passed the hour.

Page Number: Page 134

Location:

Unit 7 & Lesson 14 & Activity 1 & Required Materials & Student Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

In the cool down portion of the lesson, students are again expected to analyze an analog clock to indicate half passed the hour therefore there is no need to modify this activity.

REPORTED FEEDBACK:

Add "Use cubes to share your thinking with your partner" as this breakout asks students to use concrete models.

Page Number: Page 229

Location:

Unit 2 & Lesson 9 & Activity 1 & Activity

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add "cubes" to this statement, "Show your thinking using objects, drawings, numbers, or words." in this activity.

REPORTED FEEDBACK:

Consider rewording, "Discuss how you estimated the number of cranes with your partner."

Page Number: Page 266

Location:

Unit 6 & Lesson 15 & Warm-up & Activity

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will reword this question for students as suggested.

REPORTED FEEDBACK:

Include the vocabulary of expanded form in the activity and lesson.

Page Number: Page 274-275

Location:

Unit 4 & Lesson 2 & Activity 1 & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. The language of expanded form is aligned to Grade 4 breakout language and not required for this Grade 1 breakout. We will consider this feedback for future updates to the program.

REPORTED FEEDBACK:

Cylinders appear in lesson, however not explicitly nor in the location referenced in the breakout.

Page Number: Page 28

Location:

Unit 7 > Lesson 1 > Activity 2 > Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We are submitting new citations to address this breakout as part of the SRP process

REPORTED FEEDBACK:

Add "tell your partner your answer" into the student task statement in order to ensure this section meets the breakout.

Page Number: Page 35

Location:

Unit 3 > Lesson 2 > Activity 2 > Student Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add this to the student task statement.

REPORTED FEEDBACK:

Consider adding a problem with more than two addends.

Page Number: Page 48

Location:

Unit 3 > Lesson 4 > Activity 1 > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This citation was accepted and we also expect students to complete problems with more than two addends in Unit 3 > Lesson 15 > Activity 1 & 2 as well as Unit 3 > Lesson 16 > Activity 1 & 2) in this sequence.

REPORTED FEEDBACK:

Reword, "Give students access to 10-frames and connecting cubes or two-color counters." to "Have students solve with connecting cubes or two-color counters." to better align with this breakout.

Page Number: Page 61

Location:

Unit 3 > Lesson 6 > Activity 1 > Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process, we will submit the rewrite of this sentence.

REPORTED FEEDBACK:

Change Activity Synthesis to Lesson Synthesis in the citation to match the lesson verbiage.

Page Number: Page 90

Location:

Unit 7 > Lesson 9 > Activity 3 > Launch, Advancing Student Thinking, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Pending Publisher Response

REPORTED FEEDBACK:

Have students provide the number sentence for both addition and subtraction.

Page Number: Pages 210-211

Location:

Unit 3 > Lesson 26 > Activity 1 > Student Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add the opportunity for students to provide the number sentence for both additional and subtraction.

REPORTED FEEDBACK:

Add rhombus to the vocabulary in the sample student responses.

Page Number: Pages 46-47

Location:

Unit 7 > Lesson 4 > Activity 1 > Activity, Advancing Student Thinking, & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The breakout related to rhombus is met fully in Unit 7 Lesson 7 therefore we will not be adding that language to this activity at this time.

REPORTED FEEDBACK:

Halves are mentioned. But consider removing the fourths to be more aligned to the two equal parts as indicated by the breakout.

Page Number: Pages 90-91

Location:

Unit 7 > Lesson 9 > Activity 3 > Student Task Statement & Advancing Student Thinking

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The current content requires students to divide a square into halves, as required by the breakout language.

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)**REPORTED FEEDBACK:**

On Part C, add a statement that the student needs to explain why or why not they changed their plan for solving. The way it is written, only illicit a yes or no answer.

Page Number: online

Location:

Unit 2, Lesson 12, Activity 1

This will be replaced in platform: <https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-24...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will be editing the prompt for Part C to, "How did you change your plan for solving once you started?".

REPORTED FEEDBACK:

Consider including explicit instructions to use pictorial models as a way to demonstrate their number.

Page Number: Online

Location:

Unit 8 > Lesson 8 > Activity 1 > Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process, we will include instructions for teachers to suggest using pictorial models for students to demonstrate their number.

REPORTED FEEDBACK:

The breakout says to select tools, including technology as appropriate, to solve problems. The students do not use technology intentionally to solve their problems rather they answer the questions on the electronic platform. Consider explicitly stating that they'll take their tally using an active board or some other technology to better meet the requirement.

Page Number: Online

Location:

Unit 1 > Lesson 12 > Activity 1 > Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

In the student facing version of this lesson, students have access to tools such as line and text tools to annotate the provided table in question 1, which constitutes use of technology to collect their data. This is observable by selecting the preview button in the teacher facing lesson.

REPORTED FEEDBACK:

Include instructions for the students.

Page Number: Online

Location:

Lesson 5 > Activity 1 > Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include student instructions for Activity 1.

REPORTED FEEDBACK:

Make sure that students every bag and every shape to ensure they identify a cone.

Page Number: Online

Location:

Unit 7 > Lesson 1 > Activity 2 > Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Due to budget constraints with costs of physical items, we will maintain a pair of students sharing the bag of materials, "Place one solid shape (sphere, cone, cylinder, cube, triangular prism, or rectangular prism) in each bag. Each group of 2 students needs one bag."

REPORTED FEEDBACK:

The task statement specifically ask for the students to write the value in the corresponding rows, but the are only columns. Provide a row for each coin so students place the value in a clear and precise location.

Page Number: Online

Location:

Lesson 16 > Activity 1 > Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add row lines to the tables to match the student instructions.

REPORTED FEEDBACK:

Included having students explain the plan they used when estimating.

Page Number: Online

Location:

Unit 6 > Lesson 15 > Warm-up > Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

In Activity 3 of the same lesson, students, "... create a visual display that shows your thinking about the problem. You may want to include details such drawings, numbers, or words to help others understand your thinking. Do not write equations." This fully meets the breakout.

REPORTED FEEDBACK:

Add the actual question to the question 1 part A and B.

Page Number: Online

Location:

Unit 7 > Lesson 13 > Activity 3 > Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process, we will add a prompt to question 1 in the activity.

REPORTED FEEDBACK:

Keep in mind that although students are asked to know the value of combined coins, combining more than two quarters in one set is not ideal as students use the value of pennies, nickels, and dimes to add on to values by counting by 1s, 5s, and 10s.

Page Number: Online

Location:

Lesson 16 > Activity 1 > Advancing Student Thinking & Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will consider this feedback for future updates to the program.

REPORTED FEEDBACK:

Remove statement "Table # ___." There is no directions with what to do with that.

Page Number: Online

Location:

Lesson 10 > Activity 2 > Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will remove this statement.

REPORTED FEEDBACK:

Keep in mind that first-grade students are not expected to add the value of quarters.

Page Number: Online

Location:

Lesson 16 > Activity 1 > Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include information to the teacher that addition using the value of quarters may be beyond the grade level.

REPORTED FEEDBACK:

Provide the pictorial models that the teacher is referring to when talking about the 8 tens and 6 ones.

Page Number: Online

Location:

Unit 4 > Lesson 7 > Activity 2 > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include the pictorial models as suggested.

REPORTED FEEDBACK:

State in the lesson that the student must use symbols in their representation as well.

Page Number: Online

Location:
Unit 2 > Lesson 6 > Activity 1 > Activity Narrative & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**
As part of the errata process, we will add "symbols" along with "objects or drawings".

REPORTED FEEDBACK:
Consider rewording to:
"Be ready to use your manipulatives to explain your thinking."

Page Number: Online
Location:
Unit 6 > Lesson 3 > Activity 1 > Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**
As part of the errata process we will reword this sentence.

REPORTED FEEDBACK:
Consider having students records how they solved the problem.

Page Number: Online
Location:
Unit 6 > Lesson 15 > Warm-up > Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**
As part of the errata process we will include notes describing that students should record how they solve the problem.

REPORTED FEEDBACK:
Students can use counting cubes in question 2. This needs to be more prominent as that's what the breakout calls for.

Page Number: Online
Location:
Unit 2 > Lesson 1 > Activity 1 > Questions 1-2

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**
As part of the errata process we will add content to question 2 to explicitly call out the use of counting cubes.

REPORTED FEEDBACK:
Specify that students need to create a representation as part of their answer.

Page Number: Online
Location:
Unit 2 > Lesson 9 > Activity 1 > Questions 1-3

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**
As part of the errata process, we will include teacher directions to expect students to create a representation as part of their answer.

REPORTED FEEDBACK:
To ensure all elements of this breakout are met, students should be asked to develop and explain the strategy they will use to estimate how many cranes are in the picture. They should later justify their strategy.

Page Number: Online
Location:
Unit 6 > Lesson 15 > Warm-up > Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include additional teacher supports indicating that students should be asked to develop, explain and justify their strategy.

Math, Grade 2 (IMRA)

Program: Texas Math: Grade 2 Powered by Kiddom

Component: Texas Math: Grade 2 Powered by Kiddom English Print (ISBN: 9798894308852)

REPORTED FEEDBACK:

Consider adding an audio component to the slides.

Page Number: 30

Location:

MLR8 Discussion Supports. Make connections between representations visible. Think aloud, use gestures and a labeled display to show connections between parts of the equation and the cubes that are visible and those that are hidden.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We do not currently support audio components in our slides however we will consider this feedback for future updates to the program.

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

REPORTED FEEDBACK:

Students discuss number of points. Consider explicitly referencing number of vertices.

Page Number: 6

Location:

G2.8c-1 > Activity 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include references to number of vertices in this lesson.

REPORTED FEEDBACK:

Keep in mind that second grade students are not expected to use line plots.

Page Number: Online

Location:

Activity 2: Interpret Our Numerical Data

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include language to the teacher to indicate that using line plots may be an extension beyond grade level.

REPORTED FEEDBACK:

Though students are working on creating fractions greater than one, keep in mind that second grade students are not expected to combine fractional pieces of different sizes to create a fraction greater than one.

Page Number: Online

Location:

Exploring Fractions Beyond One Whole > Activity 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will take it into consideration alongside other teacher feedback for future updates to the program.

REPORTED FEEDBACK:

Although there is some evidence of students being able to use addition to solve a subtraction problem, consider using word problems that focus on addition.

Page Number: Online

Location:

Unit 2 > Lesson 3 > Activity 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. Students do solve problems that meet the breakout within the current lesson. We will consider your feedback in future updates to the program.

REPORTED FEEDBACK:

It would be good to leave the directions open to students generating an addition or subtraction problem since the breakout state more or less.

Page Number: online

Location:

Unit 9; Lesson 7 ; Activity 2 ; Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will consider this suggestion for future updates to our program.

REPORTED FEEDBACK:

This could be improved if students wrote any of their responses. They respond verbally and write numerical answers as this is currently outlined.

Page Number: Online

Location:

Activity 2: Buyers and Sellers

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

In the instructions, students "Students roll and record." which would involve writing. Therefore, we are not making this change at this time to the program, but will consider it for future updates to the program.

REPORTED FEEDBACK:

Keep in mind the students would be generating a number that is greater than or less than a GIVEN number. For example, the teacher displays the number 763 and asks students to write a number greater than 763.

Since this breakout is asking for greater than or less than, I would remove the option of students comparing using the equal sign.

Page Number: online

Location:

Unit 5; Lesson 9; Activity 1; Question #4

The following revisions will be submitted within the original submission link:

<https://drive.google.com/file/d/1IW7SmljCXdWQFNA03pcMdTrjfU0Eld9/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. We have revised this lesson to better match the breakout as required by the standard review.

REPORTED FEEDBACK:

This a a VERY WEAK lesson for meeting the standard. I would reject it, but it technically meets the breakout.

Page Number: Online

Location:

Grade 2 > 1.c.iii > Activity 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. There is no indication of how or what changes are needed, therefore we are not editing this lesson at this time as it does meet the breakout.

REPORTED FEEDBACK:

This series of text documents are very well written.

Page Number: Online

Location:

Grade 2 > 11.A.i > Activity 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Pending Publisher Response

REPORTED FEEDBACK:

Specify that the shape needs to be two-dimensional.

Page Number: online

Location:

Unit 6; Lesson 2; Activity 1; Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will be adding this language as to the activity synthesis section of Activity 1, as part of the errata process.

REPORTED FEEDBACK:

Keep in mind that second grade students do not use functions. I suggest removing that statement from the material.

Page Number: Online

Location:

Grade 2 > 11.A.i > Activity 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include language to the teacher to indicate that using functions may be an extension beyond grade level.

REPORTED FEEDBACK:

Keep in mind the students would be generating a number that is greater than or less than a GIVEN number. For example, the teacher displays the number 763 and asks students to write a number greater than 763.

Since this breakout is asking for greater than or less than, I would remove the option of students comparing using the equal sign.

Page Number: online

Location:

Unit 5; Lesson 9; Activity 1; Question #4

The following revisions will be submitted within the original submission link:

<https://drive.google.com/file/d/1IW7SmjCXdWQUFNA03pcMdTrjfU0Eld9/view?...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. We have revised this lesson to better match the breakout as required by the standard review.

REPORTED FEEDBACK:

This is a VERY weak example of meeting the standard.

Page Number: Online

Location:

Grade 2 > 1.c.iii > Activity 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. There is no indication of how or what changes are needed, therefore we are not editing this lesson at this time as it does meet the breakout.

REPORTED FEEDBACK:

I would suggest increasing the number of students can solve within from 100 to 1,000 to match the breakout.

Page Number: Online

Location:

Unit 2 > Lesson 3 > Activity 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will include an opportunity for students to solve from 100 to 1,000 as part of the errata process.

Math, Grade 3 (IMRA)

Program: Texas Math: Grade 3 Powered by Kiddom

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN: 9798894308883)

REPORTED FEEDBACK:

Include a "variety ob objects", not just fraction strips.

Page Number: 110-111

Location:

Unit 5: Lesson 10: Activity 2: Activity, Advancing Student Thinking, & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will make these revisions and submit through the errata process.

REPORTED FEEDBACK:

Change improper fractions to mixed numbers for number lines

Page Number: 158

Location:

Unit 5: Lesson 16: Activity 1: Student Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will make these revisions and submit through the errata process.

REPORTED FEEDBACK:

Student Task Statement #2 has the fraction $\frac{12}{3}$

Students in 3rd grade compose and decompose fractions with a numerator greater than zero and less than or equal to the denominator. They also represent fractions greater than zero and less than or equal to one.

Page Number: 165-166

Location:

Unit 5: Lesson 17: Activity 1: Activity & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will make these revisions and submit through the errata process.

REPORTED FEEDBACK:

Consider adding wording to encourage the use of base ten blocks within this activity, since the standard is to "use objects."

Page Number: 28-29

Location:

Unit 3: Lesson 1: Activity 1: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We do already include the question, "How could you use base-ten blocks to come up with other ways to decompose the number?" in the program, therefore we will not be adding additional language at this time.

REPORTED FEEDBACK:

Consider including numbers to 1,000.

Page Number: 4-5

Location:

Activity 1: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will make these revisions and submit through the errata process.

REPORTED FEEDBACK:

The standard requires mental math to be included as a technique. To better align with the standard, the Student Task Statement should direct students to use mental math as one of the "ways that makes sense to you."

Page Number: 42-43

Location:

Unit 3: Lesson 3: Student Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will make these revisions and submit through the errata process.

REPORTED FEEDBACK:

Students do not calculate profit in third grade.

Page Number: 5-6

Location:

Activity 2: Activity & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will make these revisions and submit through the errata process.

REPORTED FEEDBACK:

Consider adding wording to encourage students to solve using strategies based on place value.

Page Number: 6

Location:

Activity 2: Student-facing task statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process, we will add language to the student facing instructions to solve using strategies based on place value.

REPORTED FEEDBACK:

Although it states pairs pick a "Two-Step Problem Card" the example in Student-Facing Task Statement is a one-step problem. Change problem to reflect a two-step example.

Page Number: 6

Location:

Activity 2 & Student Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will make these revisions and submit through the errata process.

REPORTED FEEDBACK:

While students will discuss/explain their strategies & reasoning later in the lesson, consider adding a component to the student task directions requiring students to not only demonstrate their strategy, but also write out step by step details of how they implemented it.

Page Number: 63-64

Location:

Unit 3: Lesson 6: Activity 2: Student Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will make these revisions and submit through the errata process.

REPORTED FEEDBACK:

Students in third grade would not multiply 250×3 . They would use repeated addition to solve.

Page Number: 7

Location:

Activity 2 & Activity, Building on Student Thinking, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will revise the example to show repeated addition vs multiplication in this section.

REPORTED FEEDBACK:

The amount paid in interest should be given to students. Third graders do not calculate interest with percentages.

Page Number: Page 6

Location:

Activity 2 & Student Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We accept this change and will include in our errata process.

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

REPORTED FEEDBACK:

"in standard form
and word form, and expanded notation."
Consider changing to "...in standard form, word form, and expanded form.."

Page Number: Online

Location:

Activity 2: Activity Narrative

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will be making this change in the errata process.

REPORTED FEEDBACK:

The standard for this citation specifies using paper and pencil. While it can be inferred that the student will be using a paper and pencil to complete the tasks involved (specifically when prompted to draw a number line, write an equation, and write reasoning in words), consider explicitly stating paper and pencil in the "materials to gather" section.

Page Number: online

Location:

Unit 3: Lesson 7: Activity 1: Launch & Activity & Activity Synthesis

pdf pg.76

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process, we will add pencil and paper in the materials section.

REPORTED FEEDBACK:

Instead of " $4 < 6$, $84,672 < 86,439$ " consider $4,000 < 6,000$

Page Number: online

Location:

Activity 2: Activity Narrative

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. The content is not inaccurate. We will consider your feedback for future updates to the program.

Math, Grade 4 (IMRA)

Program: Texas Math: Grade 4 Powered by Kiddom

Component: Texas Math: Grade 4 Powered by Kiddom Print (ISBN: 9798894308913)

REPORTED FEEDBACK:

Activity needs to specify where the writing takes place. It looks as though this is a spoken activity, until it says students will give feedback to the written responses.

Page Number: 160

Location:

MLR1 Stronger and Clearer Each Time. Synthesis: Before the whole-class discussion, give students time to meet with 2–3 partners to share and get feedback on their response to ”whether Andre can use the fraction ___ to make a stack that is ___ feet tall." Invite listeners to ask questions, to press for details, and to suggest mathematical language. Give students 2–3 minutes to revise their written explanation based on the feedback they receive. Advances: Writing, Speaking, Listening

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Will revise the activity section to include a reference to writing their explanations as part of the errata process.

REPORTED FEEDBACK:

It would be better if you can add in the wording of how the center of the circle is the vertex of the angles being measured.

Page Number: 99-100

Location:

Unit 7 > Lesson 8 > Activity 2- Make a Measuring Tool > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include this information in this section.

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

REPORTED FEEDBACK:

Students in grade 4 do not multiply fractions by a whole number

$3 \times \frac{1}{4}$

They do add fractions as a sum of fractions $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

Page Number: online

Location:

Unit 3 > Lesson 7 > Activity 1- Barley Soup > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will consider this feedback for future updates to the program.

REPORTED FEEDBACK:

Specify variety of media to be used in demonstration to align with standard

Page Number: Online

Location:

Activity 1: Pipe-cleaner Perimeters

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

We have additional opportunities for students to use a variety of media to demonstrate understanding, therefore we will not be including that specific reference in this activity.

REPORTED FEEDBACK:

Clarification/further explanation of "decimal fraction" terminology may be needed. Consider giving example of what teacher can say to help students successfully make the connection/complete the extension.

Page Number: online

Location:

Unit 9 > Lesson 7 > Activity 1 > The Most and the Least Expensive > Student task statement > Question #1-2

Second Paragraph of Activity Narrative

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will consider this feedback with future updates to the program.

REPORTED FEEDBACK:

Students in 4th grade do not calculate averages and they do not multiply by decimals.

Page Number: online

Location:

4.9.B.v > Activity 2- Solving Two-Step Problems > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will revise the example of application of the plot data to remove references to averages and multiplication by decimals.

REPORTED FEEDBACK:

Although show work is enabled, it should state for students to explain or justify their answer. Some students may try to just state their answer without providing the justification as needed for the alignment of the standard.

Page Number: online

Location:

Unit 9 > Lesson 8 > Activity 2 > Questions 1-3

(Questions 1-3)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include instructions for students to explain or justify their answer.

REPORTED FEEDBACK:

Students in 4th grade round whole numbers

Page Number: online

Location:

4.2.E.iii > Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We are unclear on the suggested changes included in this feedback, therefore we are unable to make changes at this time.

REPORTED FEEDBACK:

While the activity provides a tangible application for the standard, this is not an application students would likely encounter in the real world. Further details needed to aid teachers to implement the activity, such as a way to mark which lockers have been touched a certain number of times. An alternative option may also be helpful since some classrooms may not have lockers.

Page Number: online

Location:

Unit 1 > Lesson 6 > Lesson Synthesis

(Locker Activity)

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will consider this feedback with future updates to the program.

REPORTED FEEDBACK:

Question 5 asks students to describe the relationship of the four in two of the numbers, but consider specifying "in two of the numbers above" or "in two of the numbers in question 4."

Page Number: online

Location:

Unit 4, Lesson 9 Activity 1

Revisions above will be embedded into the platform, original link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b3...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

In the lesson submitted for errata changes we will add "above" at the end of the question prompt.

REPORTED FEEDBACK:

It might be more beneficial to have the learning goals aligned up to 1,000,000,000.

Page Number: online

Location:

4.2.B.i > Activity 2- Expanded Exploration

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The learning goals for this lesson already state, "Enable students to recognize and articulate the place value of digits in whole numbers up to 1,000,000." therefore no change is needed.

REPORTED FEEDBACK:

while "use of technology tools" is included in the verbiage, it is very vague

Page Number: online

Location:

G4.1.C.iv > Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

We define technology in the materials section as "(tablets or computers with math software)" therefore we are not going to provide additional language at this time. We will consider this feedback for future updates to the program.

REPORTED FEEDBACK:

Although students are able to represent comparisons, numbers need to go to 1,000,000,000.

Page Number: online

Location:

Unit 4 > Lesson 12 > Activity 1- Which is Greater? > Student Task Statement > Questions 1-3

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add additional opportunities to work with numbers up to 1,000,000,000 in this activity.

REPORTED FEEDBACK:

Table headings should be capitalized

Page Number: online

Location:

Unit 6> Lesson 24 > Activity 2 > Languages in Philadelphia and Chicago > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will capitalize table headings in this section.

REPORTED FEEDBACK:

There are two separate sections subtitled "Activity Narrative," which may lead to confusion

Page Number: online

Location:

Unit 9 > Lesson 7 > Activity 1- The Most and the Least Expensive > Activity narrative & Activity Synthesis
(Students choose between estimating or calculating missing information to solve problems.)

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This is a common structure across the program, therefore we will not be making changes to the structure of the program at this time. We will take this feedback into consideration with other feedback from teachers as they implement the program.

REPORTED FEEDBACK:

Consider specifying "to the hundredths place" to better align with the standard

Page Number: online

Location:

4.4.A.iii > Activity 2- Mastering the Standard Algorithm with Decimals > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will make this change.

REPORTED FEEDBACK:

Consider changing the colors in the model that represents $\frac{2}{3}$ as $\frac{1}{3}$ and $\frac{1}{3}$, currently green. Students may still say $\frac{2}{3}$ with them being the same color ($\frac{2}{3}$ are blue and $\frac{2}{3}$ are green). If they were different colors they could give the fraction the color represents, such as $\frac{2}{3}$ blue, $\frac{1}{3}$ green, $\frac{1}{3}$ yellow.

Page Number: online

Location:

The new citation shown above will be included within the digital platform.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will take this suggestion into consideration for future updates to the program.

Math, Grade 5 (IMRA)

Program: Texas Math: Grade 5 Powered by Kiddom

Component: Texas Math: Grade 5 Powered by Kiddom Print (ISBN: 9798894308944)

REPORTED FEEDBACK:

"Be prepared to explain your reasoning" in the Student Task Statement is a vague way to guarantee multiple representations are discussed in class for breakout. Consider stating in instructions for teacher to choose students to discuss examples of multiple representations based on reasoning.

"Who solved this problem using a different strategy?"

Have students solve on a dry erase board and turn the board to show their thinking. Then discuss different examples as a class or in groups.

Page Number: 69

Location:

Unit 1, Lesson 6, Warm-up, Student Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include additional information for the teacher to choose students to discuss examples of multiple representations based on reasoning and include suggested question and share out strategy.

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

In order to completely align with breakout include more information with "sort by area" directions for identifying prime numbers.

Consider having them sort by area and then creating a T-Chart with prime and composite using the sorted cards by area.

Page Number: online

Location:

5.4A, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will provide more information for the teachers with directions to help with "sort by area" directions for identifying prime numbers.

REPORTED FEEDBACK:

Give clear instruction on how to "amplify" vocabulary words.

Page Number: Online

Location:

Activity 2: Growing Prism

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will provide additional instructions to highlight vocabulary words in this activity.

REPORTED FEEDBACK:

In order to guarantee students create representations to communicate their ideas, it would be more beneficial to change the question to say explain and show your reasoning instead of explain or show your reasoning. They have to be able to communicate and create.

Page Number: online

Location:

Decimal Division, Cool-down, Questions 1-2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will change "or" in these instances to "and" to meet this feedback.

REPORTED FEEDBACK:

Titles need to be capitalized in document.

Learning goals teacher - Learning Goals Teacher

Lesson purpose - Lesson Purpose

Learning targets - Learning Targets

Required materials - Required Materials

Page Number: online

Location:

Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will be making this change as part of the errata process.

REPORTED FEEDBACK:

Consider using the word round instead of or in addition to "closest to"

Page Number: online

Location:

Unit 5, Lesson 7, Activity 1, Question 4

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include "round" in this section.

REPORTED FEEDBACK:

Consider using a variable in brackets in 2 Part D:

$$6 \times \$[] = (6 \times 3) \times 0.01$$

Page Number: online

Location:

Unit 5, Lesson 17

The revised lesson will be embedded in the original digital link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c...>

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The bracket indicates a place where students will fill in with a number based on their understanding.

REPORTED FEEDBACK:

Remove "if needed" when stating use paper strips or fraction tiles if needed. They must use objects to align with breakout.

Page Number: online

Location:

Grade 5.3jii, Activity 1, Question 1 -4

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will remove "if needed" in this section.

REPORTED FEEDBACK:

"Be prepared to share your thinking" is vague in directions.

Students could write/type their thinking down to hold students accountable and have them be prepared to share when it is their turn.

Page Number: online

Location:

Unit 2, Lesson 10, Activity 2, Question 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will consider this feedback with future updates to the program.

REPORTED FEEDBACK:

The title for Activity 1 is Expanded Form but the activity is over expanded notation. Consider changing the title to match the correct activity and breakout.

Page Number: online

Location:

Unit 5, Lesson 3, Activity 1, Questions 1-3

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Due to the significant impact of changing activity titles within our product we will not make this change at this time. We will consider this for future updates to the program.

REPORTED FEEDBACK:

Titles need to be capitalized.

Instructional routines - Instructional Routines
Student facing task statement - Student Facing Task Statement
Student response - Student Response

Page Number: online

Location:

Warm up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will be making this change as part of the errata process.

REPORTED FEEDBACK:

Include pictorial models with the equations to align with breakout.

Page Number: online

Location:

Unit 3, Lesson 13, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include pictorial models with the equations in this section.

REPORTED FEEDBACK:

Citation requires use of graphic organizers. Consider placing one in text box for students to use as they compare the shapes.

Page Number: online

Location:

Unit 7, Lesson 4, Cool-down, Questions 1-2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will provide instructions for the teacher on graphic organizers that can be used with this set of items.

REPORTED FEEDBACK:

Titles should be capitalized. Capitalize "Student facing task statement".

Page Number: online

Location:

G5_4.C.i Activity Synthesis

This is a new lesson

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will be making this change as part of the errata process.

REPORTED FEEDBACK:

Consider adding wording to "justify and evaluate your answer."

Page Number: online p.125

Location:

Unit 1, Lesson 12, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include instructions that students should justify and evaluate their answer.

REPORTED FEEDBACK:

Directions should more clearly state to use rectangles or another object to solve the problem.

Page Number: online p.293

Location:

Unit 2, Lesson 17, Activity 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will include a sentence highlighting that students should use rectangles (mosiacs) to help them solve the problem.

Math, Grade 6 (IMRA)

Program: Texas Math: Grade 6 Powered by Kiddom

Component: Texas Math: Grade 6 Powered by Kiddom (Print) (ISBN: 9798894308975)

REPORTED FEEDBACK:

To better support teachers, it would be helpful to add opportunities for representing percents before comparing them. Percents are a new concept for 6th graders and intentional practice with representing them would be helpful.

Page Number: 4

Location:

4.E.iv: Understanding Percents in Real-World Contexts & Activity 1 & Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Although the drink mixture activity is technically “real world,” using vague drinks called “Mixture A” and “Mixture B” will connect less with students than something like making lemonade or iced tea. Students will likely connect more with the real-world aspect of drinks that connect with their experiences versus overusing A, B, C, and D to name the hypothetical drinks.

Page Number: 467

Location:

Unit 2 & Lesson 3.2: Powdered Drink Mix & Activity Narrative

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

coding is still in the problem

Page Number: 6

Location:

7.D.ii: Exploring Identity Properties & Activity 2 & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

The work page that goes with this activity needs to be provided.

Page Number: Page 6

Location:

Activity 2 > Questions, Building on Student Thinking, & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Without graphs shown, it is hard to tell if this fully aligns to the standard. Please make sure to use linear, multiplicative graphs.

Page Number: Page 6

Location:

Activity 2 > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Component: Texas Math: Grade 6 Powered by Kiddom (Digital) (ISBN: 9798894308968)

REPORTED FEEDBACK:

<https://vimeo.com/illustrativemathematics/water> does not work

Page Number: Online

Location:

Unit 3 > Lesson 3.2: Measurement Stations > Student Facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Please include other benchmark fractions besides the 4ths.

Page Number: Online

Location:

6.4.F.ii: Visualizing Fractions > Activity 2 > Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Students do not learn mean absolute deviation in 6th grade.

Page Number: Online

Location:

Unit 8 > Lesson 12.2: Which Player Would You Choose? > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

At the 6th grade level, the question mark would be represented by a variable.

Page Number: Online

Location:

Unit 4 > Lesson 8.1: Inventing a Situation > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

This is a good real world example, however, I suggest not using sparkling water and orange juice as the example. Perhaps change to tea and lemonade. Sparkling orange juice hints at Mimosas...

Page Number: Online

Location:

G6 > Unit 2 > Lesson 11.2: A Huge Amount of Sparkling Orange Juice > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Please indicate the use of proportions to solve the problems presented in the material

Page Number: Online

Location:

6.4.H.i: Unit Conversions and Proportions > Activity 1 > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

I love how you had students think up smaller sub-questions students would need to answer to solve the bigger questions.

Page Number: Online

Location:

G6 > Unit 2 > Lesson 17.2 Who Was Fermi? > Student Facing Task Statement > Questions 1-4

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

I would start the lesson with actual opposites (4 and -4) instead of using 4 and -1.1.

Page Number: Online

Location:

Unit 7 > Lesson 2 > Student Lesson Summary

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Although this question, by definition, has rational numbers, teachers intend to teach rationals that do not simplify to a whole number. To enhance this question and bring more value, these questions should include rationals that do not simplify to whole numbers.

Page Number: Online

Location:

Unit 7 > Lesson 3 > 3.2: Comparing Temperatures > Student Facing Task Statement > Question 1 Part A

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Surface area is not a 6th grade TEK, so while it is a good activity for estimation, the activity is not appropriate for a sixth grade classroom. One change could be finding the area of just one side of the cabinet.

Page Number: Online

Location:

Unit 1 > Lesson 12: What is Surface Area? > Lesson Narrative

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Math, Grade 7 (IMRA)

Program: Texas Math: Grade 7 Powered by Kiddom

Component: Texas Math: Grade 7 Powered by Kiddom (Print) (ISBN: 9798894492988)

REPORTED FEEDBACK:

The title of the lesson is "More Shampoo and a Discounted Shirt"

Page Number: 116

Location:

Unit 4, Lesson 6.2: More Cereal and a Discounted Shirt, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Students are not specified to write an equation in this Texas standard. They are asked to SOLVE only.

Page Number: 147

Location:

Unit 4, Lesson 8.4, Question 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Students in Texas are asked to model in more ways than just tape diagrams, please edit to include other ways of modeling an equation

Page Number: 600

Location:

Unit 6, Lesson 3.2: Matching Equations to Tape Diagrams, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Component: Texas Math: Grade 7 Powered by Kiddom (Digital) (ISBN: 9798894492971)

REPORTED FEEDBACK:

While a number line can be a model, students also need to be able to model with integer chips.

Page Number: online
Location:
Unit 6, Lesson 15, Lesson Summary

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Math, Grade 8 (IMRA)

Program: Texas Math: Grade 8 Powered by Kiddom

Component: Texas Math: Grade 8 Powered by Kiddom Print (ISBN: 9798894309057)

REPORTED FEEDBACK:

Do not feel like this meets the rigor of the standard.

Page Number: 4-5

Location:
Additional Lessons, 4.C.iii, Activity 1, Student-facing Task Assignment

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

This citation could be improved by adding in tables.

Page Number: 550

Location:
Unit 2, Lesson 11, Activity 11.1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

to better align with the standards, allow students to make connections and discuss the connections between the equations and the figures.

Page Number: 6

Location:
Additional Lessons, 7.B.ii, Activity 2, Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Component: Texas Math: Grade 8 Powered by Kiddom Digital (ISBN: 9798894309033)

REPORTED FEEDBACK:

The TEKS focus on the "informal" arguments (aka patterns, noticing, etc) to establish these relationships. To make this align more to the TEKS, the formal naming conventions can be relaxed a bit so that students focus more on noticing patterns.

Page Number: online

Location:
Unit 1, Lesson 14, Activity 14.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Algebra I (IMRA)

Program: Texas Math: Algebra 1 Powered by Kiddom

Component: Texas Math: Algebra 1 Powered by Kiddom Digital (ISBN: 9798894309118)

REPORTED FEEDBACK:

the lesson needs to explicitly state and discuss shifting from vertex form to standard form.

Page Number: online

Location:

Unit 6: Introduction to Quadratic Functions: Lesson 15: Vertex Form: 15.2: A Whole New Form
Activity synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Practice should include negative exponents

Page Number: online

Location:

algebra_1_breakout_11.B.iii Activity 2 Student task

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

With the graphing, this lesson is turning into piecewise functions, which is beyond the scope of Algebra 1. If you could keep this to just graphing the increase and stopping the graph there so that it is just one linear function instead of multiple functions pieced together.

Page Number: online

Location:

Unit 4 : Functions: Lesson 8: Interpreting and Creating Graphs: 8.4 : T wo Pools

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

In the formula $(n-1)$ should be a subscript

Page Number: online

Location:

algebra_1_breakout_12.C.i Activity 2 Student task

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Algebra 1 TEKS 10.D.ii focuses on rewriting polynomial expressions (1 and 2 degrees) using the distributive property. Although this helps students to solve polynomials, I would have preferred if the lesson was just focused on rewriting polynomial expressions using the distributive property.

Page Number: online

Location:

algebra_1_breakout_10.D.ii Activity 2 Activity synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Questions 5 and 6 are not part of Algebra 1 standards.

Page Number: online

Location:

Unit 2: Linear Equations, Inequalities, and Systems: Lesson 3: Writing Equations to Model Relationships
Algebra1.2.A3_Cumulative_Pp_Set_For_Writing_Equations_To_Model_Relationships_(Part 2)

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Although this does have some mention of finding the x-intercept with a real-world problem, there is not enough emphasis on this skill. Also, with vocabulary for this, we need to see the different names used for x-intercepts, such as zeros.

Page Number: online

Location:

Unit 2: Linear Equations, Inequalities, and Systems: Lesson 10: Connecting Equations to Graphs: 10.2: Graphing Games and Rides
Activity synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Beginning of lesson for looking at specific cases. Need to add more about solving equations with variables on both sides, not just the special cases.

Page Number: online

Location:

Unit 2: Linear Equations, Inequalities, and Systems: Lesson 7: Explaining Steps for Rewriting Equations: 7.3: It Doesn't Work!
Activity synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Need to specify in practice questions that students need to write the equation in point-slope form since this is the standard it is attending to.

Page Number: online

Location:

a1.2.B.v Activity 2 Student task

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

While this technically meets the expectation of the process standard, it is not integrated with Algebra 1 content. This is Statistics content and would not fit Algebra 1 curriculum.

Page Number: online

Location:

Unit 1: Lesson 1: 1.2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

students should use distributive property and combining like terms to get the formula in simplest form

Page Number: online

Location:

algebra_1_breakout_12.D.i Activity 2 Student task

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Questions on this lesson are mostly closed and would benefit from being more open ended to allow for explanation

Page Number: online

Location:

Unit 6: Lesson 1: 1.3: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Instead of vertical intercept, it should be called the y-intercept.

Page Number: online

Location:

Unit 2: Linear Equations, Inequalities, and Systems: Lesson 10: Connecting Equations to

Graphs: 10.2: Graphing Games and Rides

Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Sine you are determining whether a solution exists to systems of 2 equations, there should be discussion around when there is no solution, one solution, or infinitely many solutions

Page Number: online

Location:

Unit 2: Lesson 12: Lesson synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Component: Texas Math: Algebra Supports powered by Kiddom (ISBN: 9798894309095)

REPORTED FEEDBACK:

There are no explicit practice questions, requiring teachers to come up with them on their own.

Page Number: 3

Location:

Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Although it describes multiplication of degree two polynomials, there are no explicit examples in the lesson synthesis portion, only in the Cool Down. Adding a specific example could improve this breakout.

Page Number: 4

Location:

Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

There are no datasets provided for Quadratic regression. This is a crucial component and needs to be provided.

Page Number: 5-6

Location:

Activity 2: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Component: Texas Math: Algebra Supports powered by Kiddom Digital (ISBN: 9798894309088)

REPORTED FEEDBACK:

There should be more than one practice question.

Page Number: online

Location:

Practice Questions

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

This lesson has formatting that is difficult to read.

Page Number: online

Location:

Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

This would be improved by having examples of polynomials they should be multiplying.

Page Number: online

Location:

Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Although it discusses multiplying them, there is no explicit example stated here.

Page Number: online

Location:

Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

There is no additional information available in the materials to copy section other than "Handouts of linear function representations" or "Real-world scenarios handout"

Page Number: online

Location:

a1.2.A.i & Activity 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Would like to see the "Graphing Activity Sheets"

Page Number: online

Location:

Activity 2: Launch, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

This lesson mentions "Real-world data sets" but provides nothing to use. The teacher is expected to locate suitable data sets for kids to perform a linear regression on to make a prediction. The only data that is provided is in the cool-off at the end of the lesson, and it's not real-world.

Page Number: online

Location:

Activity 2: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

This activity is a lesson outline. There is nothing here for the teacher to use to implement the lesson. This is not feasible as a standalone lesson. To use this, datasets and questions specific to the datasets should be included.

Page Number: online

Location:

Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

students need to know how to solve equations using substitution and elimination

Page Number: online

Location:

Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

There is a quiz at the end of the activity and none of the buttons work. It appears to be a static page, so I can't interact with it, and all of the answers are visible. I don't know if this is because of the interface or if it is an error.

Page Number: online

Location:

Unit 3 & Lesson 10 & 10.3

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

The math type needs to be fixed - $f(x) = x$. It is also missing pieces like the student activity/worksheet.

Page Number: Online

Location:

a1.3.E.iii & Activity 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

There are no graphs to determine if the relation is a function, but has the right narrative.

Page Number: online

Location:

Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Include more problems, avoid having teachers go out to find their own math problems

Page Number: online

Location:

a1.2.A.ii > Activity 2

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

There is no mathematical formatting on this. It is tough to read this and decipher whether or not the TEKS is in it. It also appears to be AI-generated.

Page Number: online

Location:

Activity 2: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

As part of the errata process we will be updating this lesson to a more usable format as well as applying the appropriate mathematical formatting and styling to the lesson when built in our digital program.

REPORTED FEEDBACK:

This would benefit from some explicit examples in the launch and synthesis activities.

Page Number: online

Location:

Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Component: Texas Math: Algebra Supports powered by Kiddom Digital (ISBN: F9798894309088)

REPORTED FEEDBACK:

Formatting is atrocious.

Page Number: online

Location:

Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Algebra II (IMRA)

Program: Texas Math: Algebra II Powered by Kiddom

Component: Texas Math: Algebra II Powered by Kiddom Digital (ISBN: 9798894309149)

REPORTED FEEDBACK:

The supports for students with disabilities should be for all students since it attends to a process standard that is for all students.

Page Number: online

Location:

Unit 5, Lesson 7.2: Translating Vertex Form, Launch, Support for Students with Disabilities, starts with "Include equations and graphs that demonstrate these translations."

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

The content listed under support for students with disabilities. Instead of limiting to some students, describe it in a way where all students are asked to create a table.

Page Number: online

Location:

Unit 5, Lesson 3.2: New Hours for the Kitchen, Launch, Support for Students with Disabilities, starts with "Some students may benefit from creating a 3-column table to compare..."

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

In the purpose statement it should include "adding a positive value of d".

Page Number: online

Location:

Al.a2.5.A.xxix - xxx, Activity 2 Vertical Shifts in Logarithmic Functions, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

Instead of the language "best fit line", it would generally be written as "line of best fit"

Page Number: online

Location:

IM.GA2.8.B-C.i, Lesson 5.3 Fitting Lines with Technology, Student Task Statement, Question #2

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

REPORTED FEEDBACK:

There should be integral exponents of degree 2 in the denominator, not just the numerator

Page Number: online

Location:

Al.a2.7.F.v, Activity 2 Simplifying Differences of Rational Expressions, Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Component: Texas Math: Algebra II Powered by Kiddom Digital (ISBN: 9798894309132)

REPORTED FEEDBACK:

In this section, the two of the three "equations" shown have inequality symbols in them ($x + y + z \leq$ Budget Limit', $2y + z \geq$ Minimum Attendees), which does not align to the standard.

Page Number: online

Location:
Al.a2.3.A.i, Activity 2 Formulating Complex Systems of Equations, Student Response

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Thank you for your feedback. We will be resubmitting this course during the next adoption window and will take this feedback into consideration while improving our program.

Geometry (IMRA)

Program: Texas Math: Geometry Powered by Kiddom

Component: Texas Math: Geometry Powered by Kiddom Print (ISBN: 9798894309187)

REPORTED FEEDBACK:

Student response shows possible tools being selected from. These need to be listed earlier as potential tools.

Page Number: 478

Location:

Unit 2, Lesson 4, Activity 4.2, Student Facing Task Assignment:

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

As part of the errata process we will also list the possible tools earlier in the lesson.

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

Students are using both algebraic and graph representations.

Page Number: online

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept without change**

Thank you for your feedback.

REPORTED FEEDBACK:

Suggestion to improve: Have students choose from a table and a diagram to investigate the pattern.

Page Number: online

Location:

Additional Lessons, Geom.5.A.vi, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept without change**

Thank you for your feedback.

REPORTED FEEDBACK:

Have options for the students to select from. This citation has the teacher making the selection, instead of the students.

Page Number: online

Location:

Unit 5, Lesson 2, Activity 2.2, Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Thank you for this feedback. We will take this into consideration through future enhancements of the curriculum.

REPORTED FEEDBACK:

With the use of both the symbolic proof and paragraph proof the narrative follows the TEKS.

Page Number: online

Location:

Unit 2, Lesson 1, Activity 1.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback.

REPORTED FEEDBACK:

Include as part of this activity a means for students to select which techniques resonated with them, and to justify their selection.

Page Number: online

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add a sentence after this section, "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." to include, "As students share they should include justification for why they used a specific strategy."

REPORTED FEEDBACK:

Emphasize the fact students (not the teacher) are "examine[ing] cases where certain transformations result in true or false statements."

Page Number: online

Location:

Additional Lessons, g.4.B.ii, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Students are constructing truth tables as part of Activity 1 and therefore as part of the errata process we will change the language in the synthesis section from, "Ask students to justify why each of the statements is true or false, providing examples." to "Ask students to examine and justify why each of the statements is true or false, providing examples."

REPORTED FEEDBACK:

For a verbal display students should be given specific concepts to note during discussion.

Page Number: online

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process, we will add a sentence before, "Here are some questions for discussion:" of "Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions.

REPORTED FEEDBACK:

Language does not reflect a professional tone, and is somewhat colloquial. Consider tightening instructions, and improving professional tone.

Page Number: online

Location:

Unit 1, Lesson 9, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. As part of the errata process we will revise the instructions in this section.

REPORTED FEEDBACK:

Students are using a linear equation and a graph as representation.

Page Number: online

Location:

Unit 5, Lesson 1, Activity 1.2, Question 4

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback.

REPORTED FEEDBACK:

Students are enabled to select between paper folding, estimation, or straightedge and compass.

Page Number: online

Location:

Unit 1, Lesson 9, Activity 9.4, Launch

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback.

REPORTED FEEDBACK:

The assignment is vague in that it sounds like students should be going through a cycle with each bullet point.

Page Number: online

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process, we will revise the instructions, "Select previously identified students to share in this order:" to "Select students to share that used a variety of strategies. Share strategies in this order:".

REPORTED FEEDBACK:

"Draw" should be "construct", unless the program has a "freehand" option.

Page Number: online

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Our platform allows students to draw their response digitally, therefore we do not need to make this update at this time.

REPORTED FEEDBACK:

The wording about selecting students needs to be more specific.

Direct quote: "Select previously identified students to share in this order:"

Fixed example: "Select previously identified students to share in this order who:"

Page Number: online

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will revise this to the provided fixed example.

REPORTED FEEDBACK:

The side length given are 6cm and 8cm; however in the "Note for Evaluating Response" they are using side lengths 6cm and 9cm.

Page Number: online

Location:

Unit 2, Lesson 11, Activity 11.2, Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We will change the side length in the problem to 9 cm as part of the errata process.

REPORTED FEEDBACK:

In the instruction please give a specific list of acceptable techniques for students to select.

Page Number: online

Location:

Unit 3, Lesson 10, Geometry.3.B10, Problem 8

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will ensure students have optionality with multiple techniques.

REPORTED FEEDBACK:

Student choice not present. Consider combining multiple activities as station work, where students can select from a/b options, where $a < b$.

Page Number: online

Location:

Unit 5, Lesson 3, Activity 3.2, Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will add a note to the teacher guide to have a second suggestion that students can choose from to dilate a rectangular prism using a tool different than the current lesson.

REPORTED FEEDBACK:

The specific emphasis on compass/straightedge supports the "real objects" part of the TEKS.

Page Number: online

Location:

Unit 1, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback.

REPORTED FEEDBACK:

The justification and evaluation are implicit through brainstorm discussion and selecting a method. Please ensure those are noted explicitly to maintain TEKS rigor.

Page Number: online

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will revise the sentences, "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." to "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."

REPORTED FEEDBACK:

RE-state in the synthesis the variety of tools available.

Page Number: online

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

As part of the errata process we will restate the tools in the synthesis 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 Module 5: Numbers 10-20, Counting to 100, and Understanding Work, Teacher Edition (ISBN: 9798890721167)

REPORTED FEEDBACK:

We recommend having students write using the sentence frame to make connections to the linking cubes, and providing a place for students to record.

Page Number: 171

Location:

M5, L11, Concept Development

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

Component: OER K-5 Math Grade K Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10, Teacher Edition (ISBN: 9798890721082)

REPORTED FEEDBACK:

While this lesson does meet the standard, it would be nice to include other lessons that have students generate sets that are more than 1 more. i.e. give the students the number 4 and generate the number 7.

Page Number: 222

Location:

M3, L22, TE Concept development, notes on mmae

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. TEKS alignment has been verified through the IMRA process.

REPORTED FEEDBACK:

While this lesson does meet the standard, it would be nice to include other lessons that have students generate sets that are less than 1 less. i.e. give the students the number 6 and generate the number 2

Page Number: 228

Location:

M3, L23, TE Concept development, notes on mme

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. TEKS alignment has been verified through the IMRA process.

Math, Grade 3 (IMRA)

Program: Bluebonnet Learning Grade 3 Math, Edition 1

Component: K-5 Math Grade 3 Module 3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10, Teacher Edition (ISBN: 9798890721914)

REPORTED FEEDBACK:

Consider modifying question 2a to explicitly state that students need to write the equation, then solve (similar to the statement in 2b) "Use a box in an equation to represent the unknown value, and then solve the problem."

Page Number: 102

Location:

M3, L7, Problem Set, Problem 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Question 2a has been revised.

REPORTED FEEDBACK:

It would be helpful to add a sentence question/frame that encourages students to come up with their own question to "seek clarification" of any concept that is still not understood.

Page Number: 114

Location:

M3, TC, L8 - Student Debrief (Narrative)

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

There is insufficient information to identify and address the concern.

REPORTED FEEDBACK:

In the MME box, consider being more explicit about what types of manipulatives might be a good fit for the problem set. For teachers new to content or grade level, this support would be beneficial.

Page Number: 208

Location:

M3, L16, Problem Set, Notes on Multiple Means of Engagement, "Consider providing Students with manipulatives to use as they work through the Problems of the Problem Set."

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Language has been revised to include the specific manipulatives in the problem set.

Component: K-5 Math Grade 3 Module 6: Financial Literacy and Data, Teacher Edition (ISBN: 9798890722034)**REPORTED FEEDBACK:**

Consider adjusting layout. The teacher edition page shows the exemplar for Problem Set question 2 adjacent to the teacher guidance for the exit ticket. This can be confusing and misleading to teachers who assume that the problem set question 2 is the exit ticket. An exemplar for the exit ticket on this page would provide clarity and ease of use.

Page Number: 129

Location:

M6, L10, Exit ticket page 127 in document (not pdf page number)

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. The suggested feedback will be considered for future continuous improvement.

Component: K-5 Math Grade 3 Module 2: Place Value and Problem Solving with Units of Measure, Teacher Edition (ISBN: 9798890721877)**REPORTED FEEDBACK:**

Giving students an option to draw place value disks will allow for the visual representation of the manipulative.

Page Number: 153

Location:

M2, L12, Concept Development, part 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

REPORTED FEEDBACK:

In Problem 3 it would be beneficial to add the word "order" when instructing students to "Write the numbers from least to greatest. Use comparison symbols to express the relationships of the numbers."

Page Number: 167

Location:

M2, L13, Concept development

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

REPORTED FEEDBACK:

It would be beneficial to encourage students to use symbols $>$, $<$ or $=$ on Problem 1 where it says "Use the information in the chart to order the car prices from least to greatest."

Page Number: 170

Location:

M2, L13, Exit ticket

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

REPORTED FEEDBACK:

This accommodations allows students to describe the process the used but does not require students to use connecting words.

Considering adding the use of linking words such as "and, but, if" to support expression when writing and/or speaking.

Page Number: 335

Location:

M2, TF, L27 - Notes on MME

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

REPORTED FEEDBACK:

Adding more technology options beyond just a calculator would be beneficial. While the use of technology is not clearly evident in the fluency section or notes and may not be as appropriate for this activity, incorporating virtual manipulatives could promote technology use in a meaningful way.

Page Number: 347

Location:

M2, L28, Fluency Practice, Notes on Multiple Means of Action and Expression

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

Math, Grade 4 (IMRA)

Program: Bluebonnet Learning Grade 4 Math, Edition 1

Component: K-5 Math Grade 4 Module 6: Introduction to Decimals and Financial Literacy, Teacher Edition (ISBN: 9798890722324)

REPORTED FEEDBACK:

Consider adding explicit instructions to use the standard algorithm for problems 3 & 4. Students often arrive in secondary with skill gaps in this area. They can solve using the disks, strip diagrams, etc. but cannot consistently write and solve a standard algorithm problem, which can cause them considerable trouble when solving equations & multi-step problems beginning in 6th grade.

Page Number: 183

Location:

M6, L12, Problem Set #3-4

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. Content appropriate in current form.

REPORTED FEEDBACK:

Consider revising the instructional notes for problems 4-6 to incorporate having students solve the problems using the standard algorithm. All 6 problems in the Concept Development explicitly state for students to solve the problems using the place value chart/disks and "record" the calculation work from the model in the vertical algorithm. Students should have the opportunity to practice solving using the algorithm before beginning the Problem Set to ensure mastery of the SE.

Page Number: 192

Location:

M6, L13, Concept Development #4-6

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. Content appropriate in current form.

Component: K-5 Math Grade 4 Module 4: Angle Measure and Plane Figures, Teacher Edition (ISBN: 9798890722249)

REPORTED FEEDBACK:

Consider adding explicit instructions for teachers on Problem 2 to have students verify with the protractor that triangles D & E each have a right angle. The Concept Development suggests students measure, but it is important for student success beginning in 6th grade that students verify right angles in triangles via measurement, calculations, triangle attributes and/or noting an interior or exterior right angle box symbol if given for the triangle. Using the protractor in this activity would begin to develop this foundational skill for subsequent years.

Page Number: 195

Location:

M4, L13, Concept Development

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. Content appropriate in current form.

Component: K-5 Math Grade 4 Module 3: Multi-Digit Multiplication and Division, Teacher Edition (ISBN: 9798890722201)

REPORTED FEEDBACK:

Consider adding a step for students to write down the formula (from the Concept Development or the STAAR Reference Materials chart,) then solve for the area and perimeter. This would better align Problem Set #1 with the SE.

Page Number: 33

Location:

M3, L1, Problem Set #1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Revision has been made to add a sentence above Problem Set #1.

REPORTED FEEDBACK:

Consider adding explicit instructions for students on questions 5-7 of this problem set indicating the student should model their thinking with a strip diagram or other model. While the answer sheet in the Student Debrief section of the TE reflects drawing strip diagrams for these problems, there is nothing on the student worksheet that instructs students to do so.

Page Number: 88

Location:

M3, L5, Problem Set #5-7

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. Content appropriate in current form.

Math, Grade 5 (IMRA)

Program: Bluebonnet Learning Grade 5 Math, Edition 1

Component: K-5 Math Grade 5 Module 3: Addition and Subtraction of Fractions, Teacher Edition (ISBN: 9798890722492)

REPORTED FEEDBACK:

To best prepare students for the next grade level and better meet the expectations of this SE, consider adding facilitation questions to this lesson that directly tie to properties of operations. For example, the teacher could ask students in problem 4 what would happen if they chose to add $\frac{1}{4}$ and $\frac{1}{2}$ together first, then add $\frac{2}{3}$ (associative property) or would the sum be affected if the problem was rewritten as $\frac{1}{4} + \frac{2}{3} + \frac{1}{2}$ (commutative property.) These discussion points would help build the foundation necessary for students to master 6.7D in the next grade level, which has historically been an area where students struggle.

Page Number: 113

Location:

M3,L7, Concept Development - Problem 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. TEKS alignment has been verified through the IMRA process.

Component: K-5 Math Grade 5 Module 1: Place Value and Decimals, Teacher Edition (ISBN: 9798890722416)

REPORTED FEEDBACK:

Consider adding the word distribute to the teacher script, i.e. "Let's distribute the 6 to the ones, tenths, and hundredths place using multiplication." Students need to be introduced to this terminology to develop a foundational understanding for using the distributive property with expressions in 6th grade (TEKS 6.7D.)

Page Number: 146-147

Location:

M1 L10 Concept Development, Problems 7-9, UPDATED, see 4 blue carets with comments [download the PDF]

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Reject

No revision made. TEKS alignment has been verified through the IMRA process.

REPORTED FEEDBACK:

To better align to the requirements of this SE, consider changing one of the problems in the Concept Development to include a 4-digit dividend and 2-digit whole number divisor resulting in a quotient to the hundredths place.

Page Number: 185

Location:

M1, L13, Concept Development, Problem 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. TEKS alignment has been verified through the IMRA process.

REPORTED FEEDBACK:

While the Notes on MA&E state that place value disk should be readily available throughout the module, it would be helpful to state in the directions of the problem set to first use place value disk to solve, then draw your model in the place value chart.

Page Number: 189

Location:

M1, L13, Problem Set, Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. Content appropriate in current form.

REPORTED FEEDBACK:

To better align to the requirements of this SE, consider changing one of the problems in #1 to include a 4-digit dividend and 2-digit whole number divisor resulting in a quotient to the hundredths place.

Page Number: 189

Location:

M1, L13, Problem Set, Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

No revision made. TEKS alignment has been verified through the IMRA process.

Component: K-5 Math Grade 5 Module 4: Multiplication and Division of Fractions, Teacher Edition (ISBN: 9798890722539)

REPORTED FEEDBACK:

Students are not asked to use construction paper to solve problem 3. Consider adding this step to problem 3 in order to meet the requirements of the breakout.

Page Number: 249

Location:

M4, L18, Problem Set, problem 3 asks students to use construction paper to represent a fraction

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

The use of construction paper to solve problems is included in the Concept Development lesson component.

Math, Grade 6 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1

Component: Secondary Mathematics Grade 6 Skills Practice Teacher Edition (ISBN: 1897809273070)

REPORTED FEEDBACK:

This lesson includes natural numbers. Natural numbers are part of 7th grade TEKS. 6th grade TEKS only include whole, integers, and rational numbers. While this is a good lesson for 7th grade, the natural numbers needs to be removed to make it fully aligned for 6th grade. Including natural numbers could cause misconceptions for students.

Page Number: 179

Location:

Module 3, Topic 1 Skills Practice III.B. (Skills Practice TE)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

A revision has been made to the facilitation notes of the instructional materials to ensure teachers internalize the extension opportunity without compromising the focus of the lesson on integers, whole numbers, and rational numbers.

Component: Secondary Mathematics Grade 6 Teacher Edition, Volume 1 (ISBN: 1845678901001)

REPORTED FEEDBACK:

This lesson includes natural numbers. Natural numbers are part of 7th grade TEKS. 6th grade TEKS only include whole, integers, and rational numbers. While this is a good lesson for 7th grade, the natural numbers needs to be removed to make it fully aligned for 6th grade. Including natural numbers could cause misconceptions for students.

Page Number: 494

Location:

Module 3, Topic 1 Lesson 3
Getting Started Whole Activity (TE Vol. 1)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

A revision has been made to the facilitation notes of the instructional materials to ensure teachers internalize the extension opportunity without compromising the focus of the lesson on integers, whole numbers, and rational numbers.

REPORTED FEEDBACK:

This lesson includes natural numbers. Natural numbers are part of 7th grade TEKS. 6th grade TEKS only include whole, integers, and rational numbers. While this is a good lesson for 7th grade, the natural numbers needs to be removed to make it fully aligned for 6th grade. Including natural numbers could cause misconceptions for students.

Page Number: 497

Location:

Module 3, Topic 1 Lesson 3
Activity 3.2: This includes all of the narrative, the Venn Diagram and Question 1 (TE Vol. 1)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

A revision has been made to the facilitation notes of the instructional materials to ensure teachers internalize the extension opportunity without compromising the focus of the lesson on integers, whole numbers, and rational numbers.

REPORTED FEEDBACK:

This lesson includes natural numbers. Natural numbers are part of 7th grade TEKS. 6th grade TEKS only include whole, integers, and rational numbers. While this is a good lesson for 7th grade, the natural numbers needs to be removed to make it fully aligned for 6th grade. Including natural numbers could cause misconceptions for students.

Page Number: 505

Location:

Module 3, Topic 1 Lesson 3
Assignment Practice Question 1 (TE Vol. 1)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

A revision has been made to the facilitation notes of the instructional materials to ensure teachers internalize the extension opportunity without compromising the focus of the lesson on integers, whole numbers, and rational numbers.

Component: Secondary Mathematics Grade 6 Teacher Edition, Volume 2 (ISBN: 1897802013796)

REPORTED FEEDBACK:

To combine like terms in Junior High, it is not correctly aligned content wise to use the algebra tiles for x^2 until Algebra 1. We realize this is not the standard we are looking at but we wanted to draw attention to this content.

Page Number: 710-714

Location:

Module 4, Topic 1 Lesson 3
Activity 3.1 Narrative and Questions 1-7 (TE Vol 2)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

A revision has been made to the facilitation notes of the instructional materials to ensure teachers internalize the extension opportunity that the intent of the activity is combining like terms, including constants and different sets of variables. Questions involving x^2 's can be used as extensions.

Math, Grade 7 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1

Component: Secondary Mathematics Grade 7 Teacher Edition, Volume 1 (ISBN: 1978096734765)

REPORTED FEEDBACK:

A link to a family budget estimator would be beneficial to teacher, even just suggested links in the margin for the teacher.

Page Number: 311

Location:

M2, T2, L3, Activity 3.3, Using Family Budget Estimator website for Question 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Due to suitability guidelines, all external facing links have been removed from these instructional materials.

REPORTED FEEDBACK:

This would be better if it encouraged the STUDENTS to listen for the use of equal and congruent correctly instead of the teacher. However I approved it because Students are working in groups, listening and speaking.

Page Number: 5F

Location:

M1, T1, L1, Common Misconceptions.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These instructional materials include some common misconceptions to help teachers proactively address and correct potential misconceptions that students may encounter. As students share responses, the misconception prompts teachers to ensure accurate use of the terms equal and congruent.

Math, Grade 8 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 8, Edition 1

Component: Secondary Mathematics Grade 8 Teacher Edition, Volume 2 (ISBN: 1987922076133)

REPORTED FEEDBACK:

Accepted - However, this page does not specify if students are working in groups and sharing by speaking, writing, or both. It would help to clarify to add a strategy such as :Think, Write, Pair, Share so that the teacher knows to encourage students to do both speaking and writing.

Page Number: 489C

Location:
Module 3, Topic 2, Lesson 1, Activity 1.1

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**
The facilitation notes provide guidance for the implementation of the activity.

Algebra I (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1

Component: Secondary Mathematics Algebra I Skills Practice Teacher Edition (ISBN: 1989791276179)

REPORTED FEEDBACK:

It would be a good idea to include the verbiage "parallel to the x axis" or "perpendicular to the y-axis" in addition to the problems that state 'parallel to the line $x=5$ '. We should draw specific attention to what it means to be parallel or perpendicular to the axis.

Page Number: 107

Location:
Module 2, Topic 2, Skills Practice, Section III.A (Skills Practice TE)

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**
Algebra I Module 2 Topic 2 skills practice has been revised.

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 1 (ISBN: 1689781298128)

REPORTED FEEDBACK:

For a no-correlation example, consider using two categories that can be measured numerically instead of color of a car and its speed where only the speed can be represented with a numeral. Students sometimes confuse the idea that categories that have measurable data will always have a correlation.

Instead, consider using zip code and number of pets someone owns, or height and number of states/countries someone has visited. Each factor in these pairings can be measured numerically, and still show that there is no relationship between the data sets.

Page Number: 166, 167

Location:
M2, T1, L2, Activity 2.1; EB Student Tip

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: **Accept**
The following revisions have been made: change "such as the color of a car and its speed" to "such as the height of students and the number of states they have visited."

REPORTED FEEDBACK:

The actual r value (correlation coefficient) for graph a is -0.9606 and the actual r value for graph b is 0.8603

Although this is an exercise on estimating/approximating the r value, it is necessary for students to truly see what an r value ~ 0.7 looks like, as the data is more loosely aligned. Consider changing the scale of the graphs to give greater variability within the data.

My greater concern is graph b as this data would round to an r value of 0.9 versus a 0.7

In previous products most of the example data we are given ends up having an r value of 0.9, it would be useful for students to see what data looks like that has truly has a ± 0.5 or ± 0.7 correlation coefficient.

Page Number: 167-168

Location:
Module 2 Topic 1 Lesson 2
Activity 2.1 Full Activity (TE Vol. 1)
problem 1 part a and b

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**
The following revision will be made: update graph in part b to have a true r value that is closer to $+0.7$.

REPORTED FEEDBACK:

It would be beneficial to use both "average rate of change" and "constant rate of change" in the description

Page Number: 263

Location:

Module 2, Topic 1, Topic 1 Summary, Lesson 3 paragraph beginning "Another name for the slope of..."

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

The instructional materials align to the Texas Essential Knowledge and Skills (TEKS), which only use the terminology "rate of change."

REPORTED FEEDBACK:

Why is the term "vertically dilated" used instead of "vertically stretched"? Could both terms be included?

Page Number: 280 and 281

Location:

Module 2, Topic 2, Lesson 1, Activity 1.4, Question 1 (TE Vol. 1)

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept without change**

The terms "vertically dilated" and "vertically stretched" are used interchangeably throughout Module 2 Topic 2. Examples of the use of these terms can be found on the following PDF pages: 559, 562, and 563.

REPORTED FEEDBACK:

absolute maximum and minimum are not covered until algebra 2 when functions have multiple maximum values. Although it is helpful to utilize and introduce vocabulary, requiring students to find them is beyond the scope of the TEKS. a.17.A states "identify key features...including maximum value, minimum values..." no mention of absolute max/min.

Page Number: 58

Location:

Module 1 Topic 1 Lesson 3 Assignment Practice Question 1-3 (TE Vol. 1)

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

A Facilitation Note will be added to explain to teachers that because quadratic functions only have 1 minimum or maximum point, the word absolute is implied and not necessary in student answers.

REPORTED FEEDBACK:

Many of the EB tips such as this one connect the terms to similar Spanish words. In some districts there are over 100 different languages spoken in the homes of the students. Although Spanish is prevalent in many areas, it is also not the only EB student population we are trying to reach. If there are vocabulary terms in other languages with mutual intelligibility that might benefit from also being highlighted in these EB tip sections. Or Latin roots that tend to permeate multiple languages.

Page Number: 84

Location:

M1, T2, L1, Getting Started EB Student Tip

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Currently, the instructional materials provide emergent bilingual supports for Spanish speakers.

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 2 (ISBN: 1689781289182)

REPORTED FEEDBACK:

I appreciate how the argument is described in this section and that students are shown how to write the function in terms of the parent function. The statement "so, $x+3$ replaces..." is a great way to describe/explain what is happening.

Page Number: 711

Location:

Module 5 Topic 1 Lesson 3 Activity 3.2 Narrative and Worked Example (TE Vol. 2)

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept without change**

Pending Publisher Response

REPORTED FEEDBACK:

Amir's example is the only instance of subtracting polynomial expressions of degree 1, and it is done incorrectly (to prove a point). It may be useful to include a problem in section 2 that allows students to practice one correctly.

Additionally-prior to lesson 1.4 there has been no discussion of classifying polynomials in multiple variables such as in 2(a) and 2(b). Students may

incorrectly identify these as 1st degree polynomials and a note somewhere in lessons 1.1-1.4 would be useful to clear up this misconception.

Page Number: 773

Location:
Problems 1 & 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept
Algebra I Module 5 Topic 2 Lesson 1 has been revised.

Publisher: Agile Mind, Inc.

Math, Grade 6 (IMRA)

Program: Agile Mind Texas Mathematics 6

Component: Texas Mathematics 6 online course (ISBN: 9781961490185)

REPORTED FEEDBACK:

Consider adding turn and talk prompts and sentence stems directly to student-facing materials.

Page Number: T1 L1 Lesson Activities Page 10

Location:
Students provided sentence stems as an entry point of discussions with other students, as prompted in the suggestions for teacher supports

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Please include student directions in the student-facing materials. Students should know the expectations (partner work) when looking at their materials.

Page Number: T1 L7 Lesson Activities Page 4

Location:
Students work collaboratively to develop a strategy for a problem and post solutions on chart paper, as prompted in the suggestions for teacher supports

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

This is a great example of how the questions for students should be provided on the screen! Consider adding these types of directions/guidance to all student-facing materials.

Page Number: T1 L7 Lesson Activities Page 5

Location:
Students restate problem and discuss ideas with a partner, as prompted in the suggestions for teacher supports

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your comment!

REPORTED FEEDBACK:

Consider adding prompt to the student facing materials to ensure they are responding to questions and requests.

Page Number: T11 L4 Lesson Activities Page 2

Location:
Students write a conjecture based on their classroom conversations, as prompted in the suggestions for teacher supports

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The Student Activity Sheet associated with this page prompts students to record their conjecture related to triangle side lengths. The page content is designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

If I were to use this as an initial introduction, I would keep the values whole numbers to make it easier for the students to see the changes.

Page Number: T11 L4 Lesson activities pages 2-3

Location:

The breakout is addressed through the exploration of the interactive triangle on page 2 and the consolidation of the learning on page 3.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this suggestion. We will change the animation to show a starting state with no decimals in the angle measures: 30, 60, and 90 degrees for the three angles.

REPORTED FEEDBACK:

Consider moving the hint of "Write an equation for the area of the trapezoid, then simplify and solve" to the beginning of the prompt. This will help ensure students are writing equations to represent problems related to the area of trapezoids.

Page Number: T12 L6 Practice page 3

Location:

The breakout is addressed with the item on the page and the hint to write an equation.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The task is designed for students to have the opportunity to evaluate and choose the appropriate approach the problem, rather than having the solution path given to them in the prompt.

REPORTED FEEDBACK:

<p>Change verbiage to "Choose or Select a tool to measure, in centimeters, and calculate."</p>

Page Number: T12 L7 MARS Task

Location:

<p>The breakout is addressed with students selecting real measurement tools such as rulers, tape measures, straight angles, protractors, etc to solve the problem.</p>

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

MARS Tasks are included in our course programs with permission by the Shell Centre. We do not have permission to edit them, unless there is a mathematical error. The teacher guidance for facilitating this lesson indicates that part of the task is to select appropriate tools.

REPORTED FEEDBACK:

This activity can be strengthened by having students compare the costs of a checking account with the two financial institutions

Page Number: T15 L1 Constructed response 1

Location:

The breakout is addressed with the activity described in Constructed response 1.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We appreciate this feedback and will add a prompt and guidance to compare to the directions of the task.

See planned development document here:

https://drive.google.com/file/d/1Sjs_ywPsIRA5YFE6SZx0l8fg0UjrChw/view?usp=share_link

REPORTED FEEDBACK:

To strengthen this, please have students describe the features of the debit card offered by different financial institutions.

Page Number: T15 L1 Constructed response 1

Location:

The breakout is addressed with the activity described in Constructed response 1.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We appreciate this feedback and will add a prompt and guidance to compare and prompts to describe features.

See planned development document here:

https://drive.google.com/file/d/1Sjs_ywPsiRA5YFE6SZx0l8fg0UjChw/view?usp=share_link

REPORTED FEEDBACK:

Savings needs to be more explicitly explained.

Page Number: T15 L3 Lesson activities page 8

Location:

The breakout is addressed through everything on the page and in check reveal box, Savings is explicit in 2nd sentence.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We appreciate this feedback and will add detail to the paragraph. We have shared planned authoring for this page already as part of our response to rejected TEKS/ELPS breakouts. The new page text will be:

Stephen is worried that he may not be able to afford college. He and his family can start saving for college now. They can open a savings account that is intended to specifically pay for college. Then, they could plan to consistently add money to the savings account prior to college. They should look for a savings accounts that earns interest, or a special tax benefit account, called a 529 account. And there are other things Stephen can do in middle school and high school that can reduce the cost of college.

What do you think you could do in the next several years and through high school that will lower the cost of college?

[Check] ADD NEW FIRST BULLET

Start a savings account, and add to it regularly, to save for college.

Do your best in your classes now so that you may qualify for various grants and scholarships. This also helps to ensure that you do not have to take remedial or make-up courses.

Even if you plan on working toward a bachelor's degree or professional degree, you can save a significant amount of money by taking "the basics" at a community or junior college. You may even be able to take community college classes while you are in high school.

Taking Advanced Placement (AP) classes and exams or dual credit courses in high school can allow you to earn college credit. You can get college credit without paying tuition for certain courses, like AP English and AP Calculus. Some students enter college with much of their first year completed by taking this approach.

Try to decide on a major as early as possible (in high school or early in your college career). Changing majors may involve taking additional courses, which takes more time and money.

Learn more about your options for paying for tuition and all other fees and living costs. This includes applying for financial aid.

REPORTED FEEDBACK:

Consider providing prompts on student-facing materials to ensure students are seeking clarification of spoken language (using sentence frames such as "can you share more why...")

Page Number: T2 L2 Lesson activities Page 3

Location:

See drag & drop puzzle & Hint

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Difficult to access the student puzzle referenced.

Page Number: T2 L4 Deliver instruction

Location:

The breakout is addressed through the guidance for page 2 first bullet and the first 5 bullets of guidance for pages 5-6.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

The reference is for the advice for teachers, not a puzzle.

REPORTED FEEDBACK:

Provide pictorial supports for emergent bilingual.

Page Number: T3 L10 Lesson Activities Page 4

Location:

See paragraph 1 and animation panels 1-3

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We appreciate this feedback and will make the background images of flour and eggs more prominent and move them to appear close to the words.

REPORTED FEEDBACK:

Great use of the graph to show the relationship, but might consider using a graph that shows explicitly where the ordered pairs are located instead of students having to estimate the location, such as (16,20) having to locate 16 on the x-axis.

Page Number: T3 L9 Lesson activities page 3.

Location:

The breakout is addressed on the page where students drag points to graph ratios.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your suggestion. The movable point snaps to the grid so the student can move from 15 to 16 without using estimation.

REPORTED FEEDBACK:

Prompt students to verbally express their learning.

Page Number: T4 L4 Lesson Activities page 3

Location:

See panel 2 of the animation along with the blue highlighted paragraph

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

To improve, please add prompts for students to see and then prompts for them to verbally respond.

Page Number: T6 L2 Pages 1-2

Location:

Students respond to questions posed by the teacher as a review of prior day's learning, as prompted in the suggestions for teacher supports

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

The activity has students writing and not speaking. To improve, please include a prompt for speaking on student-facing materials

Page Number: T6 L3 Page 2

Location:

See animation panels #1-4 ; Students work with partner to translate between verbal and symbolic statements, as prompted in the suggestions for teacher supports

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in fostering student collaboration and in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

As previously mentioned, please include student prompts (sentence stems, vocabulary supports) directly on student-facing materials.

Page Number: T7 L1 Lesson Activities Page 2

Location:

See animation panels #1-4; Students use peer discussion, sentence stems, and animations as they add new words to their vocabulary notebook, as prompted in the suggestions for teacher supports

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom. The associated Student Activity Sheet prompts students to record their understanding of terms and examples.

REPORTED FEEDBACK:

Consider moving the caption to a more easily accessible and visible location so that students understand the difference verbally between expressions and equations.

Page Number: T7 Lesson activities Page 2

Location:

Breakout is addressed in the action of panels 2 and 3 and the end captions of panels 2 and 3. Click the number and play the panel to the end to see the yellow end caption.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

It is our practice to use captions in this way. The teacher is also reinforcing the content with classroom discussions. The caption is a prompt to begin the discussion.

Math, Grade 7 (IMRA)

Program: Agile Mind Texas Mathematics 7

Component: Texas Mathematics 7 online course (ISBN: 9781961490192)

REPORTED FEEDBACK:

Consider adding prompts for students to retell

Page Number: T1 L1 Page 1

Location:

See picture on page 1, goals and objectives

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Provide prompt for students to respond orally.

Page Number: T1 L12

Location:

See page 2 lesson activities

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Please include student prompts that will demonstrate the entirety of this ELPS. Specifically, turn and talks or peer support guidance.

Page Number: T1 L8 MARS Task

Location:

See Constructed Response MARS Task: Cereal

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and detailed guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom related to the task and when and how students should engage with each other.

REPORTED FEEDBACK:

please include student prompts

Page Number: T1 L8 MARS Task

Location:

See Constructed Response MARS Task: Cereal

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The citation linked is a student task with prompts. The lesson materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Provide a variety of recipes for students to use from different student demographic background to ensure students are choosing grade appropriate recipes.

Page Number: T1 L9 Constructed Response 3

Location:

See activity Constructed Response 3

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This task prompts students to identify a recipe that is meaningful to them. These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom:

Show a video of someone making a recipe you like. Ask students to listen to the words the person uses to describe the size of the recipe – do they say servings, batches, or something else? Do they use approximate or exact measurements? Ask students to share a dessert or other food that they might make at home. This might be a family recipe, something they learned to make on their own, or just something they enjoy eating. Do an internet search to find a recipe for a few of the items students share. This gives students a chance to personalize the recipes to things they like, their family, or their culture.

REPORTED FEEDBACK:

Please include audio.

Page Number: T10 L2 Pages 3-4

Location:

See Lesson Activities pages 3-4

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This experience is designed for the teacher to elicit discussion that enables students to engage and derive meaning.

REPORTED FEEDBACK:

Please include audio.

Page Number: T10 L2 Pages 3-4

Location:

See Lesson Activities pages 3-4

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This experience is designed for the teacher to elicit discussion that enables students to engage and derive meaning.

REPORTED FEEDBACK:

Provide student prompts to respond orally.

Page Number: T11 L1 Pages 2

Location:

See 4 Interactive Images, click on images

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom, and to prompt verbal discussion for this activity.

REPORTED FEEDBACK:

Consider using accurate totals for each budget line item. The average cost of a 2-bedroom shared apartment in Austin is roughly ~\$1,600.

Page Number: T12 L2 Lesson activities page 8

Location:

See page for Austin; pages 2-7 calculated her wages/budget to compare here.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your feedback. While we agree that the values may be dated based on recent increases in costs of living, the context is woven throughout lessons in the topic, and updates like these would require additional significant changes to content already approved through the IMRA 2024 process.

REPORTED FEEDBACK:

Given this is typically taught with percentages, be sure to reference previously taught skills on percents.

Page Number: T12 L3 Lesson activities page 7

Location:

See puzzle on page.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This task is designed for students to have the opportunity to evaluate and choose the appropriate approach the problem, rather than having the solution path given to them. The hint provides suggestions for percentages.

REPORTED FEEDBACK:

Please include student prompts for speaking.

Page Number: T2 L2 Lesson Activities Page 6

Location:

See panels 1-4

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Please include student prompts for speaking to enhance this narrative.

Page Number: T2 L2 Lesson Activities Page 6

Location:

See panels 1-4

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Consider including student prompts.

Page Number: T2 L4 Page 3

Location:

See panels 1-3

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The Student Activity Sheet question associated with this online page prompts students to discuss and answer, and the materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Please include student prompts for speaking to enhance this narrative.

Page Number: T3 L5 Page 3

Location:

See page 3 animation

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The Student Activity Sheet question associated with this online page prompts students to discuss and answer, and the materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Provide student guidance on how to receive teacher and peer support.

Page Number: T3 L8 MARS Task

Location:

See question 3

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Please include student prompts to ensure they are understanding spoken language.

Page Number: T3 L8 MARS Task w/Culminating Literacy Task

Location:

See MARS Task 1-6 and Culminating Literacy Task

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom. For example, included in the advice for this task: Encourage students' active listening during the debrief of this task. For example, after a student has shared his or her answer or strategy engage students by saying, "Raise your hand if you understand Michael's strategy." Then call on one of those students to restate the student's strategy in their own words. This process can help to establish norms for classroom discourse while also setting the expectation that all students listen carefully to each other's ideas. As students or pairs of students are sharing their answers and strategies with the rest of the class, encourage students to critique the reasoning of others and to compare the various strategies.

REPORTED FEEDBACK:

To strengthen this, include examples of this set up as a ratio.

Page Number: T4 L6 Lesson activities pages 2-4

Location:

See pages to use ratios to solve problem of buying uniforms. Answer on page 4 last reveal.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

We believe the visual is evidence of using a ratio approach to the problem and do not want to take the cognitive complexity of setting up a ratio away from the student.

REPORTED FEEDBACK:

Please add student prompts for listening.

Page Number: T4 L7 Deliver Instruction

Location:

See teacher advise for lesson activities for page 4 panels 1-8

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This citation was for the teacher materials, which provide guidance to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Consider adding prompts to student facing materials to ensure students have the opportunity to speak.

Page Number: T4 L7 Page 3

Location:

See bolded vocabulary words, questions and Check boxes

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom and to foster collaboration and discussion.

REPORTED FEEDBACK:

Consider adding student prompts for speaking.

Page Number: T5 L1 Page 5

Location:

See Panels 1-3

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom. as well as prompts for discussing the ideas in this activity.

REPORTED FEEDBACK:

To strengthen this narrative, please provide examples for possible solutions

Page Number: T6 L11 Lesson activities page 6

Location:

See table and Red ? "What are two values...at bottom of page.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This is designed for students to have autonomy to choose possible values and verify.

REPORTED FEEDBACK:

To strengthen this, please ensure that there are opportunities for students to be given and determine the solution and determine if the given variables make the inequalities true.

Ex: if $x < 3$ which inequality will be true?

Page Number: T6 L9 Practice page 7

Location:

See item.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your comment. We have other opportunities for students to determine solutions and determine if the given value of a variable makes inequalities true.

Math, Grade 8 (IMRA)

Program: Agile Mind Texas Mathematics 8

Component: Texas Mathematics 8 online course (ISBN: 9781961490208)

REPORTED FEEDBACK:

consider adding the sentence stems on the panels

Page Number: T1 L2 Lesson activities, page 6

Location:

See question in first paragraph and 'check' reveal. Students have an opportunity to speak using a particular strategy, guided by the advice given in the L2 Deliver instruction citation for this breakout.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Thank you for your comment. These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Provide the sentence frames for students on the page so they have the guidance to speak about what they are learning.

Page Number: T1 L7 Lesson activities, page 2

Location:

Students verbalize a conjecture about the image on the page and use sentence frames to help them. They are supported by the advice given in T1 L7 Deliver instruction, which is a citation for this breakout.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Thank you for your comment. These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom.

REPORTED FEEDBACK:

Consider rearranging the order of these student-facing materials. In order to include mental math, ensure students are not immediately moving for their calculators and have an opportunity to consider perfect squares prior to entering in the calculator.

Page Number: T2 L3 Lesson activities, page 2

Location:

Breakout addressed in second paragraph on page. Students reason about the value of the square root of 2.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Students are not using the calculator at the beginning to calculate the square root of 2. Rather they are using it to show that the square root of 2 times the square root of 2 is 4. Then, they reason about its value using mental math, then use a calculator to compute the exact value.

REPORTED FEEDBACK:

To improve, explicitly ask students to explain how the money is growing over time.

Page Number: T9 Constructed Response 1

Location:

Breakout addressed in parts d and e.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

Students' understanding of how money invested regularly grows over time has been established in prior lessons through the use of graphs.

REPORTED FEEDBACK:

Consider providing an example for students to analyze with family contribution.

Page Number: T9 L3 Lesson activities Page 5

Location:

Breakout addressed in second paragraph and second bullet in list.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Family contributions are covered in previous pages in this lesson.

REPORTED FEEDBACK:

To improve this, consider including explicit explanation opportunities for students to see the advantages on student-facing materials.

Page Number: T9 L5 Lesson activities Pages 2-3

Location:

Breakout addressed across this series of pages.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your comment. These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom. The advice for this series of pages directs teachers to hold a conversation with students about the advantages.

REPORTED FEEDBACK:

To improve this, consider including explicit identification opportunities for students to see the disadvantages on the student facing materials.

Page Number: T9 L5 Lesson activities Pages 2-3

Location:

Breakout addressed across this series of pages.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your comment. These materials are designed to be facilitated by a teacher and guidance is given to the teacher to support them in making instructional decisions appropriate for their classroom. The advice for this series of pages directs teachers to hold a conversation with students about the disadvantages.

Algebra I (IMRA)

Program: Agile Mind Texas Algebra I

Component: Texas Algebra I online course (ISBN: 9781961490215)

REPORTED FEEDBACK:

We suggest including an interactive example of the problem solving process

Page Number: T Classroom routines, Routines: Problem-solving routine, page 1

Location:

Breakout addressed with animation on page.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

This experience is designed to be used as an introduction to a problem solving process with various levels of students. Within the Algebra I course, students have multiple opportunities to apply this process to a problem.

REPORTED FEEDBACK:

The appearance of the exponential function for the student could be confusing since the label for the y-axis appears directly underneath the equation and since audio is enabled, it looks like you are dividing by y

Page Number: T12 L7 Practice, page 4

Location:

Breakout addressed on page.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

To avoid the potential for confusion with a division bar, we will add space between the question stem and the graph and its labels. Use this link to see the layout change:

<https://drive.google.com/file/d/1Ce8hLQBuroH9a59nkeZumvQaYnptrqwe/view?usp=sharing>

REPORTED FEEDBACK:

While the narrative addresses the correct transformation, we would suggest including the transformation in function notation to better mimic the standard.

Page Number: T14 L3 Lesson activities, page 10

Location:

Breakout addressed in animation on page.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The animation on this page is designed so that students can explore vertical shifts of the parent quadratic function. As they drag the sliders, the rule changes in the animation. Students see transformation represented using function notation during other portions of this topic and lesson, for example, in Lesson 3, page 13.

REPORTED FEEDBACK:

I would suggest providing graphs with a fixed x and y axis.

Page Number: T14 L3 Student Activity Sheet, page 7, questions 19-20

Location:

Breakout addressed on pages 7-9, questions 19-20.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Axes are not included so that students have the opportunity to think critically about the shape of the graph and create their own axes and scale accordingly.

REPORTED FEEDBACK:

The breakout uses the term standard form while the text uses general form. I would suggest changing the terminology to using both.

Page Number: T16 L3 Lesson activities, page 5

Location:

Breakout addressed in last paragraph on page and 'check' button.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

We use general form to be consistent with the terminology in Algebra II when students learn about conic sections. In later courses, standard form takes on a different meaning, and we want to be consistent with students beginning in Algebra I.

REPORTED FEEDBACK:

The breakout uses the term standard form while the text uses general form. I suggest the text uses they came terminology as the standard.

Page Number: T16 L3 Student Activity Sheet, page 1, question 2

Location:

Breakout addressed on page 1, question 2.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

We use general form to be consistent with the terminology in Algebra II when students learn about conic sections. In later courses, standard form takes on a different meaning, and we want to be consistent with students beginning in Algebra I.

REPORTED FEEDBACK:

The breakout uses the term standard form while the text uses general form. I suggest the text uses they came terminology as the standard.

Page Number: T16 L3 Student Activity Sheet, page 8, question 11e

Location:

Breakout addressed on page 8, question 11e.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

We use general form to be consistent with the terminology in Algebra II when students learn about conic sections. In later courses, standard form takes on a different meaning, and we want to be consistent with students beginning in Algebra I.

REPORTED FEEDBACK:

I suggest changing factors to using Linear Factors. Also on the graphs showing the linear factors.

Page Number: T17 L3 Lesson activities, page 6

Location:

Breakout addressed on page in table.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

In Algebra I, it is understood that there are linear factors to a quadratic expression.

REPORTED FEEDBACK:

I suggest changing factors to using Linear Factors. Also on the graphs showing the linear factors.

Page Number: T17 L7 Practice, page 5

Location:

Breakout addressed with item on page.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

In Algebra I, it is understood that there are linear factors to a quadratic expression.

REPORTED FEEDBACK:

Include a plotted point on the second point used for the slope.

Page Number: T5 L1 Lesson activities, page 8

Location:

Breakout addressed on page.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

We will add a second point to the graph at (10,12).

REPORTED FEEDBACK:

In both the student prompt/narrative and in the Check, a vertical line's slope is stated interchangeably as both "no slope" and "undefined". Our group discussed how "no slope" may be confusing for students/staff who are used to slope describing data that is increasing, decreasing, or flat over a certain span. By using the term "no slope", some may believe this relates to a flat line or zero slope. The committee discussed a recommendation that asks the publisher to only use "undefined" slope for a vertical line since that is in the breakout of the standard and to remove "no slope".

Page Number: T5 L7 Lesson activities, page 5

Location:

Breakout addressed on page and in the two "Check" buttons.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

We will edit this page by August 26 to make the language more clear.

CHANGE THIS TEXT:

[Paragraph at top and second reveal:]

In the previous animation, you calculated the slope of a horizontal line. You found that the value of the slope was 0. You also explored the slope of a line as it approached vertical. Why do you think a horizontal line has a slope of 0, while a vertical line is said to have no slope? You can use the slope formula to answer this question.

[Second reveal:]

Because there is no change in the x values in a vertical line, the denominator in the slope formula will always be 0. When you divide any non-zero number by 0, the answer is said to be undefined because you cannot find an answer to the division problem. Therefore, the slope of a vertical line is always undefined, and the line is said to have no slope.

TO THIS:

[Paragraph at top and second reveal:]

In the previous animation, you calculated the slope of a horizontal line. You found that the value of the slope was 0. You also explored the slope of a line as it approached vertical. Why do you think a horizontal line has a slope of 0, while a vertical line is said to have a slope that is undefined? You can use the slope formula to answer this question.

[Second reveal:]

Because there is no change in the x values in a vertical line, the denominator in the slope formula will always be 0. When you divide any non-zero number by 0, the answer is said to be undefined because you cannot find an answer to the division problem. Therefore, the slope of a vertical line is always undefined.

REPORTED FEEDBACK:

The committee wanted to share feedback that this item involves using the physical weight of students in a classroom. The committee believes that there may be different data that may be better used since this may potentially lead to body shaming in a classroom.

Page Number: T6 L9 Assessment, page 2

Location:

Breakout addressed with item on page. See answer choices.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We agree and are changing this item to refer to the body weight of a panda bear and the amount of bamboo it eats:

Giant pandas must consume large amounts of bamboo to meet their nutritional needs. Pandas eat between 15-20% of their body weight in bamboo each day.

The body weight and amount of bamboo eaten for eight pandas is shown, along with a scatterplot of the data.

Panda Eating Habits

Panda Weight (lbs) Amount of bamboo (lbs)

Which of the following statements best describes the relationship displayed in the scatterplot?

Heavier pandas always eat more bamboo.

There is a strong negative correlation between a panda's body weight and the amount of bamboo eaten.

Weighing less causes a panda to eat more bamboo.

There appears to be a positive correlation between weight and amount of bamboo eaten.

REPORTED FEEDBACK:

The ambiguity of the different values that could be used makes this more challenging. I suggest the problem be changed to include a parameter for a specific inequality.

Page Number: T7 L6 Lesson activities, page 12

Location:

Breakout addressed in second paragraph and first "Check" button.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The goal of the problem is to write an inequality from a table of values. We address the fact that there could be more than one inequality written that represents the data in the table. Robust advice is given to the teacher in the Advice for instruction on ways to scaffold students through this problem if necessary.

Algebra II (IMRA)

Program: Agile Mind Texas Algebra II

Component: Texas Algebra II online course (ISBN: 9781961490222)

REPORTED FEEDBACK:

Adding an example of the problem solving process along with each step would make it easier for students to grasp the process.

Page Number: Topic Classroom routines Problem-solving routine page 4

Location:

Breakout addressed in this animation

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

This experience is designed to be used as an introduction to a problem solving process with various levels of students. Within the Algebra II course, students have multiple opportunities to apply this process to a problem.

Geometry (IMRA)

Program: Agile Mind Texas Geometry

Component: Texas Geometry online course (ISBN: 9781961490178)

REPORTED FEEDBACK:

The "page 3 2nd Support for ELL" practices with read vocabulary, not heard vocabulary.

Page Number: T1 L5 Deliver instruction

Location:

See lesson activities page 2 Classroom strategy, page 3 2nd Support for ELL, pages 5-7 both support for ELL bullets, page 10 Language strategy

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept without change**

Thank you for your comment. This Deliver instruction includes other strategies to address heard vocabulary.

REPORTED FEEDBACK:

Missed opportunity to have the students do the diagramming as a means of communicating their ideas.

Page Number: T10 Constructed response 3

Location:

Breakout is addressed in this task.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Reject**

There are other opportunities in this topic for students to create diagrams to make sense of a problem and communicate their thinking (e.g., overlapping triangles and Hinge Theorem). However, this task is used as part of the topic level assessment and is designed to assess students' understanding of the congruent triangles given.

REPORTED FEEDBACK:

Original Prompt: "Sketch a triangle and dilate about a point by a scale factor of $1/2$. Then dilate the image about a different point by a scale factor of 2. What is the relationship between the resulting image and the original image?"

Consider including directions to include the center of dilation- student may think to use one of the vertices, otherwise.

Second- "original image" is imprecise- instead, say, "(Original) Pre-image", as original is then redundant, but acts as emphasis of comparing the pre-image to the final image.

Page Number: T12 L2 Student Activity Sheet page 6, question 16

Location:

See question 16.

URL to Content: [View Publisher Materials](#)

Publisher Response: **Accept**

We appreciate your comment and will make this change. We will...

CHANGE THIS:

"What is the relationship between the resulting image and the original image?"

TO THIS:

"What is the relationship between the final image and the pre-image?" to connect to formal geometry language. We will not edit the center of dilation because choosing a vertex as a center would not change the intended outcome of the question. Students can choose any center for the first dilation and then must choose a different point for the second dilation.

REPORTED FEEDBACK:

Rephrase, as this is currently a "Yes/no" question.

Page Number: T12 L5 Student Activity Sheet page 1 question

Location:

See question 1.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We appreciate your comment and will rephrase the questions stem of this item.

CHANGING THIS:

Can you use a sequence of transformations to determine if $\triangle ABC$ is similar to $\triangle DEF$?

TO THIS:

Use a sequence of transformations to determine if $\triangle ABC$ is similar to $\triangle DEF$. Explain your reasoning and show your work.

REPORTED FEEDBACK:

Instructions should explicitly allow for students to use a physical model in addition to the online model.

Page Number: T15 L3 Lesson activities pages 4-5

Location:

On page 4, click the Diagonals radio button in the animation. Then drag the vertices of the parallelogram to explore the lengths of the diagonals. On page 5, click the Check button to see conjectures.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

On pages 2 and 3 of this lesson, students use drawings and Patty Paper to explore properties of parallelograms and make some conjectures. On page 4, students are checking the conjectures they made using diagrams and Patty Paper with dynamic geometry technology. The technology allows students to explore hundreds of parallelograms, which is not practical with physical models. This practice of using physical models to make initial observations and then using technology to generalize the observations is consistently used throughout this course.

REPORTED FEEDBACK:

Incorporate, "How does the sum of the measures of a Spherical quadrilateral compare to a Euclidean quadrilateral?"

Page Number: T26 Constructed response 1, part a

Location:

See part a of the Constructed response.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for your comment. Part a of the Constructed response provides an opportunity for students to consider both a Euclidean and Spherical quadrilateral.

REPORTED FEEDBACK:

4th bullet. Consider adding "..., as it does in Euclidean geometry?"

Page Number: T26 L4 page 7

Location:

Breakout is addressed on this page. Click the "What do you notice?" button for a sample response.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

We appreciate your comment and will make the suggested edit to the 4th bullet.

CHANGING THIS:

Find the sum of the three angles. Does it equal 180° ?

TO THIS:

Find the sum of the three angles. Does it equal 180° , as it does in Euclidean Geometry?

REPORTED FEEDBACK:

Euler diagrams contain nested areas to show subset relationships, or non-overlapping areas to indicate mutual exclusivity. This diagram does not accomplish this, as the negated areas encompass the original statements, which in a Euler diagram would indicate that a statement is a subset of its negation, which is logically contradictory.

Page Number: T5 L4 Lesson activiteis pages 6, 7

Location:

On page 7, interact with the dynamic animation to identify the validity of the inverse and the contrapositive.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

In this topic, we use Euler diagrams to show dependency relationships. When the circle "p" turns white, we are showing that it is a subset of the larger circle "q", but the white space is not nested in the orange area. The orange space " \sim p" and the white space "p" are mutually exclusive.

REPORTED FEEDBACK:

Instructions should explicitly state methods for determining angle measures such as mental math, estimation, and proof.

Page Number: T6 L1 Student Activity Sheet, page 5, question 10

Location:

Breakout is addressed in question 10.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

At this point in the lesson, students should be applying the conjectures they have explored in this lesson (see Q8 and online page 9). While they may use mental math to apply the conjectures, they should not be using estimation or proof. Students will prove the conjectures in subsequent lessons in this topic.

REPORTED FEEDBACK:

Students should have the option to use paper strips with a protractor.

Page Number: T9 L2 Lesson activities page 5

Location:

Dynamic, interactive animation to explore criteria for triangle congruence.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your comment. The Deliver instruction that supports this online page suggests that teachers make clear that physical models are an option for students to use.

REPORTED FEEDBACK:

These are great ideas and as I teacher I appreciate the depth of what is being accomplished on the students end but the TEKS says theorems and there not any problems addressing theorems.

Page Number: Topic 1 Lesson 2 Student Activity Sheet questions 2, 3, 4, 6, 12, 13

Location:

These questions accompany online pages where students learn about undefined terms. The questions posed give them the opportunity to distinguish between terms.

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Theorems are addressed, along with the other undefined terms, in Topic 4.

Publisher: Cosenza & Associates, LLC

Math, Grade 6 (IMRA)

Program: Math - Grade 6

Component: N/A (ISBN: 9781948709347)

REPORTED FEEDBACK:

Replace Grade 8 with Grade 6 in second sentence.

Page Number: N/A

Location:

Top of "Grade 6 Teacher Materials" -First Paragraph: Math-Grade 6 by Cosenza & Associates is a full, Tier 1 curriculum resource. We address 100% of the TEKS and required ELPS for Grade 8 Mathematics.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this feedback. We will replace "Grade 8" with "Grade 6".

Component: Performing Math Grade 6 (ISBN: 9781948709255)

REPORTED FEEDBACK:

Great question!

Page Number: 8-12

Location:

Open task 6.5C "Rates and Ratios: Green Garden Vegetable Survey"

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback!

Component: Grade 6 TEKS Companion Guide - Digital (ISBN: 9781948709224)

REPORTED FEEDBACK:

In Step 5 of example 3 (page 99), the computation is confusing because you have $225/n$ on the left side. It seems for logical to start with $9/10$ and multiply up to 225 to solve for n .

Page Number: 98-99

Location:

Top of page 98 and first part of page 99, Example 2 and Example 3. In order to get to page reference, type 6.5B into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! There are multiple ways to scale a ratio up or down to solve a proportion and we appreciate seeing a variety of them.

REPORTED FEEDBACK:

This is also a perfect time to use a graph.

Page Number: Pg. 105

Location:

<MISSING>

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! The TEKS specifically require a table for this TEKS/SE. However, using multiple representations always deepens student understanding.

REPORTED FEEDBACK:

Love the breakdown of this question set.

Page Number: Pg. 112

Location:

Top and right side of page 112, Question 3. In order to get to page reference, type 6.6C into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for this feedback!

REPORTED FEEDBACK:

Great question! Very clear and to the point.

Page Number: Pg. 163

Location:

Middle and left side of page 163, Question 5. In order to get to page reference, type 6.8C into search box, open "Area of Rectangles and Parallelograms" pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for this feedback!

REPORTED FEEDBACK:

The grayed out boxes can be misleading on the flow chart. The visual on page 3 is a better representation.

Page Number: Pg. 2

Location:

Top of page 2, Tell Me More.... In order to get to page reference, type 6.2A into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. The TEKS require a variety of representations.

REPORTED FEEDBACK:

The description location is missing. It should be 6.3B page 59 in "Tell Me More."

Page Number: Pg. 59

Location:

<MISSING>

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for this feedback.

REPORTED FEEDBACK:

In step 4 on page 87, how will students know to multiply by 180? Divide 900 by 5? How do students know?

Page Number: Pg. 86

Location:

Middle of page 86, Top of page 87, Example 1. In order to get to page reference, type 6.4B into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback and good question! Students begin working with equivalent fractions in 4th grade and we approach this example as writing two equivalent fractions, $\frac{3}{5}$ and $\frac{n}{900}$. Students come to 6th grade with prior learning that supports this approach.

REPORTED FEEDBACK:

The question says "Which friend has the least portion of action games?" To be better aligned with TEKS and for student clarity, the question should ask "Which friend has the smallest ratio of action to sports games?"

The terminology of portion (a part of a whole) if being interchanged with proportion (comparison of two quantities).

Page Number: Pg. 89

Location:

Middle and left side of page 89, Question 2. In order to get to page reference, type 6.4B into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! I appreciate your suggestion for greater clarity and we will make this revision, changing the last sentence of the question to "Which friend has the smallest ratio of action to sports games?"

REPORTED FEEDBACK:

Content matches workplace problem, but again... how did example arrive at 180 when moving from $\frac{3}{5}$ to $\frac{x}{900}$?

Page Number: Pg. 98

Location:

Middle of page 98, Example 2. In order to get to page reference, type 6.5B into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. We are not seeing 180 or the ratios $\frac{3}{5}$ or $\frac{x}{900}$ in Example 2 on page 98.

REPORTED FEEDBACK:

This is an example of concrete model good job

Page Number: Pgs. 50-51

Location:

Bottom of page 50, top of page 51, Example 1. In order to get to page reference, type 6.7B into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback!

REPORTED FEEDBACK:

When the questions ask students to respond to the tables on page 83, but the questions are on page 84, it can get very difficult to follow.

Page Number: Pgs. 83-84

Location:

Bottom of page 83, top of page 84, left column, Question 1. In order to get to page reference, type 6.4A into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for this feedback.

REPORTED FEEDBACK:

The clip board is covering space where the first part of the problem needs to have the set-up diagram drawn. It is drawn for the second part of the problem, but not the first.

The problem is real world and does show correct computation.

Page Number: Pgs. 87-88

Location:

Middle of page 87, top of page 88, Example 2. In order to get to page reference, type 6.4B into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this feedback. The clipboard appears to be blocking information but it is not. However, the setup diagram from Step 1 is missing yet it is shown in Step 2. So, we will adjust the layout and include the setup diagram in Step 1 to be more parallel with Step 2. This should improve the clarity of the solution process.

Component: Focused Math Grade 6 (ISBN: 9781948709286)**REPORTED FEEDBACK:**

The only representation of concrete is in the video. The pictorial models strip diagrams are not considered concrete.

Page Number: Video

Location:

Video: Equivalent Parts of the Same Whole. In order to get to page reference, go to Courses, use the dropdown to click on Focused Math, then FM6 RC1, scroll to Decimals, Fractions, and Percents, click on green icon for "Equivalent Parts of the Same Whole" video.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for this feedback.

Math, Grade 7 (IMRA)

Program: Math - Grade 7

Component: N/A (ISBN: 9781948709101)

REPORTED FEEDBACK:

Griddable responses were removed in the STAAR 2.0 format when interactive types were introduced. There is no need to practice them for STAAR specifically.

Page Number: 2, 4, 6

Location:

page 2- second to last paragraph about "stepped out examples"
 page 2- last paragraph about "practice problems"
 page 4- "Griddable Response Practice"
 page 6- "Using the Practice Problems" - Griddable Response section

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this feedback. We will remove griddable responses from the materials.

Component: Grade 7 TEKS Companion Guide - Digital (ISBN: 9781948709231)**REPORTED FEEDBACK:**

Grid is outdated. Take it out

Page Number: Pg. 110

Location:

Bottom and left side of page 110, Question 7. In order to get to page reference, type 7.5C into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this feedback. We will remove griddable responses from the materials.

REPORTED FEEDBACK:

The formula on the math chart for the area of a triangle is $\frac{1}{2}bh$. Please change the work to match the use of that formula. Also take away the griddable.

Page Number: Pg. 117

Location:

Top of page 117, Example 1. In order to get to page reference, type 7.8B into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback! We will remove the griddable here and in other places. The TEKS do not specify an area formula and students learn in prior grades that there are multiple formulas areas of triangles and rectangles involving base-height or length-width combinations. The formula used in the example is a mathematically correct formula so it is not necessary to rework the example.

REPORTED FEEDBACK:

$V = \frac{1}{3}Bh$
 $437 = \frac{1}{3} \times B \times 23$
 $437 = 7 \text{ and } \frac{2}{3} \times B$
 divide both sides both $7 \frac{2}{3}$ and you gets you 56.999999999
 need to change words approximate area of the base

Page Number: Pg. 119

Location:

Middle and right side of page 119, Question 6. In order to get to page reference, type 7.8B into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Thank you for this feedback! However, the question and answer are correct as is. The feedback provided suggests that the calculator induced a rounding error in its algorithm when dividing by $7\frac{2}{3}$ (often, a calculator will approximate $\frac{2}{3}$ as 0.6666666667 and calculate using that number). Here is what I get when I undo each operation to solve for B.

$$V = (\frac{1}{3})Bh$$

$$437 = (\frac{1}{3})(B)(23)$$

$$437 * 3 = 3 * (\frac{1}{3})(B)(23)$$

$$1,311 = 23B$$

$$1,311 / 23 = 23B/23$$

$$57 = B$$

REPORTED FEEDBACK:

In the examples on pages 13-14, students can choose between a simulation with an object (like a die) or a calculator (for a random number generator). However, it is not explicit that they will use technology here.

Page Number: Pg. 15

Location:

Middle and left side of page 15, Question 3. In order to get to page reference, type 7.6B into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback.

REPORTED FEEDBACK:

In order to better prepare students for pre-algebra- showing them that solving proportions by cross multiplying creates a one-step equation.

Page Number: Pg. 154

Location:

Top of page 154, Example 1. In order to get to page reference, type 7.6G into search box, open "Using Circle Graphs" pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for this feedback. The TEKS require students to solve proportions and do not prescribe particular methods.

REPORTED FEEDBACK:

take away the griddable. Also, most 7th graders DO NOT get to use a calculator so when creating compound interest problems please keep that in mind when using years higher than 2 years.

Page Number: Pg. 195

Location:

Top and left side of page 195, Question 4. In order to get to page reference, type 7.13E into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this feedback! We will remove the grid here and in other places in our materials. The basic understandings and mathematical process standards in the Grade 7 Math TEKS call for the use of technology as appropriate. While students may not have access to a calculator on Grade 7 STAAR, technology should be used, as appropriate, in instruction.

REPORTED FEEDBACK:

The table is missing

Page Number: Pg. 51

Location:

Top and left side of page 51, Question 10. In order to get to page reference, type 7.4A into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for this feedback! The directions and table for Questions 8-10 are at the top of the second column on p. 50 along with Questions 8 and 9. Question 10 from this section falls on p. 51 due to layout.

REPORTED FEEDBACK:

On step 2 of the division problem please make the place value line up. The minus 28 should be under the 3 and 1 not the 1 and 2.

Page Number: Pg. 52

Location:

Middle of page 52, Example 1. In order to get to page reference, type 7.4B into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this feedback! We will correct this error.

REPORTED FEEDBACK:

Do not use that griddable; that is not how students are asked in the state of Texas to write in answer choice any more.

Page Number: Pgs. 107-108

Location:

Bottom of page 107 and all of page 108, Example 2. In order to get to page reference, type 7.5C into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this feedback. We will remove griddable responses from the materials.

REPORTED FEEDBACK:

The formula you used in the example is not one that is on the math reference chart.

Page Number: Pgs. 112-113

Location:

Bottom of page 112, top of page 113, Example 2. In order to get to page reference, type 7.8A into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for this feedback. The TEKS do not specify particular area formulas.

REPORTED FEEDBACK:

$l \times w$ is not on the Texas math chart for area of a square or a rectangle

Page Number: Pgs. 126-127

Location:

Bottom of page 126, top of page 127, Example 1. In order to get to page reference, type 7.9C into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for this feedback. The TEKS do not specify particular area formulas.

REPORTED FEEDBACK:

that gridabble is no longer used in the state of Texas

Page Number: Pgs. 61-62

Location:

Bottom of page 61 and top of page 62, Example 2. In order to get to page reference, type 7.4D into search box, open "Solving Problems with Rates and Ratios" pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this feedback. We will remove griddable responses from the materials.

REPORTED FEEDBACK:

Use a screenshot of a calculator that is used by more districts across the state of Texas. Desmos or TI-N-Spire

Page Number: Pgs. 88-89

Location:

All of page 88 and top of page 89, Tell Me More. In order to get to page reference, type 7.11B into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for this feedback.

REPORTED FEEDBACK:

You have used this griddable throughout your resource. This form of recording answers for students is no longer being used.

Page Number: Pgs. 94-95

Location:

Middle of page 94 and top of page 95, Example 2. In order to get to page reference, type 7.4E into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this feedback. We will remove griddable responses from the materials.

Math, Grade 8 (IMRA)

Program: Math - Grade 8

Component: N/A (ISBN: 9781948709026)

REPORTED FEEDBACK:

Griddable responses were removed in the STAAR 2.0 format when interactive types were introduced. There is no need to practice them for STAAR specifically.

Page Number: 2, 4, 6

Location:

page 2- second to last paragraph about "stepped out examples"

page 2- last paragraph about "practice problems"

page 4- Griddable Response Practice"

page 6- "Using the Practice Problems" - Griddable Response section

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this feedback. We will remove griddable responses from the materials.

Component: Grade 8 TEKS Companion Guide - Digital (ISBN: 9781948709248)

REPORTED FEEDBACK:

In the state of Texas, 8th graders use a calculator that has a "pi" button on it. Therefore, the final answer is 2,482.71 cubic centimeters.

Page Number: Pg. 99

Location:

Top of page 99, Example 3. In order to get to page reference, type 8.7A into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

The TEKS do not specify how students should perform calculations involving pi, therefore whether to use the pi key on a calculator or the approximation of 3.14 is an instructional decision. The answer is correct as is and no change is necessary.

REPORTED FEEDBACK:

Include the answer with using the pi button on the calculator which is 993.37 square centimeters

Page Number: Pgs. 102-103

Location:

Bottom of page 102, top of page 103, Example 2. In order to get to page reference, type 8.7B into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

The TEKS do not specify how students should perform calculations involving pi, therefore whether to use the pi key on a calculator or the approximation of 3.14 is an instructional decision. The answer is correct as is and no change is necessary.

REPORTED FEEDBACK:

take away the griddable (no longer used in the state of Texas)

Page Number: Pgs. 189-190

Location:

Bottom of page 189, top of page 190, Example 1. In order to get to page reference, type 8.12G into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for this feedback. We will remove griddable responses from the materials.

REPORTED FEEDBACK:

In the state of Texas, 8th graders use a calculator that has a "pi" button. Therefore, the final answer to example 1 is 15,683.77 cubic centimeters.

Page Number: Pgs. 97-98

Location:

Bottom of page 97, top of page 98, Example 1. In order to get to page reference, type 8.7A into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

The TEKS do not specify how students should perform calculations involving pi, therefore whether to use the pi key on a calculator or the approximation of 3.14 is an instructional decision. The answer is correct as is and no change is necessary.

REPORTED FEEDBACK:

In step 3 the formula should be $\frac{1}{3}Bh$. In the bullet points there should be a step for multiplying by $\frac{1}{3}$. 8th graders use a calculator which has a "pi" button. Therefore the final answer for the volume of the cone is 14.73 cubic inches.

Page Number: Pgs. 98-99

Location:

Middle of page 98, top of page 99, Example 2. In order to get to page reference, type 8.7A into search box, open pdf

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for catching that typo! We will revise the formula and intermediate steps in Step 3 and correct the final answer. The TEKS do not specify how students should perform calculations involving pi, therefore whether to use the pi key on a calculator or the approximation of 3.14 is an instructional decision.

Algebraic Reasoning (IMRA)

Program: Algebraic Reasoning Program

Component: Algebraic Reasoning Teacher Edition - Print (ISBN: 9780997226508)

REPORTED FEEDBACK:

What about students who have not seen these terms as often?

Page Number: 187

Location:

Section 2.4 TWE annotation at top of margin, ""Supporting English Language Learners,"" to support Question 11

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Thank you for your feedback. We are adding content to the Teachers Guide in the teacher online course that addresses different levels of English language proficiency.

REPORTED FEEDBACK:

It is more likely that the student is simply going to create a table and swap the domain and range on this problem, they won't graph it. Add the phrase: Compare and contrast the following tables. Do the sets of data below represent inverse functions? Explain why or why not.

Page Number: 284

Location:

Section 3.2 You Try It #2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. We agree!

REPORTED FEEDBACK:

You should remove the hint on #8, students shouldn't need that

Page Number: 460-461

Location:

Section 4.8 Explore

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback.

REPORTED FEEDBACK:

This is a very good item for a class mini-project where each team could tackle a different type of number (triangular, pentagonal, etc.)

Page Number: 551

Location:

Section 5.5 You Try It #1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback. That is an excellent idea that we can fold into professional learning and implementation hints.

REPORTED FEEDBACK:

Amanda's name hangs over the line and I would fix that so that it doesn't do that. I also would not use the name Amanda. I would use a more neutral name.

Page Number: 554

Location:

Section 5.5 You Try It #2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback.

REPORTED FEEDBACK:

The wording on this problem is extremely confusing. It is important that the problem specifies that the student must use a matrix approach to answer, but that is only after too much description of the alternative, not-to-be-employed method.

Page Number: 674

Location:

Section 6.3 You Try It #3

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! We will consider clarifying this language in future revisions.

REPORTED FEEDBACK:

I would consider using different names instead of Aimee and Christopher

Page Number: 690

Location:

Section 6.4 You Try It #3

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback.

REPORTED FEEDBACK:

I like the variation of student's names that I am finding throughout the book at this point

Page Number: 747

Location:

Section 7.2 Practice Question 3

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback! We intentionally use a variety of student names so that different students may feel more connected to the mathematics.

REPORTED FEEDBACK:

Really need to encourage the use of mathematical language in the response when you say interpret the solution

Page Number: 797

Location:

Section 7.6 Explore Question 7

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Thank you for your feedback.

REPORTED FEEDBACK:

I disagree with the rejection because this problem is a real world situation. You have to read the direction at the top of the page that go with the problem though to see it

Page Number: 917

Location:

Section 8.5 Practice Question 22

URL to Content: [View Publisher Materials](#)

Publisher Response: Pending Publisher Response

Pending Publisher Response

Publisher: OpenStax**Algebra I (IMRA)****Program: Algebra 1**

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

There's no explicitly degree one polynomials here, but it is included in the process.

Page Number: 1

Location:

Lesson 6.1: Add and Subtract Polynomials >> 6.1.2: Additional Resources >> Adding and Subtracting Polynomials >> Example 4

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Response: New polynomial content was created and submitted based on TEA SRP feedback and approved during Standards Alignment.

New Content: <https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtE1cKgmYURaF4I/view?usp=sharing> (opens in new window)

REPORTED FEEDBACK:

Add another example about the other zero in the first example. There isn't a reference to the second potential zero in Lesson 7.7: Domain, Range, Vertex, and Zeros of Quadratic Functions.

Page Number: 1

Location:

Lesson 7.7: Domain, Range, Vertex, and Zeros of Quadratic Functions 7.7.3: Additional Resources Under the graph, the section that begins "Find zeros"

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

There is an existing explanation of the impact of negative values for time on the zeros.

In the Teachers Guide:

Negative values of time don't make sense here, so the part of the graph to the left side of the vertical axis has no meaning. The object hits the ground 6 seconds after being dropped, so values greater than 6 are not meaningful.

REPORTED FEEDBACK:

Would appreciate more academic vocabulary, alongside a graph to show the transformed parabola.

Page Number: 1

Location:

7.12.2: Additional Resources >> Graphing Quadratic Functions Using Transformations >> Callout GRAPH OF A QUADRATIC FUNCTION OF THE FORM $f(x)=ax^2$

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Change implemented based on feedback:

Graphic examples added. See this document for all changes to 7.12.2 Additional Resources Student Edition. <https://drive.google.com/file/d/1UegFMsd4o5ATJ1eSfYOoZEN0qG0V8LZx/view?usp=sharing> and this document for all changes to 7.12.2 Teacher Guide. <https://drive.google.com/file/d/1S6yju5FiOyh2Q8MNikHi5McMk2DKTcTo/view?usp=sharing> (Note TG contains changes from additional SRP feedback)

REPORTED FEEDBACK:

The lines aren't explicitly parallel/perpendicular to the x-axis or the y-axis, simply horizontal and vertical lines.

Page Number: 1

Location:

Lesson 1.14: Writing Equations of Parallel and Perpendicular Lines >> 1.14.5: Additional Resources >> Find Equations of Lines Perpendicular to an Axis

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Change implemented based on feedback:

New information and two examples were added to this narrative to address feedback. Changes for the Additional Resources can be viewed in the Teacher Guide here: <https://drive.google.com/file/d/1FdPGZ0XCgE6BXZzF-9URHAsmFk0cGpX/view?usp=sharing>

REPORTED FEEDBACK:

Does not explicitly write out the discrete $\{1, 2, 3\}$ notation on the page.

Page Number: 1

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.3: Additional Resources >> Using Inequalities to Determine Range

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Current wording:

The input values are the x-values, and the output values are the y-values.

(1,3) (2,6) (3,12) (4,24)

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 $\{3, 6, 12, 24\}$.

REPORTED FEEDBACK:

Would clarify that (3,1) isn't the minimum value, but we use it to determine that 1 is the function's value.

Page Number: 1

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)

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Recommended Change:

Current Content: This means that the vertex (3,1) represents the minimum function value.

New Content:

You can use the vertex (3, 1) to determine that minimum function value is 1.

REPORTED FEEDBACK:

Wouldn't call a y-intercept the "vertical intercept".

Page Number: 1

Location:

Lesson 5.5: Representing Exponential Decay >> 5.5.3: Additional Resources >> Connecting Tables and Graphs in Exponential Decay Functions >> Part 5

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Current wording:

Part 5 asks about the vertical intercept and what it means.

Recommended Change

Part 5 asks about the vertical intercept, or y-intercept, and what it means.

REPORTED FEEDBACK:

Again, would make this more robust with examples.

Page Number: 1

Location:

Lesson 7.12: Graphing the Standard Form, Part 1 >> 7.12.2: Additional Resources >> Graphing Quadratic Functions Using Transformations >> Callout GRAPH A QUADRATIC FUNCTION OF THE FORM $f(x)=(x\text{minus};h)^2$ >> USING A HORIZONTAL SHIFT

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Change implemented based on feedback:

Graphic examples added. See this document for all changes to 7.12.2 Additional Resources Student Edition. <https://drive.google.com/file/d/1UegFMsd4o5ATJ1eSfYOoZEN0qG0V8LZx/view?usp=sharing> and this document for all changes to 7.12.2 Teacher Guide. <https://drive.google.com/file/d/1S6yju5FIQyh2Q8MNikHi5McMk2DKTcTo/view?usp=sharing> (Note TG contains changes from additional SRP feedback)

REPORTED FEEDBACK:

This needs some attention.

Page Number: 1

Location:

Lesson 9.9: Writing Quadratics in Different Forms >> 9.9.3: Vertex Form Given a Vertex and Point >> Activity

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

We are unsure what issues need attention. With specific details, we will make recommended changes.

REPORTED FEEDBACK:

Would add an extension of a degree two multiplied with a degree two to ensure the standard is fully addressed.

Page Number: 1

Location:

Lesson 6.2: Multiplying Polynomials & & 6.2.2: Additional Resources & & Multiplying Binomials Using the Distributive Property & & Example 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Response: New polynomial content was created and submitted based on TEA SRP feedback and approved during Standards Alignment.

New Content: <https://drive.google.com/file/d/1McdDQdPW0NRUYGbjtElcKgmYUraF4l/view?usp=sharing>

REPORTED FEEDBACK:

We'd like clarification about the "estimate solutions" portion of the TEKS. Are they referring to x-intercepts or are they referring to the creation of the line in the first place?

Page Number: 1

Location:

Lesson 3.2: Fitting Lines & & 3.2.4: Additional Resources & & Technology for Best Fitting Lines

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

The content in this activity asks students to find a line of best fit and then analyze how well the best fit line estimates answers/solutions to questions. This is how the content interprets the language of the TEKS that asks students to use technology to "write ... linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems."

REPORTED FEEDBACK:

The questions haven't explicitly stated the estimation portion - it could be improved. There is a good emphasis on confirming the solution that could be beneficial here.

Page Number: 1

Location:

Lesson 2.2: Writing Systems of Equations & & 2.2.3: Additional Resources & & & & "How to solve a system of linear equations by graphing" gray box

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Change implemented based on feedback:

Wording suggestion to explicitly state "estimate" was implemented and a section emphasizing how to check the solution was added.

Changes to Student Edition here: https://drive.google.com/file/d/1-Wjud4HngQMzurhBmP_Qi7nueZ1d2cr/view?usp=sharing

Changes to Teacher Guide here: https://drive.google.com/file/d/1O9Xag_DED53Q-E_205LB0RuChRoNsMWN/view?usp=sharing

REPORTED FEEDBACK:

Domain and range are not explicitly stated in this activity, also it is understood to be the same as input and output values.

Page Number: 1

Location:

4.12.1: Determining Reasonable Inputs and Outputs & & Warm Up Activity & & Question 1a, 1b, 1c

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

The purpose of the warm-up activity is not to determine the actual domain and range values, but to raise student awareness of acceptable and unacceptable values that could be members of the domains and ranges. Additionally, this citation was not accepted as evidence of the breakout so no change is needed to align it with the TEKS.

REPORTED FEEDBACK:

Last question says "Standard Format" and should be "Standard Form"

Page Number: 1

Location:

Lesson 1.12: Writing the Equation of a Line & & 1.12.7: Practice & & Questions #

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Error corrected.

REPORTED FEEDBACK:

Issues again with the graphic - the arrow needs to be explicitly included for students to know with certainty that the function continues.

Page Number: 1

Location:

Lesson 5.9: Interpreting Exponential Functions & 5.9.3: Additional Resources & Try It: Domain and Range of Exponential Graphs

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Response: Current software limitations prevent the option of adding arrows to the ends of the graphed line. However, the axes do have arrows for the implied continuation of the domain or range. Our development team is working towards a solution.

REPORTED FEEDBACK:

The graphs should include arrows (both on the linear function and on the axes) to provide clarity for the students, instead of assuming that it goes forever.

Page Number: 1

Location:

Lesson 4.13: Domain and Range, Part 2 & 4.13.4: Additional Resources & Domain and Range as Inequalities

URL to Content: [View Publisher Materials](#)

Publisher Response: Reject

Response: Current software limitations prevent the option of adding arrows to the ends of the graphed line. However, the axes do have arrows for the implied continuation of the domain or range. Our development team is working towards a solution.

REPORTED FEEDBACK:

The breakout states, determine the quotient of degree one divided by degree one, and there is not an explicit example with degree one polynomials.

Page Number: 1

Location:

Lesson 6.3: Dividing Polynomials & 6.3.2: Additional Resources & Dividing Polynomials Using Long Division & Example 5

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Response: New polynomial content was created and submitted based on TEA SRP feedback and approved during Standards Alignment.

New Content: <https://drive.google.com/file/d/1McdDQdPW0NRUYGbjtE1cKgmYuRaF4/view?usp=sharing>

REPORTED FEEDBACK:

Question #2 is a repeat of Question #1. There's also an issue that the answers are for the wrong question. Question #3 is supposed to be about vertex actually, we think. The standard requires INEQUALITIES, not interval notation, so we couldn't accept the original narrative.

Page Number: 1

Location:

Question 3 - What is an inequality that represents the range?

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

New content:

1. What is an inequality that represents the domain?
2. What is an inequality that represents the range?
3. What is the vertex of the graph?
4. What are the zeros of the graph?

REPORTED FEEDBACK:

Would clarify that (3,1) isn't the minimum value, but we use it to determine that 1 is the function's value.

Page Number: 1**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)

URL to Content: [View Publisher Materials](#)**Publisher Response:** Accept**Recommended Change:****Current Content:** This means that the vertex (3,1) represents the minimum function value.**New Content:**

You can use the vertex (3, 1) to determine that minimum function value is 1.

REPORTED FEEDBACK:

Use function notation instead of $y =$ to make it more connected to the standard.

Page Number: 1**Location:**

Lesson 7.17: Changing the Vertex & 7.17.2: Additional Resources & Try It question 2

URL to Content: [View Publisher Materials](#)**Publisher Response:** Accept**Change implemented based on feedback:**

Feedback was accepted and " $y =$ " was changed to " $f(x) =$ " on 7.12.2 student page and teacher page.

REPORTED FEEDBACK:

The question should be asked "what is the zero of the graph" instead of saying it's the same as the x-intercept.

Page Number: 1**Location:**

Lesson 1.5: Equations and Their Graphs & 1.5.4: Writing, Graphing, and Solving a Linear Equation & Activity & Question 6

URL to Content: [View Publisher Materials](#)**Publisher Response:** Accept**Current wording:**

6. What else is the x-intercept known as?

Feedback: Zero

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 ($y = 0$).

REPORTED FEEDBACK:

The standard specifically wants parallel/perpendicular to the x-axis or y-axis, while these are simply in relation to horizontal and vertical lines. It's an easy adjustment to make, as any of the reference lines could just be changed to the relevant axis in the question.

Page Number: 1**Location:**

Lesson 1.14: Writing Equations of Parallel and Perpendicular Lines & 1.14.5: Writing an Equation of a Line Parallel or Perpendicular to an Axis & Activity & Question 4, 7

URL to Content: [View Publisher Materials](#)**Publisher Response:** Accept

Change implemented based on feedback:

New Questions 8 - 11 were added to this activity to address feedback. Changes for the Student Activity can be viewed in the Teacher Guide here: <https://drive.google.com/file/d/1FdPGZ0XCgE6BXZzF-9URHAsmFk0cGpX/view?usp=sharing>

REPORTED FEEDBACK:

This needs some attention.

Page Number: 1

Location:

Lesson 9.9: Writing Quadratics in Different Forms && 9.9.3: Vertex Form Given a Vertex and Point && Activity

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Change implemented based on feedback:

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:

<https://drive.google.com/file/d/1NpNbtngVKiXPZfyghLKrVejjHDdcRDoN/view?usp=sharing>

REPORTED FEEDBACK:

There are questions about range with inequalities - but the answers are written in interval notation, not as inequalities.

Page Number: 1

Location:

Lesson 4.12: Domain and Range, Part 1 && 4.12.3: Additional Resources && Naming Input-Output Pairs && Using Inequalities to Determine Range

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Using Inequalities to Determine Range

Current wording:

Use the following information to express the range of a function using inequalities:

Use interval notation or set notation to represent the valid output values for the function.

Use inequalities to express the minimum and maximum possible values.

For example, if the function's graph never goes below -3 and can reach any positive value, you would write $(-3, +\infty)$ in interval notation.

New wording:

For example, if the function's graph never goes below -3 and can reach any positive value, you would write $(-3 < < +\infty)$ as an inequality.

Try It Solutions

1. Compare your answer:

$R:(-\infty, +\infty)$ or $f(x) \in (-\infty, +\infty)$

Compare your answer:

$R:(-\infty, 0) \cup (0, +\infty)$

$(0, +\infty)$ or $(-\infty, +\infty) \setminus \{0\}$, indicating that the function can take any value except 0.

New Try-It Solutions

1. R: $(-\infty < f < +\infty)$

2. R: $(-\infty > g > 0) \cup (0 < g < +\infty)$ indicating that the function can take any value except 0

REPORTED FEEDBACK:

The breakout states, "add polynomials of degree one", but there are not any explicit addition of degree one examples.

Page Number: 1

Location:

Lesson 6.1: Add and Subtract Polynomials >> 6.1.2: Additional Resources >> Adding and Subtracting Polynomials >> Example 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Response: New polynomial content was created and submitted based on TEA SRP feedback and approved during Standards Alignment.

New Content: <https://drive.google.com/file/d/1McdDQdPWONRUYGBjtEicKgmiYuRaF4l/view?usp=sharing>

REPORTED FEEDBACK:

Would add extension for two degree two polynomials to be multiplied.

Page Number: 1

Location:

Lesson 6.2: Multiplying Polynomials >> 6.2.6: Practice >> Question 1, 2

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Response: New polynomial content was created and submitted based on TEA SRP feedback and approved during Standards Alignment.

New Content: <https://drive.google.com/file/d/1McdDQdPWONRUYGBjtEicKgmiYuRaF4l/view?usp=sharing>

REPORTED FEEDBACK:

The breakout states, "add polynomials of degree one and degree two", but there is not any explicit addition of degree one with degree two examples.

Page Number: 1

Location:

Lesson 6.1: Add and Subtract Polynomials >> 6.1.2: Additional Resources >> Adding and Subtracting Polynomials >> Example 3

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Response: New polynomial content was created and submitted based on TEA SRP feedback and approved during Standards Alignment.

New Content: <https://drive.google.com/file/d/1McdDQdPWONRUYGBjtEicKgmiYuRaF4l/view?usp=sharing>

REPORTED FEEDBACK:

Would probably give a more simplified example for students initially.

Page Number: 1

Location:

Lesson 2.9: Solutions to Inequalities >> 2.9.5: Additional Resources >> Comparing Equality and Inequality >> Example

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

New Content: Implementation of SRP suggestion to add a more simplified example. Two were added (Example 1 and Example 2) and placed above the current example. Access to new examples https://drive.google.com/file/d/1yju47NS0ifmYFbCBmrPMFHCG_n_2Zuua/view?usp=sharing

REPORTED FEEDBACK:

The TEK requires the student to find the slope from standard form. While this narrative does include a formula to find the slope when the equation is in standard form, it lacks explicit examples. There should be an example showing how to apply the formula.

Page Number: 1

Location:

Lesson 4.7: Finding Slope >> 4.7.3: Additional Resources >> Table and Example 1

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

We accept the feedback because the explicit examples are important. However, rows 5 and 6 in example 1 (<https://demo.raiselearning.org/mod/lesson/view.php?id=1623&pageid=10892>) give two explicit examples of how to apply the formula.

REPORTED FEEDBACK:

It would improve if the x-intercept was interpreted in the scenario, not just identified.

Page Number: 1

Location:

Lesson 1.5: Equations and Their Graphs & & 1.5.4: Additional Resources

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Change implemented based on feedback:

Implementation of SRP suggestion requires changing the current wording of the problem from "spends \$45" to "spends \$40." Subsequent changes to the accompanying graph and some answer choices needed to also be changed as a result. Final version of content with highlighted changes is here: <https://drive.google.com/file/d/1OSHQxGvPqXX-cyIIQzqkkEerueE0UTlp/view?usp=sharing>

REPORTED FEEDBACK:

Would be beneficial to show the equation in the form $y = a(b)^x$ to really fulfill the standard.

Page Number: 1

Location:

Lesson 5.9: Interpreting Exponential Functions & & 5.9.3: Additional Resources & & Domain and Range of Exponential Graphs

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

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 $y=12,000(1-0.25)^t$.

{ t is an exponent}

REPORTED FEEDBACK:

The STAAR test in Texas does not allow students to graph equations or inequalities in standard form. The functionality does not allow for greater than or equal to, the student has to type two symbols, $>$ and then $=$. The wording could be improved for clarity. "They will deposit a maximum of \$600" could be rewritten as "A maximum of \$600 will be deposited into...". Additionally, the domain and range are not restricted, which could lead to confusion.

Page Number: 1

Location:

Lesson 2.13: Solving Problems with Inequalities in Two Variables & & 2.13.2: Solving Problems with Inequalities in Two Variables & & Bank Account questions 1 - 8 & & Concert Tickets questions 1 - 8 & & Advertising Packages 1 - 8

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Change implemented based on feedback:

Proposed changes to the Student page regarding suggested wording change and restricted domains/ranges, making student entry of information easier and improving alignment with testing expectations. Changes are captured in this document <https://drive.google.com/file/d/132GBWCA3QRU0ZldOttwuRnzO-pkNp31S/view?usp=sharing>

The calculator provided throughout the course is the instructional version of Desmos. In the "Teachers Start Here" section of the course, teachers are explicitly alerted that the Desmos version adheres to instructional expectations, not assessment expectations.

REPORTED FEEDBACK:

Would include an interactive tool for students to use manipulatives in their working. Mandating Algebra Tiles in the process would improve the question.

Page Number: 1

Location:

Lesson 6.5: Factor Trinomials >> 6.5.2: Factoring Trinomials with Leading Coefficients of 1 >> >> At the 2:00 mark in the video under the table, students are walked through the process for how to factor using algebra tiles. This will provide them with an alternative to using the factor table so they can make a selection in the type of tool they want to use.

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept

Change implemented based on feedback:

Proposed new content added to Teacher Guide to include more explicit instruction on the use and access of digital algebra tiles. Access document containing new content here: https://drive.google.com/file/d/19WzlojD1uonb-jc29We9hTb_NZ-PbkP2/view?usp=sharing

REPORTED FEEDBACK:

These only write equations in one variable, not two.

Page Number: 1

Location:

Lesson 1.2: Writing Equations to Model Relationships, Part 1 >> 1.2.3: Additional Resources >> >> Directions in gray box, example, and Try It questions

URL to Content: [View Publisher Materials](#)

Publisher Response: Accept without change

Feedback accepted

No action has been taken on this feedback since a different citation for the standard breakout was approved using 2.1.2. Narrative [2.1.2](#) where the content was appropriate. This citation was not accepted because it aligns to other course content.

Publisher: Bedford, Freeman & Worth Publishing Group LLC

Statistics (IMRA)

Program: Statistics and Probability with Applications (High School) 4E

Component: N/A (ISBN: 9781319244323)

REPORTED FEEDBACK:

Allowing for the online videos to have the ability to change the closed captioning to be translated to any language needed, and the text to be able to be translated would be a great benefit for meeting the ELPs and also for helping with EB students.

Page Number: N/A

Location:

online resources

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Accept without change

We already have this capability.

Component: Statistics and Probability with Applications (High School) 4E (ISBN: 9781319244323)

REPORTED FEEDBACK:

The description is aligned to the ELP, should be added as a Teaching Tip for ELLs (EBs).

Page Number: 167

Location:

How to Make a Scatterplot- Peers and Teacher will help student understand what is meant by the 3 steps for making a scatterplot. They will be able to help the ELL break down the steps into small phrases for easier understanding. (Narrative)

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Reject

We have a new TE coming out in 2025 and will consider this change for the new 5th edition.

REPORTED FEEDBACK:

We are really liking the Lesson Apps and their ability to pull the topic/lesson together.

Page Number: 248

Location:

Lesson App 4.3

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Accept without change

Thank you for your input.

REPORTED FEEDBACK:

In order for this to be truly aligned with the "speaking" portion of the ELP, this additional information in your citation about it being a discussion should be included as a teaching tip or in the bell ringer itself.

Page Number: 313

Location:

TE- Bell Ringer Activity- Teacher can have students explain outloud their thinking behind this probability questing. Students will need to understand the idea of "more likely" and be able to utilize basic vocab to explain. (Narrative)

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Reject

We have a new TE coming out in 2025 and will consider this change for the new 5th edition.

REPORTED FEEDBACK:

The instructions for Lesson App 10.1, which can help ELL students, should be included in the "Teacher's Tips" section.

Page Number: 595

Location:

Lesson App 10.1- Would you like some candy? #2- Peers and teacher can help ELL student as they work through problems to decide if "convincing evidence" is presented in a statistical setting. (Activity)

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Reject

We have a new TE coming out in 2025 and will consider this change for the new 5th edition.

REPORTED FEEDBACK:

Description aligns to the ELPS, needs teacher guidance for ELLs/EBs on TE

Page Number: 637

Location:

Lesson App 10.5- This problem includes several challenging words and phrases that the teacher and peers can help guide the ELL through by discussing prior knowledge of the word "placebo" and "pairs". (Activity)

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Reject

This capability is available currently.

REPORTED FEEDBACK:

Description aligns to the ELP, needs teacher guidance for ELLs/EBs on TE

Page Number: 77

Location:

Lesson App 1.8- Students can work together to read the lesson app problems and answer the context questions together. The ELL student can get assistance form their peers and the teacher as they read for understanding. (Narrative)

URL to Content: [View Publisher Materials \(N/A\)](#)

Publisher Response: Reject

The TE provides this guidance.

IMRA 2024 SRP Suitability Flag Report

English language arts and reading, K-5

Publisher: 95 Percent Group

Program: 95 Percent Group LLC, English language arts and reading, grade 1

Component: 95 Phonics Core Program, Grade 1 Teacher's Edition (ISBN 9781935853718)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: page 9, page 11

Location: page 9 - under passage reading, page 11 under comprehension

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v/HUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0#page=223>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: 95 Percent Group LLC, English language arts and reading, grade 1

Component: Teacher Edition, (ISBN 9781935853718)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 9,11

Location: Passage Reading p. 9 Each lesson includes 1 informational and 1 literary passage, which is important for developing skills related to the Common Core standards Overview of Lesson Structure p. 11 under comprehension Comprehension – On Days 2, 4, and 5, students provide either oral or written responses to the text; the comprehension questions are labeled in the TE by Common Core reading standard

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: 95 Percent Group LLC, English language arts and reading, grade 1

Component: Teacher Edition, (ISBN 9781935853718)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 372

Location: under comprehension - common core standards are listed.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=apoeodnf0t2a35jr5ondhpbj6k&suffix=pdf&print=0>

Page Number: 400

Location: under comprehension - common core standards are listed.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=apoeodnf0t2a35jr5ondhpbj6k&suffix=pdf&print=0>

Page Number: 478

Location: under comprehension - common core standards are listed.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=apoeodnf0t2a35jr5ondhpbj6k&suffix=pdf&print=0>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: 95 Percent Group LLC, English language arts and reading, grade 1
Component: Teacher's Edition, Volume 1, (ISBN 9781935853718)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: page 13 of 264

Location: The specific language pertaining to Common Core standards can be found in the first paragraph under Passage Reading.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0>

Page Number: 15 of 264

Location: You can find where it specifically states that the comprehension questions are labeled by Common Core reading standard in the last sentence of the Overview of Lesson Structure.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0>

Page Number: 153 of 264

Location: The labeled Common Core standard (RL.1.1) can be found at the very bottom of the page next to the comprehension question.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=f01glouh810ulc4eonjq2lj32h&suffix=pdf&print=0>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: 95 Percent Group LLC, English language arts and reading, grade 2
Component: Teacher's Edition, Volume 1, (ISBN 9871732123014)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 13 of 265

Location: The statement 'Each lesson includes 1 informational and 1 literary passage in the first paragraph under Passage Reading.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0>

Page Number: 15 of 265

Location: You can find where it specifically states that the comprehension questions are labeled by Common Core reading standard in the last sentence of the Overview of Lesson Structure.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0>

Page Number: 211 of 265

Location: The labeled Common Core standard (RI.2.4) can be found at the very bottom of the page next to the question under Comprehension.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=446d1vkm054vf4odtgjm51jf3u&suffix=pdf&print=0>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: 95 Percent Group LLC, English language arts and reading, grade 3
Component: Teacher's Edition, Volume 1, (ISBN 9781735972688)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 13 of 263

Location: In the first paragraph under Passage Reading, it specifically states that the comprehension questions are labeled according to Common Core reading standards.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0>

Page Number: 15 of 263

Location: You can find where it specifically states that the comprehension questions are labeled by Common Core reading standard in the last sentence of the Overview of Lesson Structure.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0>

Page Number: 199 of 263

Location: The labeled Common Core standard (RL.3.1) can be found in the middle of the page next to the comprehension question.

Link: <https://95percentgroup.canto.com/pdfviewer/viewer/viewer.html?v=HUC8AVTUKA&portalType=v%2FHUC8AVTUKA&column=document&id=uk5rrtvhpp171910bk1g32d46a&suffix=pdf&print=0>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Publisher: Curriculum Associates, LLC

Program: Curriculum Associates, LLC, English language arts and reading, kindergarten
Component: Administration Guidelines for the Heggerty Phonemic Awareness Assessment

Kindergarten Form A, B, C, (ISBN 9781960968326)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 2

Location: Top right corner Grades K-1

Link: file:///Users/schume/Downloads/bcbaf729-497e-4bbd-8576-0a8f083b2aa4_1702763647937.pdf

Page Number: 3

Location: Top right corner of grades K-1

Link: file:///Users/schume/Downloads/bcbaf729-497e-4bbd-8576-0a8f083b2aa4_1702763647937.pdf

Page Number: 4

Location: Top right corner of grades K-1

Link: [file:///Users/schume/Downloads/52c454da-01cf-42fc-b2bd-d738296fb7ef_1686597805556%20\(1\).pdf](file:///Users/schume/Downloads/52c454da-01cf-42fc-b2bd-d738296fb7ef_1686597805556%20(1).pdf)

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Curriculum Associates, LLC, English language arts and reading, grade 2
Component: Digital Curriculum, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: First page

Location: Digital Curriculum - Introduction - Fluency
Found in the first sentence.

Link: <https://my.heggerty.org/bridge-to-reading/grade-1-2023-en/curriculum?bookmark=7449df62-3c09-41fb-b155-1543d79161f1>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Publisher: EPS Operations, LLC ("EPS Learning")

Program: EPS Operations, LLC ("EPS Learning"), English language arts and reading, grade 1
Component: S.P.I.R.E. Decodable Readers Teacher's Guide, (ISBN 9780833839669)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 5 and 24
Location: Middle of the page on both occasions.
Link: <https://fliphtml5.com/bookcase/xzeyo/>

Publisher Accept/Reject: N/A
Publisher Response: No Response Received by 8/26

Program: EPS Operations, LLC ("EPS Learning"), English language arts and reading, grade 2
Component: SPIRE Decodable Readers Teacher Guide, (ISBN 9780838839669)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 5 of 24
Location: It is the first new subheading on page 5 "Decodable Readers and the Common Core State Standards"
Link: <https://fliphtml5.com/bookcase/xzeyo/>

Publisher Accept/Reject: N/A
Publisher Response: No Response Received by 8/26

Publisher: Institute for Multi-Sensory Education

Program: Institute for Multi-Sensory Education, English language arts and reading, grade 1
Component: Comprehensive OG+ Plus Assessment Guide, (ISBN 9781948926911)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: printed p. 4 (digital p. 8)
Location: In paragraph in the section "Benchmark What Do Children Need to Know?"
Link: <https://drive.google.com/file/d/1pj3hilvlve9DX-bnIID9aslP7M67KeZ/view>

Publisher Accept/Reject: N/A
Publisher Response: No Response Received by 8/26

Program: Institute for Multi-Sensory Education, English language arts and reading, grade 1
Component: IMSE Scope and Sequence, (ISBN 9781948926911)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1

Specific or Thematic Specific

Page Number: page 4

Location: under the section Benchmark: What Do Children Need to Know

Link: <https://drive.google.com/file/d/1DSIN/A7RstDe0XuZ1DX3w0Yoaz81VP64O/view?usp=sharing>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Institute for Multi-Sensory Education, English language arts and reading, grade 1
Component: Comprehensive OG+ Teacher Guide Book B G1, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Specific

Page Number: p. 14 (printed p. xii)

Location: Top of page (2nd paragraph), the resource mentions "Core Knowledge" curriculum which is aligned to Common Core.

Link: <https://drive.google.com/file/d/1nt9vqEry4Bs56IYYBgEYSKc863fn5Bap/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Institute for Multi-Sensory Education, English language arts and reading, grade 2
Component: Comprehensive OG+ Plus Assessment Guide, (ISBN 9781948926911)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Specific

Page Number: printed p. 4 (digital p. 8)

Location: In paragraph in the section "Benchmark What Do Children Need to Know?"

Link: <https://drive.google.com/file/d/1pj3hilvlve9DX-bnIID9aslP7M67KeZ/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Institute for Multi-Sensory Education, English language arts and reading, grade 3
Component: Comprehensive OG+ Plus Assessment Guide, (ISBN 9781948926911)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Specific

Page Number: printed p. 4 (digital p. 8)

Location: In paragraph in the section "Benchmark What Do Children Need to Know?"

Link: <https://drive.google.com/file/d/1pj3hilvlve9DX-bnIID9aslP7M67KeZ/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Institute for Multi-Sensory Education, English language arts and reading, kindergarten
Component: Comprehensive OG+ Plus Assessment Manual, (ISBN 9781948926911)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: printed p. 4 (digital p. 8)

Location: In paragraph in the section "Benchmark What Do Children Need to Know?"

Link: <https://drive.google.com/file/d/1pj3hilvlve9DX-bnIID9asIP7M67KeZ/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Institute for Multi-Sensory Education, English language arts and reading, kindergarten
Component: Comprehensive Teacher Training Manual, (ISBN 9781948926911)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: printed page 120

Location: middle of page, under section Prosody

Link: <https://drive.google.com/file/d/1lrHI5pLWz3Vlb9u-H6nflIRVdDYpf05F/view?usp=sharing>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Institute for Multi-Sensory Education, English language arts and reading, kindergarten
Component: Scope and Sequence, (ISBN 9781948926911)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: Printed page 4

Location: Under section: Benchmark: What do Children Need to Know?

Link: <https://drive.google.com/file/d/1DSIN/A7RstDe0XuZ1DX3w0Yoaz81VP64O/view?ts=666b65fe>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Literacy Resources, LLC, English language arts and reading, grade 1
Component: Fluency and is found in the Digital Curriculum under the Introduction., (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: Page 1?

Location: This is a digital product. It is found on the digital dashboard under Digital curriculum - introduction - fluency. It is found in the first sentence in both the 1st and 2nd grade product.

Link: <https://my.heggerty.org/bridge-to-reading/grade-1-2023-en/curriculum?bookmark=7449df62-3c09-41fb-b155-1543d79161f1>

Publisher Accept/Reject: Accept

Publisher Response: Thank you for this feedback.

Publisher: Scholastic Inc.

Program: Scholastic Inc., English language arts and reading, grade 1

Component: Wiley Blevins Phonics From A to Z, 4th ed., (ISBN 9781338879025)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 162

Location: Middle of the page, section titled Meeting Rigorous Standards

Link: <https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Publisher Accept/Reject: Reject

Publisher Response: Scholastic thanks you for taking time to review our Ready4Reading program. In Wiley Blevins' professional book, Phonics From A to Z, the reference to the Common Core State Standards (CCSS) is not meant to promote the use or adoption of the CCSS. The ref

Program: Scholastic Inc., English language arts and reading, grade 2

Component: Wiley Blevins Phonics From A to Z A Practical Guide, 4th ed., (ISBN 9781338879025)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 162

Location: Meeting Rigorous Standards (middle of the page)

Link: <https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Publisher Accept/Reject: Reject

Publisher Response: Scholastic thanks you for taking time to review our Ready4Reading program. In Wiley Blevins' professional book, Phonics From A to Z, the reference to the Common Core State Standards (CCSS) is not meant to promote the use or adoption of the CCSS. The ref

Program: Scholastic Inc., English language arts and reading, grade 3

Component: Wiley Blevins Phonics From A to Z A Practical Guide, 4th ed., (ISBN 9781338879025)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 162

Location: Meeting Rigorous Standards (middle of the page)

Link: <https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Publisher Accept/Reject: Reject

Publisher Response: Scholastic thanks you for taking time to review our Ready4Reading program. In Wiley Blevins' professional book, Phonics From A to Z, the reference to the Common Core State Standards (CCSS) is not meant to promote the use or adoption of the CCSS. The ref

Program: Scholastic Inc., English language arts and reading, kindergarten

Component: Wiley Blevins Phonics From A to Z A Practical Guide, 4th edition, (ISBN 9781338879025)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Specific

Page Number: 162

Location: Section: Meeting Rigorous Standards (middle of the page)

Link: <https://shop.scholastic.com/teachers-ecommerce/teacher/books/phonics-from-a-to-z-4th-edition-9781338879025.html>

Publisher Accept/Reject: Reject

Publisher Response: Scholastic thanks you for taking time to review our Ready4Reading program. In Wiley Blevins' professional book, Phonics From A to Z, the reference to the Common Core State Standards (CCSS) is not meant to promote the use or adoption of the CCSS. The ref

Publisher: Texas Education Agency, Open Education Resources

Program: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1

Component: G3: Knowledge Unit 7, Lesson 7, (ISBN 9798890723475)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Thematic

Page Number: 33

Location: Discussing the Reading

Link: https://texasgateway.org/system/files/documents/RLA_G3_U7_TG_ENG.pdf

Page Number: 139

Location: CLOSE READING: "ALEMEDA, THE BASKET WEAVER"

Link: https://www.texasgateway.org/system/files/documents/RLA_G3_U7_TG_ENG.pdf

Page Number: 143

Location: DISCUSSING THE CLOSE READING

Link: https://www.texasgateway.org/system/files/documents/RLA_G3_U7_TG_ENG.pdf

Publisher Accept/Reject: Reject

Publisher Response: There is insufficient information to identify and address the concern.

Publisher: William H. Sadlier, Inc

Program: William H. Sadlier, Inc, English language arts and reading, grade 1

Component: Digital resources; Profession/AI Development on assessments, (ISBN 9781421764504)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: Profession/AI development videos on Assessment in the digital resources

Location: In the 2nd video on assessments at about 13 minutes 20 seconds

Link: (assessment video 2)

<https://sadlierconnect.com/resource/view?resourceId=288916&programToCId=7496&lessonDay=&productId=1030&gradeId=6&resourceProgramToCId=7496&resourceProductId=1100&productType=&edition=&hash=NDI3NjA1Ng==>

Publisher Accept/Reject: Accept

Publisher Response: We will edit the video to remove all references to Common Core.

Program: William H. Sadlier, Inc, English language arts and reading, kindergarten

Component: Phonological Awareness Scope and Sequence Ratio/AIe, (ISBN online resource from the Sadlier website link below)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 16

Location: bottom of the page

Link: <https://sadlierconnect.com/resource/view?resourceId=288929&programToCId=6081&lessonDay=&productId=958&gradeId=3&resourceProgramToCId=6081&resourceProductId=960&productType=All+Components&edition=TE&hash=NDI3NjA1Ng==>

Publisher Accept/Reject: Accept

Publisher Response: While we are accepting this flag, the reference to the Common Core State Standards was provided as an example of state standards because it is the most commonly used set of standards across the United States. We will remove this sentence, "State standards

Publisher: Wilson Language Training

Program: Wilson Language Training, English language arts and reading, kindergarten

Component: Assessment Part 2 - Video in the Profession/AI Development online resources, (ISBN online material to support 9781421715506)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: Online materials
Location: Grade K-3 Teacher online materials
Profession/Al Development tab
Instruction/Al Support by Wiley Blevins section
"Assessment Part 2" video
About 13 minutes into the video

Link: <https://sadlierconnect.com/resource/view?resourceId=288900&programToId=7487&lessonDay=&productId=958&gradeId=3&resourceProgramToId=7487&resourceProductId=1097&productType=&edition=&hash=NDI3NjA1Ng==>

Publisher Accept/Reject: Reject

Publisher Response: This critique is for Sadlier. Not Wilson Language Training.

Program: Wilson Language Training, English language arts and reading, kindergarten
Component: Level K Foundations Standard Alignment, (ISBN N/A)

Suitability Indicator:	1. Prohibition on Common Core
Suitability Sub-Indicator	1.1
Specific or Thematic	Specific

Page Number: Online Learning Community, Foundations Standard Alignment

Location: The state standard alignment is on the online document in the Learning Community, programs, Foundations Standard Alignment, bottom of the page under Texas. This document addresses Level K-3 TEKS Alignment.

Link: <https://www.wilsonlanguage.com/programs/fundations/fundations-standards-alignment/>

Publisher Accept/Reject: Reject

Publisher Response: The Foundations Alignment to the Texas Essential Knowledge and Skills Standards does not include any information about the Common Core. The link provided does not link to the Foundations Learning Community but instead to the Corporate Site. On this webpage

IMRA 2024 SRP Suitability Flag Report

Spanish Language Arts and Reading, K-5

Publisher: Ono Learning LLC

Program: Ono Learning LLC, Spanish language arts and reading, grade 1

Component: 6. Onemas 1.0.2. (ISBN 2403047236599)

Suitability Indicator: 5. Protecting Children's Innocence
Suitability Sub-Indicator 5.3.
Specific or Thematic Thematic

Page Number: Pages 12 and 13 of PDF

Location: Letter o

Link: <https://drive.google.com/file/d/1xWZTPehXdb2RVOFSG9f0ZNY3pdKX2SA6/view>

Page Number: Page 54

Location: Letter f

Link: <https://drive.google.com/file/d/1xWZTPehXdb2RVOFSG9f0ZNY3pdKX2SA6/view>

Page Number: Page 72 and 119

Location: Letter G and Syllable Ga

Link: <https://drive.google.com/file/d/1xWZTPehXdb2RVOFSG9f0ZNY3pdKX2SA6/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Ono Learning LLC, Spanish language arts and reading, kindergarten

Component: Manual del Maestro, (ISBN 2403047236599)

Suitability Indicator: 5. Protecting Children's Innocence
Suitability Sub-Indicator 5.3.
Specific or Thematic Thematic

Page Number: Page 72 of the PDF

Location: Letter o

Link: <https://drive.google.com/file/d/1T42mTMhfo85hx3SINZC3|pe5x-ACVAj/view>

Page Number: 18 and 20 in document Fomacion de Silabas (see link below)

Location: Letter o

Link: <https://drive.google.com/file/d/108ZtjMd3zani8auUt2BQvb5LgJNNPbWz/view>

Page Number: 2, 10, 13, 24 of the Tarjetas de Onemas document (see link Below)

Location: Letter gestures

Link: <https://drive.google.com/file/d/1Gf1nkpSO1rAMmtzuJeDmVWq8cBGuZZQz/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Onogramas, (ISBN 2403047236599)

Suitability Indicator: 5. Protecting Children’s Innocence

Suitability Sub-Indicator 5.3.

Specific or Thematic Thematic

Page Number: Page 3 of the PDF

Location: letter gestures

Link: <https://drive.google.com/file/d/1QTrk1Ba6JAelguij3YLO0vryYehkuGvW/view>

Page Number: 6

Location: letter gestures

Link: <https://drive.google.com/file/d/1QTrk1Ba6JAelguij3YLO0vryYehkuGvW/view>

Page Number: 13, 16

Location: letter gestures

Link: <https://drive.google.com/file/d/1QTrk1Ba6JAelguij3YLO0vryYehkuGvW/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Publisher: Savvas

Program: Savvas Learning Company LLC, Spanish language arts and reading, grade 3

Component: Exámenes sumativos: Manual del maestro y Clave de respuestas, (ISBN 9780134914138)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Specific

Page Number: Exámenes sumativos: Manual del maestro y Clave de respuestas T29

Location: First sentence under ANÁLISIS ADICIONaL DE LOS RESULTADOS section

Link: [https://www.savvasrealize.com/content/viewer/standalone/loader/view/3917169d-7ec0-3b21-a3ea-6bfda937cef5/91/nonscorable?programId=47b8e0d6-c54f-3269-9c33-](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3917169d-7ec0-3b21-a3ea-6bfda937cef5/91/nonscorable?programId=47b8e0d6-c54f-3269-9c33-789704c367ee&programVersion=88&programname=miVisi%C3%B3n%20Lectura%202020%20Texas%20Grado%203&programname=miVisi%C3%B3n%20Lectura%202020%20Texas%20Grado%203&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F47b8e0d6-c54f-3269-9c33-789704c367ee%2F88%2Ftier%2F5f9e772e-2772-3493-8767-4d36cca94065%2F87&locale=en&rootProgramId=47b8e0d6-c54f-3269-9c33-789704c367ee)

[789704c367ee&programVersion=88&programname=miVisi%C3%B3n%20Lectura%202020%20Texas%20Grado%203&programname=miVisi%C3%B3n%20Lectura%202020%20Texas%20Grado%203&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F47b8e0d6-c54f-3269-9c33-789704c367ee%2F88%2Ftier%2F5f9e772e-2772-3493-8767-4d36cca94065%2F87&locale=en&rootProgramId=47b8e0d6-c54f-3269-9c33-789704c367ee](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3917169d-7ec0-3b21-a3ea-6bfda937cef5/91/nonscorable?programId=47b8e0d6-c54f-3269-9c33-789704c367ee&programVersion=88&programname=miVisi%C3%B3n%20Lectura%202020%20Texas%20Grado%203&programname=miVisi%C3%B3n%20Lectura%202020%20Texas%20Grado%203&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F47b8e0d6-c54f-3269-9c33-789704c367ee%2F88%2Ftier%2F5f9e772e-2772-3493-8767-4d36cca94065%2F87&locale=en&rootProgramId=47b8e0d6-c54f-3269-9c33-789704c367ee)

Publisher Accept/Reject: Accept

Publisher Response: All items on the Exámenes de la unidad de medio año o de fin de año are aligned to skills and the TEKS. Gr 3 Spanish Summative Assessment on Realize

IMRA 2024 SRP Suitability Flag Report

Mathematics

Publisher: Accelerate Learning Inc.

Program: STEMscopes Texas Math - Algebra I (1 year online)

Component: Scope Title: START HERE How to Use STEMscopes Texas Math Teacher Toolbox Algebra I, Explore Tab, Explore-Explore Activities, Video, Time-Frame 1:15-1:22 (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 1:15-1:22 of video recording

Location: Scope Title: START HERE How to Use STEMscopes Texas Math Teacher Toolbox Algebra I, Explore Tab, Explore-Explore Activities, Video, Time-Frame 1:15-1:22

Link: <https://app.acceleratelearning.com/scopes/23243/elements/1094898>

Publisher Accept/Reject: Accept

Publisher Response: While the Standards for Mathematical Practices are commonly used in many states that do not follow the Common Core standards, we have updated the How To Use STEMscopes Math video to include the wording Texas Mathematical Process Standards.

See link to new video here:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZf9IYBVVhHhaxAR4ixB5MBQtd38FerZeyZFxa9dJtMw?e=e31dFk>

Component: Teacher Guide, Scope Slope and Rate of Change, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 7, 11, 15

Location: Top of page, Section Mathematical Process Standards
<https://www.thecorestandards.org/Math/Practice/>

Link: https://cdn.acceleratelearning.com/system/element_files/contents/543009/original/TXMR_A1_SlopeandRateofChange_HOME_ScopeOverview_TeacherGuide.pdf?1714488310

Publisher Accept/Reject: Accept

Publisher Response: While the Standards for Mathematical Practices are commonly used in many states that do not follow the Common Core standards, we have updated our Algebra 1 Teacher guides to follow the Texas Mathematical Process Standards.

Files for all scopes have been adjusted. You can see a sample of the updated files here for the specific scope listed in the report:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EVG9Gu64NXBCjD-0iVXEQzQB_EVE9IVX_RqsG2evWn06YA?e=ka7ZNI

Component: Teacher Guide Scope Solve Equations, Explore 1, Explore 2, Explore 3, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 7, 11, 15

Location: Location: Top of page, Standards of Mathematical Practice section.
Standards of Mathematical Practice section are referenced in Common Core Webpage:
<https://www.thecorestandards.org/Math/Practice/>

Link: https://cdn.acceleratelearning.com/system/element_files/contents/543008/original/TXMR_A1_SolveEquations_HOME_ScopeOverview_TeacherGuide.pdf?1714488280

Page Number: 7, 11, 15

Location: Location: Top of page, Standards of Mathematical Practice section.
Standards of Mathematical Practice section are referenced in Common Core Webpage:
<https://www.thecorestandards.org/Math/Practice/>

Link: https://cdn.acceleratelearning.com/system/element_files/contents/543012/original/TXMR_A1_ArithmeticandGeometricSequences_HOME_ScopeOverview_TeacherGuide.pdf?1714488403

Page Number: 7, 11, 15, 19

Location: Location: Top of page, Standards of Mathematical Practice section.
Standards of Mathematical Practice section are referenced in Common Core Webpage:
<https://www.thecorestandards.org/Math/Practice/>

Link: https://cdn.acceleratelearning.com/system/element_files/contents/543007/original/TXMR_A1_PropertiesofFunctions_HOME_ScopeOverview_TeacherGuide.pdf?1714488251

Publisher Accept/Reject: Accept

Publisher Response: While the Standards for Mathematical Practices are commonly used in many states that do not follow the Common Core standards, we have updated our Algebra 1 Teacher guides to follow the Texas Mathematical Process Standards.

Files for all scopes have been adjusted. You can see all updated files using the following links:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfifHF9bMXhGhLadcvoWbl0B_pqon4GcFpcsV3obiZeJ9Q?e=Wdcztg

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EbuU3Vq6rt5JtQDSs2dff4YBGpNj7qdpLkQ8vjbyD-9SJA?e=ebUu7l>

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ETx9eFZvLq5ltoweEjWs5xwBPPhR6R_9J7_upCmQU-1iBA?e=ty4YpN

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ESZOLTbYh89BnMm_sUkaET8BxigyCWj1nJWmjMRvgiM1vQ?e=imdePG

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EetLJ5vLtK5EvFbgvHG4CIEBOWwD-HXGV56wgc_zVvXX_g?e=OaSzn1

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EQbI5zpiu2xPpg3LPVakWGcBcP7x1ju8fYgcOi2naXxCOg?e=coDqrf>

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ETp--LqXVpRBtgNnRMzOR3oB8coo815BlidxTJCQ0_QwCQ?e=qUTC7M

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EblOy0gtcpBLsq3ZETHYho0BQwzbMpnPdu-A_TVwOvjaPA?e=l1rMxl

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EX2eLYgvxWIMo7XHHUKtE4kBs97c-paylwkto_-GiaqitPw?e=IQYRf4
<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZOSp9HsUkdltQlcHttOdy4BALeE8aDA11HKZYLrxA8fjg?e=6tkuA5>
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ERnyFXgeUBFDjuPW_yN5-EBAqwYlc4b_HI9NOg-0w8J_w?e=bAPQj4
<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EeRIZUBhPHdjqIOHozwOVcB70YTkollleNQJ9rzejn808Q?e=Ah4qz0>
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EVG9Gu64NXCjD-0iVXEQzQB_EVE9IVX_RqsG2evWn06YA?e=1ZnkfS
<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXl6HVCwsHdAozm1ay3Qz0UBf9uUZe2IOU6SX9pHyiUaBg?e=gPBYla>
https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXEk4m6Dbo9Eq7rqnyPyq79IBGEZ9-qvF41r8EPWEI2_M8g?e=aR2Ril
<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfUqsV31vX9luV82Mb5rtzwBg3b5FZtLBRiZoql5ymG5WA?e=qvlnSL>

Publisher: Bedford, Freeman & Worth Publishing Group LLC

Program: Statistics and Probability with Applications (High School)

Component: Statistics and Probability with Applications, (ISBN 9781319251772)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: All

Location: Materials do not include TEKS or ELPS correlation guide.

Link: <https://achieve.bfwpub.com/courses>

Page Number: All

Location:

Link: <https://achieve.bfwpub.com/courses>

Page Number: All

Location:

Link: <https://achieve.bfwpub.com/courses>

Publisher Accept/Reject: Reject

Publisher Response: SPA TEKS correlation - https://docs.google.com/document/d/1-Ef9IaBhKknLPu3B8Hubz6v_eR3SFAMv/edit

Publisher: Curriculum Associates, LLC

Program: Curriculum Associates, LLC, Mathematics, grade 1

Component: i-Ready Classroom Mathematics Teacher's Guide Grade 1 • Volume 1, (ISBN 9781728047034)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 3a of 668

Location: Top left in the blue column. SMPs are listed

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-1-Volume-1-2024/?page=98>

Page Number: 23 of 668

Location: Top after "Analyze It"

Middle after "Deepen Understanding"

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-1-Volume-1-2024/?page=124>

Page Number: 26b of 668

Location: left middle after each number (1-5)

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-1-Volume-1-2024/?page=128>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Curriculum Associates, LLC, Mathematics, grade 2

Component: i-Ready Classroom Mathematics Teacher's Guide Grade 2 • Volume 1, (ISBN 9781728047058)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: A8 of 514

Location: middle below each lesson number

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-2-Volume-1-2024/?page=10>

Page Number: 124a of 514

Location: top left in blue column

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-2-Volume-1-2024/?page=234>

Page Number: 134 of 514

Location: Top left in blue section

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-2-Volume-1-2024/?page=246>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Curriculum Associates, LLC, Mathematics, grade 3

Component: i-Ready Classroom Mathematics, (ISBN 9781728047072)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: In the digital access, Teacher Toolbox, Print Practice Test tab

Location: In the Teacher's Guide for these assessments (Assessment 1, 2, and 3) on page 2, the Common Core Mathematics standards are referenced throughout the guide directions page.

Link: https://teacher-toolbox.i-ready.com/assets/downloadAsset/edad0ac1-ef2c-4b82-8453-b725f4539ef4?filename=RCM03_na_AB_Teacher_AP_AK.pdf

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: i-Ready Classroom, (ISBN 9781663002334)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: na

Location: Online Educator Learning Building Procedural Fluency Conceptual Understanding Grades 2-3 Supporting Conceptual Understanding

Link: https://oel.i-ready.com/pluginfile.php/899/mod_scorm/content/16/index_lms.html

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Curriculum Associates, LLC, Mathematics, grade 4

Component: i-Ready Classroom Grade 4, (ISBN 9781728047096)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: Pg 2

Location: Digital access of i-Ready Classroom, Teacher Toolbox, Grade 4, Print Practice Tests, Teacher's Guide

Link: <https://teacher-toolbox.i-ready.com/toolbox/M.4/ready-assessment-book.html?state=RCNN2&lessonId=NNC.M.4.RAB.national.4&assetId=b0e27435-65d1-4977-964b-f1a32282715f>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: i-Ready Classroom 2024 Texas Mathematics Student Worktext with Digital Access Grade 4 1 year, (ISBN 9781663002341)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: na

Location: Online Educator Learning Building Procedural Fluency Conceptual Understanding Grades 4-5 Supporting Conceptual Understanding

Link: https://oel.i-ready.com/pluginfile.php/899/mod_scorm/content/16/index_lms.html

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Curriculum Associates, LLC, Mathematics, grade 5

Component: i-Ready Classroom Grade 5, (ISBN 9781728047119)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: Page 2

Location: i-Ready Classroom digital component, Teacher Toolbox, Grade 5, Print Practice Tests, Teacher's Guide

Link: <https://teacher-toolbox.i-ready.com/toolbox/M.5/ready-assessment-book.html?state=RCNN2&lessonId=NNC.M.5.RAB.national.4&assetId=4adac1e7-689c-41df-823e-76280905b324>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: i-Ready Classroom 2024 Texas Mathematics Student Worktext with Digital Access Grade 5 1 year, (ISBN 9781663002358)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: na

Location: Online Educator Learning Building Procedural Fluency Conceptual Understanding Grades 4-5 Supporting Conceptual Understanding

Link: https://oel.i-ready.com/pluginfile.php/899/mod_scorm/content/16/index_lms.html

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas i-Ready Classroom Mathematics Grade 5, (ISBN Program ID: 6796631)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 587

Location: Bottom of the page in the Learning Targets area.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=422>

Page Number: 625-626

Location: Bottom of the page in the Learning Targets area, Try it section, discuss it section and connect it sections.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-2-2024/?page=490>

Page Number: 302

Location: All throughout the page.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-5-Volume-1-2024/?page=482>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Curriculum Associates, LLC, Mathematics, grade 6

Component: Math Background/prior Knowledge, (ISBN 9781728047133)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 1q

Location: Sidebar - "Writing and Evaluating Expressions with Exponents"

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=80>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Lesson Overviews, (ISBN 9781728046747)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 267A

Location: The lesson overviews include the common core state standard mathematical practices (SMPs). This is an issue throughout the book.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=450>

Page Number: Page 279A

Location: The lesson overviews include the common core state standard mathematical practices (SMPs). This is an issue throughout the book.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=466>

Page Number: 307A

Location: The lesson overviews include the common core state standard mathematical practices (SMPs). This is an issue throughout the book.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=498>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Curriculum Associates, LLC, Mathematics, grade 7

Component: Standards for Mathematical Practice in Every Lesson, (ISBN 9781728047157)

Suitability Indicator:	1. Prohibition on Common Core
Suitability Sub-Indicator	1.1
Specific or Thematic	Thematic

Page Number: 1u

Location: This component of the teacher's guide explains how each lesson is connected to the common core standards for mathematical practices.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-7-Volume-1-2024/?page=82>

Page Number: 1s

Location: This component of the teacher's guide explains how each lesson is connected to the common core standards for mathematical practices.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-7-Volume-1-2024/?page=82>

Page Number: 1t

Location: This component of the teacher's guide explains how each lesson is connected to the common core standards for mathematical practices.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-7-Volume-1-2024/?page=82>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Table of Contents, (ISBN 9781728047157)

Suitability Indicator:	1. Prohibition on Common Core
Suitability Sub-Indicator	1.1

Specific or Thematic

Thematic

Page Number: A2

Location: Common Core SMPs are delineated for each lesson of the book within the table of contents

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-7-Volume-1-2024/?page=4>

Page Number: A3

Location: Common Core SMPs are delineated for each lesson of the book within the table of contents

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-7-Volume-1-2024/?page=4>

Page Number: A4

Location: Common Core SMPs are delineated for each lesson of the book within the table of contents

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-7-Volume-1-2024/?page=6>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Curriculum Associates, LLC, Mathematics, grade 8

Component: Unit Overviews and Lesson Overviews, (ISBN 9781728046785)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator: 1.1

Specific or Thematic: Thematic

Page Number: 279a

Location: The common core state standards for mathematical practices are interwoven throughout the text. The unit and lesson overviews are just one location.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=466>

Page Number: 307a

Location: The common core state standards for mathematical practices are interwoven throughout the text. The unit and lesson overviews are just one location.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=498>

Page Number: 329a

Location: The common core state standards for mathematical practices are interwoven throughout the text. The unit and lesson overviews are just one location.

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-6-Volume-1-2024/?page=524>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Curriculum Associates, LLC, Mathematics, kindergarten

Component: i-Ready Classroom Mathematics Teacher's Guide Grade K • Volume 1, (ISBN 9781728047010)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: A5 of 494

Location: middle of page beside each lesson number

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-K-Volume-1-2024/?page=6>

Page Number: 1q-1r out of 494

Location:

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-K-Volume-1-2024/?page=88>

Page Number: 3a out of 494

Location: top left column

Link: <https://curriculum-associates.dcatalog.com/v/i-Ready-Classroom-Mathematics-Teachers-Guide-Grade-K-Volume-1-2024/?page=94>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Publisher: Kiddom

Program: Kiddom, Mathematics, grade 1

Component: Course Overview: How to use these Materials, (ISBN online platform)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: online

Location: Course Overview: How to use these Materials- 3/4 of the way down the page under Center Overview

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368f9ca-f137-11ee-baf3-066a39b724af>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Lessons by Standard, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: Entire Webpage

Location: Entire Webpage.

Link: <https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4196e6-f138-11ee-94c9-024417c032f7>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Scope and Sequence, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: throughout

Location: Common Core Standards are listed under "Standards Alignments" within each unit.

Link: <https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b419330-f138-11ee-9484-024417c032f7>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Course Overview, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: na

Location: Un it 1 ->Adaptation Guide

Link: <https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41993d-f138-11ee-94ee-024417c032f7>

Page Number: na

Location: Course Guide -> Lessons by Standard

Link: <https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4196e6-f138-11ee-94c9-024417c032f7>

Page Number: na

Location: Course Guide -> Scope & Sequence

Link: <https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b419330-f138-11ee-9484-024417c032f7>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Scope and Sequence, (ISBN 9798385116720)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: There are no page numbers.

Location: Lessons by Standard

Link: <https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b419330-f138-11ee-9484-024417c032f7>

Page Number: There are no page numbers.

Location: Adaptation Guide

Link: <https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41993d-f138-11ee-94ee-024417c032f7>

Page Number: There are no page numbers.

Location: Scope and Sequence

Link: <https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b419330-f138-11ee-9484-024417c032f7>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Standards listed throughout the Teacher Guide, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 13

Location: Common Core is listed under the "Standards" section in each section.

Link: <https://drive.google.com/file/d/1AHPjv-QcKg1UuwSGW5fVJ6OmdCloSmNY/view>

Page Number: 24

Location: Common Core is listed under the "Standards" section in each section.

Link: <https://drive.google.com/file/d/1AHPjv-QcKg1UuwSGW5fVJ6OmdCloSmNY/view>

Page Number: 362

Location: Common Core is listed under the "Standards" section in each section.

Link: <https://drive.google.com/file/d/1AHPjv-QcKg1UuwSGW5fVJ6OmdCloSmNY/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Teacher Guide, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 16

Location: Common Core standards are listed under the "Standards" throughout the teacher guide.

Link: https://drive.google.com/file/d/1ghOeTfYxBs0pd5raTGLptNZ8i_BWatUI/view

Page Number: 79

Location: Common Core standards are listed under the "Standards" throughout the teacher guide.

Link: https://drive.google.com/file/d/1ghOeTfYxBs0pd5raTGLptNZ8i_BWatUI/view

Page Number: 255

Location: Common Core standards are listed under the "Standards" throughout the teacher guide.

Link: https://drive.google.com/file/d/1ghOeTfYxBs0pd5raTGLptNZ8i_BWatUI/view

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Kiddom, Mathematics, grade 2

Component: About These Materials, (ISBN online platform)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: online

Location: Teacher Guide- About These Materials-Further Reading section/ heading

Link: <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddeaaa-f138-11ee-b082-06dd2b7bf731>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Course Overview: How to use these materials, (ISBN online platform)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: online

Location: Course Overview: How to use these materials, 3/4 of the way down the page in the section title Center Overview.

Link: <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41deb72-f138-11ee-b089-06dd2b7bf731>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: IM Talking Math, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: Slide 13

Location: There are different questions on the slide with common core standards attached to each question.

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 2 Powered by Kiddom Digital, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 1, 5, 8

Location: It's listed as the "standard alignment " within each component of the lesson.

Link: https://docs.google.com/document/d/1GOYeT1Y6V1UMu_jbYcObN8eLX_7i3jcX/edit

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 2 Powered by Kiddom English Print, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 423

Location: Common core listed under "standards" after each lesson component.

Link: <https://drive.google.com/file/d/1nXWDw6DeUKCnquRizCFUYqqYCKOmcVn1/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 2 Powered by Kiddom English Print

Page Number(s): 5, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: All pages

Location: Common core standard listed under standard alignment within each component.

Link: [Texas Math: Grade 2 Powered by Kiddom English Print Page Number\(s\): 5](#)

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Course Overview, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: na

Location: Course Overview -> Course Guide -> Scope and Sequence

Link: <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddec4b-f138-11ee-b0a0-06dd2b7bf731>

Page Number: na

Location: Course Overview -> Course Guide -> Lessons by Standard

Link: <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf464-f138-11ee-b0eb-06dd2b7bf731>

Page Number: na

Location: Unit 1 -> Adaptation Guide

Link: <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf68a-f138-11ee-b110-06dd2b7bf731>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: IM v360 TX: Powered by Kiddom | Grade 2 Math, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: Adaptation Guide

Location: Standards in top row of table.

Link: <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf68a-f138-11ee-b110-06dd2b7bf731>

Page Number: Scope and Sequence

Location: Standards Alignments in each section

Link: <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddec4b-f138-11ee-b0a0-06dd2b7bf731>

Page Number: Lessons by Standard

Location: Entire webpage.

Link: <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf464-f138-11ee-b0eb-06dd2b7bf731>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Scope and Sequence, (ISBN 9798385116720)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: There are no page numbers.

Location: Standards Alignment

Link: <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddec4b-f138-11ee-b0a0-06dd2b7bf731>

Page Number: There are no page numbers.

Location: Adaptation Guide

Link: <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf68a-f138-11ee-b110-06dd2b7bf731>

Page Number: There are no page numbers.

Location: Lessons by Standard

Link: <https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf464-f138-11ee-b0eb-06dd2b7bf731>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Kiddom, Mathematics, grade 3

Component: IM360 Kiddom Grade 3, (ISBN 9798894308890)

Suitability Indicator: 7. Compliance with the Children's Internet Protection Act (CIPA)
Suitability Sub-Indicator 7.1
Specific or Thematic Thematic

Page Number: Talking Math Slide 5 Teacher Notes

Location: Citation #9611971 Round 3 Review. Talking Math Slide 5 Teacher Notes; link to Cool Math

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g981b13f5d6_336_228

Page Number: Talking Math Slide 39 Teacher Notes

Location: Citation #9611976 Round 3 Review. Talking Math Slide 39 Teacher Notes; link to online encyclopedia

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_0

Page Number: Talking Math Slide 5 Teacher Notes

Location: External link to play online dominoes.

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_0

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: K-5 Talking Math Slides, (ISBN 6886846)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator 7.1

Specific or Thematic Thematic

Page

Number: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Location: The Talking Math Slide 5 Teacher Notes

Play the math game 24 online

Play online dominoes (Dominoblock.com)

Link: <https://www.coolmathgames.com/0-make-24>

Page

Number: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Location: Read more about the history of dominoes here. (links to online encyclopedia where students have access to research a vast amount of other topics. The Britannica website also has embedded games, ads, and subscription capabilities)

Link: <https://www.britannica.com/topic/domino-game-piece>

Page

Number: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Location: The Talking Math Slide 39 Teacher Notes include an extension activity to learn more about the history of windmills that links to an external website

Windmills have been used for hundreds of years. Read more about their history here. (links to online ency

Link: <https://www.britannica.com/technology/windmill>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Kiddom 3rd Grade, (ISBN 9798894308890)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: Lesson 10: Activity : 1Activity

Location: When students express place value relationships with multiplication and division they observe structure in the place values (MP7). When they help one another improve their explanations, they critique each other's reasoning (MP3).

Link: <https://docs.google.com/document/d/1AMVPDvFaViK03vjY9OYAd9li7UJRbc-q/edit>

Page Number: Grade 3 Online "Lessons By Standards" from the "Course Guide" Menu

Location: Kiddom Online "Lessons by Standard" from the "Course Guide" Menu.

Link: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8289d364-f138-11ee-b198-06215d1efb8b>

Page Number: pages 88-98

Location: Kiddom Print- Unit 7, Lesson 9 pg. 88-98

The standards listed toward the top of each page are Common Core Standards

Examples-

pg. 88: 3.MD.D.8

pg. 95: Addressing 3.MD.D.8, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8

Link: <file:///C:/Users/kshaffner/Downloads/Grade%203%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-7-8.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Kiddom, Grade 3 ELPS, (ISBN 9798894308869)

Suitability Indicator: 7. Compliance with the Children's Internet Protection Act (CIPA)

Suitability Sub-Indicator 7.1

Specific or Thematic Thematic

Page Number: Online Version: add content for Round 3

Location: The K-5 Talking Math Slides.

<https://www.coolmathgames.com/0-make-24>

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Page Number: Online Version: add content for Round 3

Location: All of the citation issues are outlined below and contain excerpts of the citations sourced from the K-5 Talking Math Slides that were included in the round 3 release. The K-5 Talking Math Slides.

<https://www.dominoblock.com/>

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Page Number: Online Version: add content for Round 3

Location: All of the citation issues are outlined below and contain excerpts of the citations sourced from the K-5 Talking Math Slides that were included in the round 3 release. The K-5 Talking Math Slides.

<https://www.britannica.com/technology/windmill>

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 3 Powered by Kiddom, (ISBN 9798894308869)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: pg.26-29

Location: Kiddom Print-Unit 3-4 pdf, page 26-29

The standards listed toward the top of each page are Common Core Standards

pg. 26: "Building On 2.NBT.A.1, 2.NBT.A.3

Building Towards 3.NBT.A.2"

pg. 27: "Building On 2.NBT.A.1, 2.NBT.A.3

Building Towards 3.NBT.A.2"

Link: https://drive.google.com/file/d/1tdX0_Su0-JLfa2lICPFERISX2wLAnGu6/view

Page Number: pages 88-98

Location: Kiddom Print- Unit 7, Lesson 9 pg. 88-98

The standards listed toward the top of each page are Common Core Standards

Examples-

pg. 88: 3.MD.D.8

pg. 95: Addressing 3.MD.D.8, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8

Link: <file:///C:/Users/kshaffner/Downloads/Grade%203%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-7-8.pdf>

Page Number: Grade 3 Online "Lessons By Standards" from the "Course Guide" Menu

Location: Kiddom Online "Lessons by Standard" from the "Course Guide" Menu

This online resource outlines the curriculum's standards by lesson and solely lists Common Core Standards.

Link: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8289d364-f138-11ee-b198-06215d1efb8b>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 3 Powered by Kiddom, (ISBN 9798894308869)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: Lesson 10: Activity : 1 Activity

Location: When students express place value relationships with multiplication and division they observe structure in the place values (MP7). When they help one another improve their explanations, they critique each other's reasoning (MP3).

Link: <https://docs.google.com/document/d/1AMVPDvFaViK03vjY9OYAd9li7UJRbc-q/edit>

Page Number: Grade 3 Online "Lessons By Standards" from the "Course Guide" Menu

Location: Kiddom Online "Lessons by Standard" from the "Course Guide" Menu

This online resource outlines the curriculum's standards by lesson and solely lists Common Core Standards.

Link: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8289d364-f138-11ee-b198-06215d1efb8b>

Page Number: pg.26-29

Location: Kiddom Print-Unit 3-4 pdf, page 26-29

The standards listed toward the top of each page are Common Core Standards

pg. 26: "Building On 2.NBT.A.1, 2.NBT.A.3
Building Towards 3.NBT.A.2"

pg. 27: "Building On 2.NBT.A.1, 2.NBT.A.3
Building Towards 3.NBT.A.2"

Link: https://drive.google.com/file/d/1tdX0_Su0-JLfa2IICPFERISX2wLAngu6/view

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 3 Powered by Kiddom, (ISBN 9798894308869)

Suitability Indicator: 7. Compliance with the Children's Internet Protection Act (CIPA)

Suitability Sub-Indicator 7.1

Specific or Thematic Thematic

Page Number: Slide 5 Notes

Location: The Talking Math Slide 5 Teacher Notes direct the teacher to have students play online games using provided links and then read about the history of dominos. All links go to external websites.

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_460

Page Number: Talking Math Slide 39

Location: The Talking Math Slide 39 Teacher Notes include an extension activity to learn more about the history of windmills that links to an external website.

"Windmills have been used for hundreds of years. Read more about their history here." (Links to online

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_460

Page Number: Talking Math Slide 5

Location: The Talking Math Slide 5 Teacher Notes direct the teacher to have students play online games using provided links and then read about the history of dominos. All links go to external websites.

"Play online dominoes here."

(Dominoblock.com is an externa

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_460

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 3 Powered by Kiddom ELPS, (ISBN 9798894308869)

Suitability Indicator: 7. Compliance with the Children's Internet Protection Act (CIPA)
Suitability Sub-Indicator 7.1
Specific or Thematic Thematic

Page Number: Slide 25, The Talking Math Slide Deck

Location: The Talking Math Slide 5 Teacher Notes direct the teacher to have students play online games using provided links and then read about the history of dominos. All links go to external websites.

One links to a website called Dominoblock.com which is an ext

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Page Number: Slide 97, Talking Math Slide Deck

Location: The Talking Math Slide 97 Notes direct the teacher to play a youtube video that is externally linked and visit an external Britannica link for further reading.

What city do you think this is? See a list of the state capitals using this link. What is the

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Page Number: Slide 39, Talking Math Slide Deck

Location: The Talking Math Slide 39 Teacher Notes include an extension activity to learn more about the history of windmills that links to an external website

Windmills have been used for hundreds of years. Read more about their history here. (links to online ency

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 3 Powered by Kiddom: TEKS, (ISBN 9798894308869)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: Online Version- Course Overview

Location: Course overview- Course Guide- Lessons by Standard: These are Common Core Standards not Texas Essential Knowledge and Skills.

Link: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8289d364-f138-11ee-b198-06215d1efb8b>

Page Number: pg 155

Location: Top of the page

Activity 1

Standards

Addressing 3.OA.D.8

Link: https://drive.google.com/file/d/1tdX0_Su0-JLfa2IICPFERISX2wLAnGu6/view

Page Number: 161

Location: Diagrams and Equations for Word

Problems

Standards

Addressing 3.OA.D.8

Building Towards 3.OA.D.8

Link: https://drive.google.com/file/d/1tdX0_Su0-JLfa2IICPFERISX2wLAnGu6/view

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Kiddom, Mathematics, grade 4

Component: Kiddom Grade 3, (ISBN 9798894308890)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Lesson 10, Activity 1

Location: "When students express place value relationships with multiplication and division they observe structure in the place values (MP7). When they help one another improve their explanations, they critique each other's reasoning (MP3)."

The MP& and MP3 are ref

Link: <https://docs.google.com/document/d/1AMVPDvFaViK03vjY9OYAd9li7UJRbc-q/edit>

Page Number: Activity 2: Pattern Blocks to Compare Shapes

Location: "MLR8 Discussion Supports."

Link: <https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:828a321f-f138-11ee-b78f-06215d1efb8b>

Page Number: pages 88-98

Location: Kiddom Print- Unit 7, Lesson 9 pg. 88-98

The standards listed toward the top of each page are Common Core Standards

Examples-

pg. 88: 3.MD.D.8

pg. 95: Addressing 3.MD.D.8, 3.OA.B.5, 3.OA.C.7, 3.OA.D.8

Link: <file:///C:/Users/kshaffner/Downloads/Grade%203%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-7-8.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 4 Powered by Kiddom, (ISBN 9798894308890)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Planning Guide, Section C

Location: Planning Guide, Section C

In comparing numbers, including those that are missing digits in some places, they make use of structure to determine the size of numbers and the significance of the value of the digits (MP7)

Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4b21-f139-11ee-ae31-0615c5aec7b1>

Page Number: Activity 2: Fractions with the Same Numerator

Location: This activity uses MLR1 Stronger and Clearer Each Time. Advances: Reading, Writing

Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17fe8bc-f139-11ee-992b-0615c5aec7b1>

Page Number: Activity narrative-Support for English Language Learners Section

Location: MLR2 Collect and Display. Circulate, listen for and collect the language students use as they compare the pairs of numbers. On a visible display, record words and phrases such as: hundreds place, tens place, place value, bigger, smaller, greater than, less

Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a53082-f139-11ee-b641-0615c5aec7b1>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 4 Powered by Kiddom: TEKS, (ISBN 9798894308890)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Through out entire text (pdf and online)

Location: Where standards listed these are common core not TEKS.

Link: https://drive.google.com/file/d/1bscXzNtNboKEtOrqQ65qyW5STz6onOP_/view

Page Number: page 426

Location: Where standards listed, MLR8

Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1b85618-f139-11ee-9a6a-0615c5aec7b1>

Page Number: multiple pages

Location: top of the page Standards

Addressing 4.NBT.B.4

Link: https://drive.google.com/file/d/1bscXzNtNboKEtOrqQ65qyW5STz6onOP_/view

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 4 Powered by Kiddom: TEKS, (ISBN 9798894308890)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Planning Guide, Section C

Location: Planning Guide, Section C

In comparing numbers, including those that are missing digits in some places, they make use of structure to determine the size of numbers and the significance of the value of the digits (MP7)

Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4b21-f139-11ee-ae31-0615c5aec7b1>

Page Number: Activity narrative-Support for English Language Learners Section

Location: MLR2 Collect and Display. Circulate, listen for and collect the language students use as they compare the pairs of numbers. On a visible display, record words and phrases such as: hundreds place, tens place, place value, bigger, smaller, greater than, less

Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a53082-f139-11ee-b641-0615c5aec7b1>

Page Number: Activity 2: Fractions with the Same Numerator

Location: This activity uses MLR1 Stronger and Clearer Each Time. Advances: Reading, Writing

Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17fe8bc-f139-11ee-992b-0615c5aec7b1>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 4 Powered by Kiddom: TEKS, (ISBN 9798894308890)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Planning Guide, Section C

Location: Planning Guide, Section C

In comparing numbers, including those that are missing digits in some places, they make use of structure to determine the size of numbers and the significance of the value of the digits (MP7)

Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4b21-f139-11ee-ae31-0615c5aec7b1>

Page Number: Activity 2: Fractions with the Same Numerator

Location: This activity uses MLR1 Stronger and Clearer Each Time. Advances: Reading, Writing

Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17fe8bc-f139-11ee-992b-0615c5aec7b1>

Page Number: Activity narrative-Support for English Language Learners Section
Location: MLR2 Collect and Display. Circulate, listen for and collect the language students use as they compare the pairs of numbers. On a visible display, record words and phrases such as: hundreds place, tens place, place value, bigger, smaller, greater than, les
Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a53082-f139-11ee-b641-0615c5aec7b1>

Publisher Accept/Reject: N/A
Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 4 Powered by Kiddom: TEKS, (ISBN 9798894308890)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: Planning Guide, Section C
Location: Planning Guide, Section C
 In comparing numbers, including those that are missing digits in some places, they make use of structure to determine the size of numbers and the significance of the value of the digits (MP7)
Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18c4b21-f139-11ee-ae31-0615c5aec7b1>

Page Number: Activity 2: Fractions with the Same Numerator
Location: This activity uses MLR1 Stronger and Clearer Each Time. Advances: Reading, Writing
Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17fe8bc-f139-11ee-992b-0615c5aec7b1>

Page Number: Activity narrative-Support for English Language Learners Section
Location: MLR2 Collect and Display. Circulate, listen for and collect the language students use as they compare the pairs of numbers. On a visible display, record words and phrases such as: hundreds place, tens place, place value, bigger, smaller, greater than, les
Link: <https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f1a53082-f139-11ee-b641-0615c5aec7b1>

Publisher Accept/Reject: N/A
Publisher Response: No Response Received by 8/26

Program: Kiddom, Mathematics, grade 5

Component: IM360 Kiddom Grade 5, (ISBN 9798894308890)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)
Suitability Sub-Indicator 7.1
Specific or Thematic Thematic

Page Number: Talking Math Slide 97
Location: Slide 97 Notes direct teacher to YouTube video. Citation #9612021
Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_0

Page Number: Talking Math Slide 97

Location: Slide 97 Notes direct teacher to read a picture book on YouTube.

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_0

Page Number: Talking Math Slide 91

Location: Slide 91 Notes direct teacher to visit an external site to learn about pyramids.

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g725fcd86ea_2284_0

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: K-5 Talking Math Slides, (ISBN 6890181)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator 7.1

Specific or Thematic Thematic

Page

Number: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Location: The Talking Math Slide 97 Notes direct the teacher to play a youtube video that is externally linked and visit an external Britannica link for further reading.

Link: <https://www.britannica.com/topic/list-of-state-capitals-in-the-United-States-2119210>

Page Number: 91

Location: The Talking Math Slide 91 directs teacher to visit an external site to read about pyramids and an external conversion site

After the image:

Find out more about an obelisk and discover what a pyramidion is by reading about ancient Egyptian monuments here.

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Page Number: 31

Location: linked does not go to an external site and is not being flagged for suitability.)

What kind of angles do you see in the picture? How does an umbrella connect to what you know about circles and angles?

Learn more about umbrellas here. What mathematical que

Link: <http://tasks.illustrativemathematics.org/content-standards/3/OA/C/7/tasks/2064>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Kiddom Grade 5, (ISBN 9798894308890)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic

Thematic

Page Number: Grade 5 p.293

Location: MLR1 Stronger and Clearer Each Time

Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dcf9f5-f13a-11ee-ab85-02ee8932281d>

Page Number: Grade 5 p.277

Location: This activity uses MLR2 Collect and Display. Advances: Conversing, Reading, Writing.

Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f2f98c-f13a-11ee-bb86-02ee8932281d>

Page Number: Grade 5 Lesson 16 World’s Record Noodle Soup

Location: When students recognize mathematical features in the real world, they model with mathematics (MP4).

Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f32022-f13a-11ee-bd13-02ee8932281d>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: TEKS and ELPS, (ISBN 9798894308920)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: p.293

Location: MLR1 Stronger and Clearer Each Time

Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dcf9f5-f13a-11ee-ab85-02ee8932281d>

Page Number: p.277

Location: This activity uses MLR2 Collect and Display. Advances: Conversing, Reading, Writing.

Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f2f98c-f13a-11ee-bb86-02ee8932281d>

Page Number: Grade 5 Lesson 16 World’s Record Noodle Soup

Location: When students recognize mathematical features in the real world, they model with mathematics (MP4).

Link: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f32022-f13a-11ee-bd13-02ee8932281d>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 5 Powered by Kiddom, (ISBN 9798894308920)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic

Thematic

Page Number: Unit 1-2 PDF PDF Pg. 257-263

Location: Unit 2, Lesson 12: "Decompose Area"

Standards 5.NF.B.4, 5.NF.B.4.b

Link: [file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20\(2\).pdf](file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20(2).pdf)

Page Number: SECTION A: Unit Cubes and Volumes Unit 1-2 PDF pg. 11

Location: Section A: Unit Cubes and Volumes

STANDARDS:

Building On 3.OA.C.7 Addressing 5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, 5.MD.C.5.a, 5.OA.A.2

Building Towards

Link: [file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20\(2\).pdf](file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20(2).pdf)

Page Number: Unit 6, Lesson 14 Unit 5-6 PDF Pg. 374

Location: Representing Fractions on a Line Plot

Standards

Addressing 5.MD.B.2, 5.NF.A.1

Building Towards 5.MD.B.2

Link: <https://drive.google.com/file/d/1bMPQjKnN07qvHlhPhWaoveh6J-DsD9p/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 5 Powered by Kiddom, (ISBN 9798894308920)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Unit 1-2 PDF PDF Pg. 257-263

Location: Unit 2, Lesson 12: "Decompose Area"

Standards 5.NF.B.4, 5.NF.B.4.b

Link: [file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20\(2\).pdf](file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20(2).pdf)

Page Number: SECTION A: Unit Cubes and Volumes Unit 1-2 PDF pg. 11

Location: Section A: Unit Cubes and Volumes

STANDARDS:

Building On 3.OA.C.7 Addressing 5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, 5.MD.C.5.a, 5.OA.A.2

Building Towards 5.MD.C.3, 5.MD.C.5, 5.MD.C.5.a

Link: [file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20\(2\).pdf](file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20(2).pdf)

Page Number: Unit 6, Lesson 14 Unit 5-6 PDF Pg. 374

Location: Representing Fractions on a Line Plot

Standards

Addressing 5.MD.B.2, 5.NF.A.1

Building Towards 5.MD.B.2

Link: <https://drive.google.com/file/d/1bMPOjKnN07qvHlhPhWaoveh6J-D5dD9p/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 5 Powered by Kiddom, (ISBN 9798894308920)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Unit 1-2 PDF PDF Pg. 257-263

Location: Unit 2, Lesson 12: "Decompose Area"

Standards 5.NF.B.4, 5.NF.B.4.b

Link: [file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20\(2\).pdf](file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20(2).pdf)

Page Number: SECTION A: Unit Cubes and Volumes Unit 1-2 PDF pg. 1

Location: Section A: Unit Cubes and Volumes

STANDARDS:

Building On 3.OA.C.7 Addressing 5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, 5.MD.C.5.a, 5.OA.A.2

Building Towards

Link: [file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20\(2\).pdf](file:///C:/Users/kshaffner/Downloads/Grade%205%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-2%20(2).pdf)

Page Number: Unit 6, Lesson 14 Unit 5-6 PDF Pg. 374

Location: Representing Fractions on a Line Plot

Standards

Addressing 5.MD.B.2, 5.NF.A.1

Building Towards 5.MD.B.2

Link: <https://drive.google.com/file/d/1bMPOjKnN07qvHlhPhWaoveh6J-D5dD9p/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 5 Powered by Kiddom, (ISBN 9798894308920)

Suitability Indicator: 7. Compliance with the Children's Internet Protection Act (CIPA)

Suitability Sub-Indicator 7.1

Specific or Thematic Thematic

Page Number: Online Version- Round 3 content added

Location: The K-5 Talking Math Slides

https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit

Link: <https://www.coolmathgames.com/0-make-24>

Page Number: Online Version- Round 3 content added

Location: All of the citation issues are outlined below and contain excerpts of the citations sourced from the K-5 Talking Math Slides that were included in the round 3 release. The K-5 Talking Math Slides

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECM>

Link: <http://tasks.illustrativemathematics.org/content-standards/3/OA/C/7/tasks/2064>

Page Number: Online Version- Round 3 content added

Location: All of the citation issues are outlined below and contain excerpts of the citations sourced from the K-5 Talking Math Slides that were included in the round 3 release. The K-5 Talking Math Slides

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECM>

Link: <https://www.pexels.com/photo/assorted-color-opened-umbrella-hangs-on-display-2887579/>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 5 Powered by Kiddom, (ISBN 9798894308920)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator 7.1

Specific or Thematic Thematic

Page Number: Talking Math Slide 31

Location: The Talking Math Slide 31 teacher notes link to an external Britannica Website and external Pexel site belonging to Enrique Hoyos.

Link to the Picture (The picture links to an external site, Pexel, that gives access to user Enrique Hoyos' photo that has

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g981b13f5d6_336_237

Page Number: Talking Math Slide 97

Location: The Talking Math Slide 97 Notes direct the teacher to play a youtube video that is externally linked and visit an external Britannica link for further reading.

What city do you think this is? See a list of the state capitals using this link. What is the

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g981b13f5d6_336_237

Page Number: Talking Math Slide 97

Location: Read: Last Stop on Market Street by Matt de la Pena

Where did you see or hear math in the story? (This links to a read-aloud picture book on youtube. By using the link, the user gains access to all content on youtube as well as ads. The other concern rai

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g981b13f5d6_336_237

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 5 Powered by Kiddom: ELPS, (ISBN 9798894308920)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)

Suitability Sub-Indicator 7.1
Specific or Thematic Thematic

Page Number: Slide 97, Talking Math Slide Deck

Location: The Talking Math Slide 97 Notes direct the teacher to play a youtube video that is externally linked and visit an external Britannica link for further reading.

What city do you think this is? See a list of the state capitals using this link. What is the

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Page Number: Slide 91, Talking Math Slide Deck

Location: The Talking Math Slide 91 directs teacher to visit an external site to read about pyramids and an external conversion site

After the image:

Find out more about an obelisk and discover what a pyramidion is by reading about ancient Egyptian monuments here.

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Page Number: Slide 31, Talking Math Slide Deck

Location: The Talking Math Slide 31 teacher notes link to an external Britannica Website and external Pexel site belonging to Enrique Hoyos

After the image:

Multiplication Matching Game (The Multiplication Matching Game that is linked does not go to an external si

Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Kiddom, Mathematics, grade 6

Component: Grade 6 IM v360 TX Powered by Kiddom - Teacher-units-1-3 Print, (ISBN 9798894308951)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: 450 of 1017 on PDF

Location: Top of page - standards alignment (throughout entire book)

Link: https://drive.google.com/file/d/1WZ4aMCpUiNR5yUA8N_S0Y4Bx3fADmmhi/view

Page Number: 451 of 1017 on PDF

Location: Bottom of page - standards alignment (throughout entire book)

Link: https://drive.google.com/file/d/1WZ4aMCpUiNR5yUA8N_S0Y4Bx3fADmmhi/view

Page Number: 18 of 1017 on PDF

Location: Top of page - standards alignment (throughout entire book)

Link: https://drive.google.com/file/d/1WZ4aMCpUiNR5yUA8N_S0Y4Bx3fADmmhi/view

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: IM360 Texas Math Grade 6 powered by Kiddom, (ISBN 9798894308968)

Suitability Indicator: 7. Compliance with the Children's Internet Protection Act (CIPA)

Suitability Sub-Indicator 7.1

Specific or Thematic Thematic

Page Number: Unit 1 Family Support Materials

Location: Video Lesson Summary

All videos listed link to Youtube.

Link: <https://app.kiddom.co/curriculum/905375/node/2380ae97-d809-40db-b854-e18ff253caee:991f9f60-f13c-11ee-b7e0-06215d1efb8b:832b8e55-f13a-11ee-ac08-02ee8932281d>

Page Number: Unit 2 Family Support Materials

Location: Video Lesson Summary

All videos listed link to Youtube.

Link: <https://app.kiddom.co/curriculum/905375/node/2380ae97-d809-40db-b854-e18ff253caee:991f9f60-f13c-11ee-b7e0-06215d1efb8b:832c8682-f13a-11ee-ba5a-02ee8932281d>

Page Number: Unit 3 Family Support Material

Location: Video Lesson Summary

All videos listed link to Youtube.

Link: <https://app.kiddom.co/curriculum/905375/node/2380ae97-d809-40db-b854-e18ff253caee:991f9f60-f13c-11ee-b7e0-06215d1efb8b:833bedfc-f13a-11ee-8638-02ee8932281d>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Kinddom Grade 6, (ISBN 9798894308951)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Teacher Units 4-6 pg 15

Location: Top of the page cites common core 4.NF.A.2.

Link: https://drive.google.com/file/d/1ZseVrNSw-wd6Zjqa5ufVEquhHVgDaN_R/view

Page Number: Teacher Units 4-6 pg 17

Location: Middle of the page cites common core standard: 5.NF.B.7

Link: https://drive.google.com/file/d/1ZseVrNSw-wd6Zjqa5ufVEquhHVgDaN_R/view

Page Number: Teacher Units 4-6 pg 18

Location: Top of the page cites common core 5.NF.B.4.b, 5.NF.B.6

Link: https://drive.google.com/file/d/1ZseVrNSw-wd6Zjqa5ufVEquhHVgDaN_R/view

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 6 Powered by Kiddom, (ISBN 9798894309040)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: book 1 page 590

Location: top of page Standardss addressing 6.RP.A.3.a

Link: https://drive.google.com/file/d/1ZseVrNSw-wd6Zjqa5ufVEquhHVgDaN_R/view?usp=drive_link

Page Number: book 3 608

Location: Standards addressing 6.NS.B, 6.RP.A MLR%:Co-Crafting Quetions

Link: <https://drive.google.com/file/d/1AhissRCDtfpumkgCHAuTlcrP9yKotgYZ/view?usp=sharing>

Page Number: Book 2 page 134

Location: lower half of the page

Standards Building on 6.NS.A.1

Link: https://drive.google.com/file/d/1WZ4aMCpUiNR5yUA8N_S0Y4Bx3fADmmhi/view?usp=drive_link

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 6 Teacher Course Overview, (ISBN 9798894494852)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: In online components

Location: In the Teacher Overview

Link: <https://app.kiddom.co/curriculum/907808/node/06583266-08ac-4d92-873d-23d8305bac3e:58101079-f5c6-11ee-902c-0615c5aec7b1:818efd57-f5c5-11ee-8ba5-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Kiddom, Mathematics, grade 7

Component: IM360 Texas Math Grade 7 powered by Kiddom, (ISBN 9798894492971)

Suitability Indicator: 7. Compliance with the Children's Internet Protection Act (CIPA)
Suitability Sub-Indicator 7.1
Specific or Thematic Thematic

Page Number: Unit 1 Family Support Materials

Location: Video Lesson Summary

All videos listed link to YouTube.

Link: <https://app.kiddom.co/curriculum/908173/node/908faf53-c7c9-474b-a292-7b25cf867349:9ce3aa35-f679-11ee-a151-026abe7d2ba5:5ac02e2d-f13c-11ee-ae85-0606465fe01b>

Page Number: Unit 2 Family Support Materials

Location: Video Lesson Summary

All videos listed link to YouTube.

Link: <https://app.kiddom.co/curriculum/908173/node/908faf53-c7c9-474b-a292-7b25cf867349:9ce3aa35-f679-11ee-a151-026abe7d2ba5:5ac0624a-f13c-11ee-b913-0606465fe01b>

Page Number: Unit 3 Family Support Material

Location: Video Lesson Summary

All videos listed link to YouTube.

Link: <https://app.kiddom.co/curriculum/908173/node/908faf53-c7c9-474b-a292-7b25cf867349:9ce3aa35-f679-11ee-a151-026abe7d2ba5:5ac0963c-f13c-11ee-847b-0606465fe01b>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Kiddom 7th Math, (ISBN 9798894492964)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Kiddom units 1-3 printable page 13

Location: Top of page and middle of page lists the common core standards for that lesson

Link: <file:///C:/Users/namcbee/Downloads/Grade%207%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-3.pdf>

Page Number: Kiddom units 1-3 printable page 14

Location: middle of page lists the common core standard

Link: <file:///C:/Users/namcbee/Downloads/Grade%207%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-3.pdf>

Page Number: Kiddom units 1-3 printable page 15

Location: top and bottom of page lists the common core standard

Link: <file:///C:/Users/namcbee/Downloads/Grade%207%20IM%20v360%20TX%20Powered%20by%20Kiddom%20-%20Teacher-units-1-3.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Kiddom Math 7, (ISBN 9798894492964)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: 14

Location: Standards alignment section

Link: https://drive.google.com/file/d/1CsH_11alaCpuqT8o6RSQzwFSIWS4gBJW/view

Page Number: 31

Location: Standards alignment section

Link: https://drive.google.com/file/d/1CsH_11alaCpuqT8o6RSQzwFSIWS4gBJW/view

Page Number: 57

Location: Standards alignment section

Link: https://drive.google.com/file/d/1CsH_11alaCpuqT8o6RSQzwFSIWS4gBJW/view

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 7 Powered by Kiddom, (ISBN 9798894492964)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Book 3 pg 23 top of the page

Location: top of page Standards addressing 4.G.A.1

Link: https://drive.google.com/file/d/1RxxGo6UhQJPPniD123QGDWtPORD_9oLV/view?usp=drive_link

Page Number: book 1 pg 745

Location: top of page 7.SP.C.7.b and other standards listed.

Link: https://drive.google.com/file/d/1CsH_11alaCpuqT8o6RSQzwFSIWS4gBJW/view?usp=drive_link

Page Number: book 3 pfg 465

Location: top of the page Standards
7.SP.B

Link: https://drive.google.com/file/d/1RxxGo6UhQJPPniD123QGDWtPORD_9oLV/view?usp=drive_link

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Kiddom, Mathematics, grade 8

Component: Kiddom 8th Math, (ISBN 9798894308951)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Specific

Page Number: URL: <https://app.kiddom.co/curriculum/905374/node/1a6c4aef-3fda-417c-bc46-2921e12017e7:991f98c7-f13c-11ee-b7dc-06215d1efb8b:84a0a03d-f13b-11ee-b1a7-02fe2bddb0a9>

Location: While in 313 exploring our evidence folder I was looking for indicator 1.1 and the TEKS alignment. When you go to the Lessons by standard drop down only Common Core is listed. There is no Texas Standards

Link: <https://app.kiddom.co/curriculum/905374/node/1a6c4aef-3fda-417c-bc46-2921e12017e7:991f98c7-f13c-11ee-b7dc-06215d1efb8b:84a0a03d-f13b-11ee-b1a7-02fe2bddb0a9>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: IM360 Texas Math Grade 8 powered by Kiddom, (ISBN 9798894309033)

Suitability Indicator: 7. Compliance with the Children’s Internet Protection Act (CIPA)
Suitability Sub-Indicator 7.1
Specific or Thematic Thematic

Page Number: Unit 1 Family Support Materials

Location: Video Lesson Summary

All videos listed link to YouTube.

Link: <https://app.kiddom.co/curriculum/905374/node/1a6c4aef-3fda-417c-bc46-2921e12017e7:991f98c7-f13c-11ee-b7dc-06215d1efb8b:84a0a489-f13b-11ee-b1eb-02fe2bddb0a9>

Page Number: Unit 2 Family Support Materials

Location: Video Lesson Summary

All videos listed link to YouTube.

Link: <https://app.kiddom.co/curriculum/905374/node/1a6c4aef-3fda-417c-bc46-2921e12017e7:991f98c7-f13c-11ee-b7dc-06215d1efb8b:84a167bf-f13b-11ee-bd51-02fe2bddb0a9>

Page Number: Unit 3 Family Support

Material<https://app.kiddom.co/curriculum/905374/node/1a6c4aef-3fda-417c-bc46-2921e12017e7:991f98c7-f13c-11ee-b7dc-06215d1efb8b:84a0a489-f13b-11ee-b1eb-02fe2bddb0a9>

Location: Video Lesson Summary

All videos listed link to YouTube.

Link: <https://app.kiddom.co/curriculum/905374/node/1a6c4aef-3fda-417c-bc46-2921e12017e7:991f98c7-f13c-11ee-b7dc-06215d1efb8b:84a1f5af-f13b-11ee-860b-02fe2bddb0a9>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Kiddom Math 8, (ISBN 9798894309040)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 77

Location: Standards alignment section

Link: https://drive.google.com/file/d/1nsXFO_qSPRJ7EkQLeUyB14r4xltBiehn/view

Page Number: 83

Location: Standards alignment section

Link: https://drive.google.com/file/d/1nsXFO_qSPRJ7EkQLeUyB14r4xltBiehn/view

Page Number: 84

Location: Standards alignment section

Link: https://drive.google.com/file/d/1nsXFO_qSPRJ7EkQLeUyB14r4xltBiehn/view

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Publisher: Kiddom

Standard: Math, Grade 8 (IMRA), (ISBN ISBN: 9798894309040)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: book 3 page 11 "Aligned Standards" it give CC not TEKS

Location: sample: pg 11 Aligned Standards

HSG-CO.D.12

Link: <https://drive.google.com/file/d/1EVoRftJxqSg5XqMoW1I70R-jwbx0Tdu-/view>

Page Number: 1

Location: toward the bottom

grade_8_breakout_1.B.ii

Link: https://docs.google.com/document/d/1c4EJhRWrg2qFianrQv6Znm_PIQ14Haj-aHT9oBXG8uY/edit

Page Number: 850 book 1 middle of the page

Location: https://docs.google.com/document/d/1c4EJhRWrg2qFianrQv6Znm_PIQ14Haj-aHT9oBXG8uY/edit

Link: <https://drive.google.com/file/d/1I73IBOu9yYSq9oeV6qka9gX0ONfqiYV/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Grade 8 Powered by Kiddom: TEKS, (ISBN 9798894309040)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: 15

Location: Top of page standards listed as:

6.NS.B.3

and repeats again at bottom of page

Link: <https://drive.google.com/file/d/1ez4huQ8AFTAF0fNYDZmzw62ox8enGTv9/view>

Page Number: page 16

Location: Middle of page. Standards listed as 6.EE.A.1

Link: <https://drive.google.com/file/d/1ez4huQ8AFTAF0fNYDZmzw62ox8enGTv9/view>

Page Number: page 17

Location: Standards listed as middle of page 7.EE.B.3, 7.RP.A.3

Link: <https://drive.google.com/file/d/1ez4huQ8AFTAF0fNYDZmzw62ox8enGtv9/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Kiddom, Mathematics, kindergarten

Component: Course Overview: How to use these Materials, (ISBN online platform)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Specific

Page Number: online

Location: Course Overview: How to use these Materials- 3/4 of the way down the page under Center Overview

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368f9ca-f137-11ee-baf3-066a39b724af>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Lessons By Standard, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Specific

Page Number: Throughout this entire page

Location: Common Core standards are listed in this entire section.

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fe96-f137-11ee-bb51-066a39b724af>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: PLC Structure, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Specific

Page Number: Webpage

Location: Around the middle of this webpage you'll find the PLC Structure and the Suggested during a professional learning community meeting. In this section, teachers are asked to Read the CCSS and learning goal addressed by the activity.

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fa0f-f137-11ee-bafa-066a39b724af>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Course Overview, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: na

Location: Course Guide: Teacher Guide: About these Materials: CCSS Progressions Documents

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368f96e-f137-11ee-baec-066a39b724af>

Page Number: na

Location: Course Guide: Scope and Sequence: Standards Alignment

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fae1-f137-11ee-bb0a-066a39b724af>

Page Number: na

Location: Course Guide: Pacing Guide and Dependency Diagram: Kindergarten Pacing Guide

Link: <https://api-assignment-assets-production.s3.us-east-2.amazonaws.com/academy-uploads/0-Kindergarten%20Pacing%20Guide.pdf-1687526580433/20230623132300475/Kindergarten%20Pacing%20Guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Course Overview, (ISBN 9798385116720)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: There are no page numbers.

Location: Scope and Sequence

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fae1-f137-11ee-bb0a-066a39b724af>

Page Number: There are no page numbers.

Location: Lesson by Standards

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fe96-f137-11ee-bb51-066a39b724af>

Page Number: There are no page numbers.

Location: Section Level Planning Guide

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d369003b-f137-11ee-bb6d-066a39b724af>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Course Overview -> Course Guide ->Scope and Sequence, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: na

Location: Scope and Sequence - standards alignment

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fae1-f137-11ee-bb0a-066a39b724af>

Page Number: na

Location: Lessons by Standard - table/chart

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fe96-f137-11ee-bb51-066a39b724af>

Page Number: na

Location: About these Materials - Under CCS Progression Documents

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368f96e-f137-11ee-baec-066a39b724af>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Course Overview: Course Guide: Scope and Sequence, (ISBN N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: na no page numbers provided

Location: Scope and Sequence

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fae1-f137-11ee-bb0a-066a39b724af>

Page Number: na no pages provided

Location: Lessons by Standards

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fe96-f137-11ee-bb51-066a39b724af>

Page Number: 1

Location: About the Materials

Link: <https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368f96e-f137-11ee-baec-066a39b724af>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Kiddom Kindergarten ELPS, (ISBN 9798894308777)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 40

Location: Discussion Supports

Link: https://drive.google.com/file/d/1w4-7Nl68KV8OtctltQbFwfoKGz_ZuGjl/view?usp=sharing

Page Number: 204

Location: Discussion Supports

Link: <https://drive.google.com/file/d/1bcHvE0onrVNkX67lF6AaYXGrQCT4KgiP/view?usp=sharing>

Page Number: 72

Location: Discussion Supports

Link: https://drive.google.com/file/d/1w4-7Nl68KV8OtctltQbFwfoKGz_ZuGjl/view?usp=sharing

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Alg. 1 Course Materials ELPS Breakout 2.F.ii, (ISBN 9798894309101)

Suitability Indicator: 7. Compliance with the Children's Internet Protection Act (CIPA)
Suitability Sub-Indicator 7.1
Specific or Thematic Specific

Page Number: P 889 unit 6 lesson 21

Location: YouTube link does not have an ad blocker applied.

Link: <https://www.youtube.com/watch?v=3cPTtrwUcqs>

Page Number:

Location:

Link:

Page Number:

Location:

Link:

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Texas Math: Algebra 1 Powered by Kiddom

Component: IM v360 TX: Powered by Kiddom | Algebra 1 Math, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: Teacher Guide : About these Materials

Location: In the About these Materials, the "Progressions for Common Core Standards in Mathematics" is referenced in the description for the entire series, the descriptions for each course (Algebra 1, Geometry, & Algebra 2) as well as within each unit description.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba90f45-f1c3-11ee-8b80-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: IM v360 TX: Powered by Kiddom | Algebra 1 Math, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: online

Location: Course Overview, Course Guide, Lessons by Standard

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba91606-f1c3-11ee-8bfd-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: IM v360 TX: Powered by Kiddom | Algebra 1 Math, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: Unit 6 Lesson 1 Lesson narrative

Location: The lesson narrative references Mathematical Practice 2 (MP2) from the CCSS.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4c14c2fa-f1c3-11ee-a1af-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Lesson 12: Standard Deviation, (ISBN 9798894309118)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: online

Location: This entire lesson and the Course Guide

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba9b233-f1c3-11ee-9460-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math Algebra 1 Powered by Kiddom: ELPS, (ISBN 9798894309101)

Suitability Indicator: 7. Compliance with the Children's Internet Protection Act (CIPA)
Suitability Sub-Indicator 7.1
Specific or Thematic Specific

Page Number: Errata process information on Google Doc with link:
<https://drive.google.com/file/d/1S5LE3vs9dz93becVXVUwLiEZcHH0me1Y/view>
Location: YouTube video can provide inappropriate ads
Link: <https://www.youtube.com/watch?v=3cPTtrwUcqs>

Publisher Accept/Reject: N/A
Publisher Response: No Response Received by 8/26

Component: About These Materials, (ISBN <https://app.kiddom.co/curriculum/906396/node/e42c795ba52d4d619add82b6b52c0f83:72264eb3f2b211eb80202fe2bddb0a9:3d719ce2f2a711ee8e8302fe2bddb0a9>)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: About These Materials
Location: About These Materials under Further Reading
Link: <https://app.kiddom.co/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee-b802-02fe2bddb0a9:3d719ce2-f2a7-11ee-8e83-02fe2bddb0a9>

Page Number: Lesson 1 narrative second paragraph
Location: Lesson 1 narrative second paragraph
Link: <https://app.kiddom.co/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee-b802-02fe2bddb0a9:3d72de74-f2a7-11ee-a1bc-02fe2bddb0a9>

Page Number: Lesson 2 narrative second paragraph
Location: Lesson 2 narrative second paragraph
Link: <https://app.kiddom.co/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee-b802-02fe2bddb0a9:3d72e3ac-f2a7-11ee-a201-02fe2bddb0a9>

Publisher Accept/Reject: N/A
Publisher Response: No Response Received by 8/26

Component: IM v360 TX: Powered by Kiddom | Algebra 1 Math, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: Lessons by Standard
Location: Standards addressed for all lessons are the Common Core Standards.
Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba91606-f1c3-11ee-8bfd-026011ea9aed>

Page Number: About these Materials

Location: In the section titled "Entire Series", it references and links to "Progressions for Common Core State Standards in Mathematics, High School Modeling" and "Progressions for Common Core State Standards in Mathematics, High School Quantity."

Also within eac

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba90f45-f1c3-11ee-8b80-026011ea9aed>

Page Number: 1.2 A Genie in a Bottle

Location: In the Activity narrative there is a reference to MP5 (Mathematical Practices) a Common Core Standard.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bcf5d5a-f1c3-11ee-8ed6-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: IM v360 TX: Powered by Kiddom | Algebra 1 Math, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Unit 2 Lesson 2 narrative

Location: The third paragraph references MP8 and MP2.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4baa0c35-f1c3-11ee-9995-026011ea9aed>

Page Number: Unit 5 Unit at a Glance

Location: Standards references are Common Core Standards

Link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Algebra1-5-Unit-unit-at-a-glance.pdf>

Page Number: Unit 5 Unit Teacher Guide p.10

Location: The lesson narrative is the first place the Common Core Standards are referenced, but they are listed in each lesson guide.

Link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Algebra1-5-Unit-teacher-guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: IM v360 TX: Powered by Kiddom | Algebra 1 Math, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Unit 7 Unit Teacher Guide

Location: In the Alignments section the materials reference Common Core Standards (HSF-IF.B.4, HSA-CED.A.1, HSA-CED.A.3)

Link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Algebra1-7-Unit-teacher-guide.pdf>

Page Number: Unit 7 Lesson 2 slides

Location: On the opening slide for Unit 7 Lesson 2: When and Why Do We Write Quadratic Equations, Common Core Standards are referenced.

Link: https://docs.google.com/presentation/d/1yqm4BMJ8zNdkpdj4SjfWbLWp4bCPG-17UCx4rUAXHa8/preview?slide=id.g13e437d20db_0_5

Page Number: Unit 6 Teacher Guide

Location: In the Alignments section the materials reference Common Core Standards (HSF-LE.A.1, HSF-BF.A.1, HSF-LE.A)

Link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Algebra1-6-Unit-teacher-guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: IM v360 TX: Powered by Kiddom | Algebra 1 Math, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Unit 2 Teacher Guide PDF

Location: on page 256 of the Unit 2 Teacher Guide, CCSS HSA-REI.C.5 is referenced in the Building Towards section.

Link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Algebra1-2-Unit-teacher-guide.pdf>

Page Number: Unit 3 Teacher Guide PDF page 62

Location: The third paragraph of the warm-up description references mathematical practice 6 (MP⁶) of the CCSS.

Link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Algebra1-3-Unit-teacher-guide.pdf>

Page Number: Unit 4 Teacher Guide PDF page 63

Location: The warmup references MP7, MP6, and HSF-IF.A.2 of the CCSS.

Link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Algebra1-4-Unit-teacher-guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra I powered by Kiddom Digital (1 year), (ISBN 9798894309118)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: online

Location: Lessons By Standard - located in the Course Overview

Link: <https://app.kiddom.chhttps://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba91606-f1c3-11ee-8bfd-026011ea9aed0/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee>

Page Number: online

Location: About these Materials - located in the Teacher's Guide, under "Further Reading", "Entire Series", 2nd & 3rd paragraph

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba90f45-f1c3-11ee-8b80-026011ea9aed>

Page Number: online

Location: Unit 1 - Lesson 1: Getting to Know You - located in "Learning Targets (Student Facing)", the learning targets here are not aligned to any Algebra 1 TEKS. These learning targets are from Common Core.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba921b8-f1c3-11ee-8ca2-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra 1 Powered by Kiddom, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: "Lessons by Standard" section in the Course Guide (in Course Overview)

Location: Each Lesson listed identifies Common Core standards in the "Standards Addressed" column.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba91606-f1c3-11ee-8bfd-026011ea9aed>

Page Number: Unit 6, Lesson 2: How Does it Change

Location: In this lesson overview, the "Lesson narrative" section identifies Common Core standards rather than TEKS.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4c14d058-f1c3-11ee-a26b-026011ea9aed>

Page Number: Unit 6, Lesson 2.3: Expressing a Growth Pattern

Location: The "Instructional Routines" and "Activity narrative" make reference to Common Core standards.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4c14d416-f1c3-11ee-a29d-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra 1 Powered by Kiddom Digital, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Overview...Lessons by Strand

Location: The Lessons by Strand in the Overview tab indicate that each lesson is aligned to Common Core Standards

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba91606-f1c3-11ee-8bfd-026011ea9aed>

Page Number: 5.2 Snacks in Bulk Activity

Location: Instructional Routines at the top of the page includes a Common Core reference to MLR6 as well as in the "Launch" section.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4baa3f64-f1c3-11ee-9c66-026011ea9aed>

Page Number: 2.3 Blueberries and Earnings

Location: Instructional Routines at the top of the page include a Common Core reference MLR1 as well as in the "Launch" section.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4baa112e-f1c3-11ee-99dd-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra 1 Powered by Kiddom Digital, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Course Overview: Lessons by Standard

Location: The table includes Common Core standards, not the TEKS

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba91606-f1c3-11ee-8bfd-026011ea9aed>

Page Number: 4.2: Four Functions

Location: Under instructional routines, there is reference to MLR8 and within the first paragraph under activity narrative, there is reference to MP7

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bcdad8c-f1c3-11ee-bf30-026011ea9aed>

Page Number: 11.2: Time on the Swing

Location: Under instructional routines, there is reference to MLR8 and within the activity narrative, there is reference to MP7 & MP2

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bce6470-f1c3-11ee-868b-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra 1 Powered by Kiddom Digital, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 26.2: Custom Trail Mix

Location: INSTRUCTIONAL ROUTINES

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bc00e21-f1c3-11ee-b0dc-026011ea9aed>

Page Number: 21.2: Solutions and Not Solutions

Location: INSTRUCTIONAL ROUTINES

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bbf7957-f1c3-11ee-ab4e-026011ea9aed>

Page Number: 20.2: Gasoline in the Tank

Location: INSTRUCTIONAL ROUTINES

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bbf6288-f1c3-11ee-aa74-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra 1 Powered by Kiddom: TEKS, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: Lesson by Standard

Location: All lessons refer to Common Core Standards.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba91606-f1c3-11ee-8bfd-026011ea9aed>

Page Number: 2.3 Blueberries and Earnings

Location: MLR3 referenced

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4baa112e-f1c3-11ee-99dd-026011ea9aed>

Page Number: 26.2 Custom Trail Mix

Location: References MP1 and MP2

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bc00e21-f1c3-11ee-b0dc-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra 1 Powered by Kiddom: TEKS, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: 12.3: Meeting Constraints

Location: Instructional Routines, MLR7

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bab04eb-f1c3-11ee-a327-026011ea9aed>

Page Number: Lesson 10: Looking at Rates of Change

Location: Lesson narrative, MP2

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4c13fc9c-f1c3-11ee-969d-026011ea9aed>

Page Number: 7.2: Drop Some More

Location: Instructional Routines, MLR7

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bcde7e5-f1c3-11ee-8207-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra 1 Powered by Kiddom: TEKS, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: About These Materials Section in the Teacher Guide

Location: In the "Entire Series" subheading of the "About These Materials" section of the Teacher Guide the last paragraph reads, "To learn more about the progression of the study of units and quantity through high school and beyond, see the Progressions for Common

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba90f45-f1c3-11ee-8b80-026011ea9aed>

Page Number: Unit 7, lesson 18.2

Location: The Activity narrative references Common Core Standards.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4c3e29f0-f1c3-11ee-81e4-026011ea9aed>

Page Number: Lessons by Standard section of the Course Guide

Location: The standards identified in this section reference the Common Core Standards.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba91606-f1c3-11ee-8bfd-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra. 1 Powered by Kiddom, (ISBN 9798894309101)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: "About These Materials" in Teacher Guide

Location: For the Algebra 1 section, under the Unit titles for Unit 1 - Unit 4, a link of "Progression for Common Core State Standards in Mathematics, High School" is referenced.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4ba90f45-f1c3-11ee-8b80-026011ea9aed>

Page Number: Unit 2 Lesson 19.2: Off to an Orchard

Location: This lesson references Common Core standards in the Instructional Routines and Activity narrative.

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4bbf4395-f1c3-11ee-a970-026011ea9aed>

Page Number: Unit 2, Lesson 4.2: Weekend Earnings

Location: The Instructional Routines section references Common Core standards

Link: <https://app.kiddom.co/curriculum/905572/node/c2cfcc40-f5b3-40a4-ae65-f9a0ed2d0744:b94d5e8f-f1c8-11ee-b51d-0615c5aec7b1:4baa30ee-f1c3-11ee-9bac-026011ea9aed>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Texas Math: Algebra II Powered by Kiddom

Component: IM v360 TX: Powered by Kiddom | Algebra 2 Math, (ISBN 9798894309132)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Specific

Page Number: Unit 4 Lesson 1 Lesson narrative

Location: The lesson narrative references the Mathematical Practices (MP2 & MP 8) of the CCSS.

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c9a4d4ab-f1c7-11ee-9b42-026abe7d2ba5>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra II powered by Kiddom Digital (1 year), (ISBN 9798894309149)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Specific

Page Number: online

Location: Lessons By Standard - located in the Course Overview

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c97c6e91-f1c7-11ee-ae37-026abe7d2ba5>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Algebra II Powered by Kiddom, (ISBN 9798894309132)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: 26.3: Back to Funding the Future

Location: In the Activity narrative, MP1 and MP5 are identified. These reference the Mathematical Practices for Common Core.

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c999aac7-f1c7-11ee-8a15-026abe7d2ba5>

Page Number: 1.3: Pond in a Park

Location: Instructional Routine section includes MLR1 and Activity narrative indicates MP5 towards the end of the last paragraph.

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c9a4d979-f1c7-11ee-9b7e-026abe7d2ba5>

Page Number: 8.1 Warm-up- Notice and Wonder: Arch You Glad You See Me

Location: The warm-up section identifies MP1 toward the end of the paragraph.

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c9be60ab-f1c7-11ee-b0f0-026abe7d2ba5>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: IM v360 TX: Powered by Kiddom | Algebra 2 Math, (ISBN 9798894309132)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Unit 4 Unit Teacher Guide

Location: Page 9, MP2 and in the Alignments section for each lesson component.

Link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Algebra2-4-Unit-teacher-guide.pdf>

Page Number: Unit 4 Unit at a Glance

Location: In the "Building Towards, Addressing, and Building on columns the Common Core Standards are referenced.

Link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Algebra2-4-Unit-unit-at-a-glance.pdf>

Page Number: Unit 4 Lesson 1 narrative

Location: In the third and fourth paragraph of the narrative MP8 and MP5 are referenced.

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c9a4d4ab-f1c7-11ee-9b42-026abe7d2ba5>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: IM v360 TX: Powered by Kiddom | Algebra 2 Math, (ISBN 9798894309132)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Unit 3 Teacher Guide, Alignments section (p. 6)

Location: In the alignments section, the Common Core Standards are referenced (8.EE.A.1, HSN-RN.A.1 and HSN-RN.A.2)

Link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Algebra2-3-Unit-teacher-guide.pdf>

Page Number: Unit 3 Presentation Slides (Slide 1)

Location: Slide 1 references Common Core Standards

Link: https://docs.google.com/presentation/d/1-RFaVct9O4GVpbhiPP8rTvYIT29KM6askKwOQXJWn0M/edit#slide=id.g12ca4b15c80_0_0

Page Number: Unit 4 Teacher Guide Alignments Section p.10

Location: The standards that the lesson is addressing are Common Core Standards. CCS is referenced for each lesson in the guide.

Link: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Algebra2-4-Unit-teacher-guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: M v360 TX: Powered by Kiddom | Algebra 2 Math, (ISBN 9798894309132)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: Lesson 19 Real and Non-Real Solutions

Location: Reference to MP7 (Mathematical Practice) a Common Core Standard.

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c9a4b846-f1c7-11ee-99e1-026abe7d2ba5>

Page Number: About these Materials

Location: Several references to Common Core Standards in the Further Reading Section

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c97c6952-f1c7-11ee-addd-026abe7d2ba5>

Page Number: Lessons by Standard

Location: Each lesson has Common Core Standards for the "Standards Addressed" column.

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c97c6e91-f1c7-11ee-ae37-026abe7d2ba5>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra 2 Powered by Kiddom: TEKS, (ISBN 9798894309132)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: 26.3 Back to Funding the Future

Location: Activity narrative refers to MP1 and MP5

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c999aac7-f1c7-11ee-8a15-026abe7d2ba5>

Page Number: 6.1 Warmup - Which One Doesn't Belong: Small Differences

Location: References MP6 in Warmup

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c97d388d-f1c7-11ee-ba82-026abe7d2ba5>

Page Number: 6.3 Squares of Squares

Location: references MP5 in paragraph under optional activity

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c97cc8dd-f1c7-11ee-b386-026abe7d2ba5>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra II Powered by Kiddom, (ISBN 9798894309132)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: "Lessons by Standard" section in the Course Guide (Course Overview)

Location: Each Lesson listed identifies Common Core Standards in the "Standards Addressed" column.

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c97c6e91-f1c7-11ee-ae37-026abe7d2ba5>

Page Number: Unit 2, Lesson 1: Let's Make a Box

Location: In this lesson overview, Common Core standards are referenced in the "Lesson narrative" section. This is also the case for each lesson overview of the course.

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c97d21b9-f1c7-11ee-b8fc-026abe7d2ba5>

Page Number: Unit 2, Lesson 1.3: Building the Biggest Box

Location: In this lesson, Common Core standards are referenced in the "Instructional Routines" and "Activity narrative" sections. This is also the case for most lessons of the course.

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c97d2554-f1c7-11ee-b93a-026abe7d2ba5>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra II Powered by Kiddom Digital, (ISBN 9798894309132)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Unit 2, Lesson 26.3: Back to Funding the Future, Activity Synthesis

Location: Activity narrative, second and third paragraph

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c999aac7-f1c7-11ee-8a15-026abe7d2ba5>

Page Number: Unit 4, Lesson 1.3: Pond in a Park, Activity Synthesis

Location: Activity narrative, fourth paragraph

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c9a4d979-f1c7-11ee-9b7e-026abe7d2ba5>

Page Number: Unit 5, Lesson 8.1: Warm-up - Notice and Wonder: Arch You Glad to See Me?, Activity Synthesis

Location: Warm-Up, second paragraph

Link: <https://app.kiddom.co/curriculum/905571/node/4fc79aa5-bb83-4633-85d9-8fe01f8e73ad:b94d5fc0-f1c8-11ee-b51e-0615c5aec7b1:c9be60ab-f1c7-11ee-b0f0-026abe7d2ba5>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Texas Math: Algebra Supports Powered by Kiddom

Component: 10.2: Electric Power, (ISBN

<https://app.kiddom.co/curriculum/906396/node/e42c795ba52d4d619add82b6b52c0f83:72264eb3f2b211eb80202fe2bddb0a9:3d72db47f2a711eea18a02fe2bddb0a9>)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 1

Location: This is located at the end of the last sentence in the first paragraph. (MP3 is the third Mathematical Practice Standard (MPS) in the Common Core State Standards (CCSS) Mathematics Initiative.)

Link: <https://app.kiddom.co/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee-b802-02fe2bddb0a9:3d72db47-f2a7-11ee-a18a-02fe2bddb0a9>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: 8.2: Variable Relationships, (ISBN

<https://app.kiddom.co/curriculum/906396/node/e42c795ba52d4d619add82b6b52c0f83:72264eb3f2b211eb80202fe2bddb0a9:3d72d211f2a711eea0ee02fe2bddb0a9>)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 1

Location: The last sentence in the first paragraph refers to MP2, which is a Common Core Standard.

Link: <https://app.kiddom.co/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee-b802-02fe2bddb0a9:3d72d211-f2a7-11ee-a0ee-02fe2bddb0a9>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra Supports Powered by Kiddom, (ISBN 9798894309071)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: there are no page numbers

Location: Entire page - "Lessons by Standard"

Link: <https://app.kiddom.co/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee-b802-02fe2bddb0a9:3d719efc-f2a7-11ee-8eaf-02fe2bddb0a9>

Page Number: 4

Location: End of the page - Unit 1 Teacher Guide page 4

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/ExtraSupportMaterialsforAlgebra1-1-Unit-teacher-guide.pdf>

Page Number: 5

Location: End of the page - Unit 2 Teacher Guide page 5

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/ExtraSupportMaterialsforAlgebra1-2-Unit-teacher-guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Algebra Teacher Course Overview, (ISBN 9798894495835)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Online Materials

Location: In the Course Overview, you find the document "Lessons by Standard"

Link: <https://app.kiddom.co/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee-b802-02fe2bddb0a9:3d719efc-f2a7-11ee-8eaf-02fe2bddb0a9>

Page Number:

Location:

Link:

Page Number:

Location:

Link:

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Unit 1, 2, 3, 4, 5, 6 include only Common Core and no TEKS alignment within units, within lessons or within the course overview., (ISBN

<https://curriculum.illustrativemathematics.org/HS/teachers/4/index.html>)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: Unit 1, 2, 3, 4, 5, 6 include only Common Core and no TEKS

Location: Unit 1, 2, 3, 4, 5, 6 include only Common Core in the entire curriculum and no TEKS

Link: <https://curriculum.illustrativemathematics.org/HS/teachers/4/index.html>

Page Number: Digital Units 1, 2, 3, 4, 5 and 6

Location: In each unit, lesson and overview the materials do not reflect TEKS

Link: <https://curriculum.illustrativemathematics.org/HS/teachers/4/index.html>

Page Number: <https://curriculum.illustrativemathematics.org/HS/teachers/4/2/1/preparation.html>

Location: In all units the TEKS are not reflected; only Common Core

Link: <https://app.kiddom.co/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee-b802-02fe2bddb0a9:3d719efc-f2a7-11ee-8eaf-02fe2bddb0a9>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Unit 7, (ISBN

<https://app.kiddom.co/curriculum/906396/node/e42c795ba52d4d619add82b6b52c0f83:72264eb3f2b211eb80202fe2bddb0a9:3d7415f6f2a711eeb4e102fe2bddb0a9>)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: Lesson 1

Location: Warm ups

Link: <https://app.kiddom.co/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee-b802-02fe2bddb0a9:3d7415f6-f2a7-11ee-b4e1-02fe2bddb0a9>

Page Number: Lesson 1

Location: Warm ups

Link: <https://app.kiddom.co/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee-b802-02fe2bddb0a9:3dadd9e9-f2a7-11ee-bb2b-02fe2bddb0a9>

Page Number: Lesson 1

Location: Warm ups

Link: <https://app.kiddom.co/curriculum/906396/node/e42c795b-a52d-4d61-9add-82b6b52c0f83:72264eb3-f2b2-11ee-b802-02fe2bddb0a9:3dadd9e9-f2a7-11ee-bb2b-02fe2bddb0a9>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Program: Texas Math: Geometry Powered by Kiddom

Component: Front Matter–Course Guide, (ISBN 9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: na (Digital)

Location: Location: Digital platform, Course Guide, Lessons by Standard. The entire alignment page is Common Core.

Link: <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29bae-f1c8-11ee-b185-066a39b724af>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry powered by Kiddom, (ISBN 9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: Course Overview > Lessons by Standard

Location: The entire page is aligned to Common Core Standards.

Link: <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29bae-f1c8-11ee-b185-066a39b724af>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry powered by Kiddom, (ISBN 9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 1-4

Location: Geometry 5 Unit unit at a glance

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-unit-at-a-glance.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom, (ISBN 9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: online - slide 1

Location: Bottom of main text "CC Standards..."

Link: [https://docs.google.com/presentation/d/1kzvH5r3nPcI32n9gTdmnVBJ936isv125Cvu3Evy8xSQ/preview?slide=id.g13229a5c8f2_0_1Texas Math: Geometry Powered by Kiddom](https://docs.google.com/presentation/d/1kzvH5r3nPcI32n9gTdmnVBJ936isv125Cvu3Evy8xSQ/preview?slide=id.g13229a5c8f2_0_1Texas%20Math:%20Geometry%20Powered%20by%20Kiddom)

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom, (ISBN 9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: online - 1

Location: Powerpoint: Geo.1.7 Construction Techniques 5: Squares

Page 1: "CC Standards..."

Link: https://docs.google.com/presentation/d/1-mWDpeBLqI2ZsKH21FjsX56uG65XTbzJqiugpA82_0Q/preview?slide=id.g12534f2ada8_0_3

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom, (ISBN 9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 1-2

Location: Geometry-4-Unit-unit-at-a-glance.pdf

"building on... addressing," and "building towards" sections of the unit concept map

Link: [https://kiddom-media-production.s3.us-east-](https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-unit-at-a-glance.pdf)

[2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-unit-at-a-glance.pdf](https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-unit-at-a-glance.pdf)

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom, (ISBN 9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 1-4

Location: Geometry-1-Unit-unit-at-a-glance.pdf

Unit Concept Math

"builds on... addressing... building towards"

Link: [https://kiddom-media-production.s3.us-east-](https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-1-Unit-unit-at-a-glance.pdf)

[2.amazonaws.com/IM/math/pdfsupport/content/Geometry-1-Unit-unit-at-a-glance.pdf](https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-1-Unit-unit-at-a-glance.pdf)

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry powered by Kiddom Digital TEACHER GUIDE, (ISBN 9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: na (digital)

Location: Common Core State Standards are mentioned 8 times within the "About These Materials" section of the Teacher Guide in the digital platform, beginning with the section of the page under the heading "Entire Series."

Link: [https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-](https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29455-f1c8-11ee-b0fd-066a39b724af)

[dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29455-f1c8-11ee-b0fd-066a39b724af](https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29455-f1c8-11ee-b0fd-066a39b724af)

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom Print, (ISBN 9798894309187)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: 43 of 974

Location: Top third of the page

Link: <https://drive.google.com/file/d/1I73IBOu9yYSq9oeV6qka9gX0ONfqiQYV/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom: TEKS, (ISBN 9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Specific

Page Number: online

Location: Geometry.4 Right Triangle Trigonometry
Unit Concept Map

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-unit-at-a-glance.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: 7.2 Ranking Models, (ISBN

<https://drive.google.com/file/d/1FFSaxoyaoFR1RiMSjYKdwXTsvqnCOFUJ/view>)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 369 of 404

Location: In the header, the Common Core Standards are listed.

Link: <https://drive.google.com/file/d/1FFSaxoyaoFR1RiMSjYKdwXTsvqnCOFUJ/view>

Page Number: Page 395 of 404

Location: The Common Core Standard is listed under "Building Towards" section.

Link: <https://drive.google.com/file/d/1FFSaxoyaoFR1RiMSjYKdwXTsvqnCOFUJ/view>

Page Number: Page 27 of 404

Location: Common Core Standard numbers are listed under "Addressing" and "Building Towards" subtitles.

Link: <https://drive.google.com/file/d/1FFSaxoyaoFR1RiMSjYKdwXTsvqnCOFUJ/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Kiddom Digital - Teacher Guide (Unit 3 linked, but applies to all), (ISBN 9798894309170)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: pg 6-7

Location: Begins at bottom of pg 6

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-3-Unit-teacher-guide.pdf>

Page Number: pg. 11

Location: Bottom of page

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-3-Unit-teacher-guide.pdf>

Page Number: pg 15

Location: bottom of page

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-3-Unit-teacher-guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: 6

Location: Lesson 1 bottom of page "Addressing" and "Building towards"

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-teacher-guide.pdf>

Page Number: 24

Location: Lesson 2 bottom of page "Addressing" and "Building towards"

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-teacher-guide.pdf>

Page Number: 42

Location: Lesson 3 bottom of page "Addressing" and "Building towards"

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-teacher-guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom, (ISBN 9798894309163)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 6-7

Location: Unit 4 online teacher guide
Bottom of 6 "building on"

Top of 7 "addressing" and "Building towards"

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdf>

Page Number: 21-22

Location: Unit 4 online teacher guide
Bottom of 21 "building on" and "addressing"

Top of 22 "Building towards"

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdf>

Page Number: 35

Location: Unit 4 online teacher guide
Bottom of page "building on... addressing," and "Building towards"

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 9

Location: Geometry-1-Unit-teacher-guide.pdf
Top of page 9 "addressing" and "building towards"

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-1-Unit-teacher-guide.pdf>

Page Number: 12

Location: Geometry-1-Unit-teacher-guide.pdf
bottom of page 12 "addressing" and "building towards"

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-1-Unit-teacher-guide.pdf>

Page Number: 15

Location: Geometry-1-Unit-teacher-guide.pdf
middle of page 15 "addressing" and "building towards"

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-1-Unit-teacher-guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry powered by Kiddom Digital (Geometry-5-Unit-teacher-guide PDF), (ISBN 9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 6

Location: Bottom of page under heading "Alignments" (URL provided links to the PDF, which was found in the digital materials)

**This is the case for EVERY unit's Teacher Guide

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-teacher-guide.pdf>

Page Number: 7

Location: Middle of page under heading "Building Towards" (URL provided links to the PDF, which was found in the digital materials)

**This is the case for EVERY unit's Teacher Guide

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-teacher-guide.pdf>

Page Number: 9

Location: Bottom of page under heading "Addressing" (URL provided links to the PDF, which was found in the digital materials)

**This is the case for EVERY unit's Teacher Guide

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-5-Unit-teacher-guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom Digital (in presentation slides for every lesson), (ISBN 9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: na (Digital)

Location: Middle of page, presentation slides link, 1st slide

Link: <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d90328-f1c8-11ee-9d0d-066a39b724af>

Page Number: na (Digital)

Location: Middle of page, presentation slides link, 1st slide

Link: <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d91447-f1c8-11ee-9d9e-066a39b724af>

Page Number: na (Digital)

Location: Middle of page, presentation slides link, 1st slide

Link: <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d92666-f1c8-11ee-9e52-066a39b724af>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry powered by Kiddom Digital–Unit at a Glance/Unit Concept Map, (ISBN 9798894309170)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: Pages 1–9

Location: Unit 1, Unit at a Glance (PDF at the bottom of the webpage), located on every row of the table from pages 1–9 in the third through fifth columns.

This URL is directly to the PDF, while the "hyperlink to a specific location" URL is to the page in the onl

Link: <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29c38-f1c8-11ee-b18d-066a39b724af#:~:text=application/pdf,-,PDF%20SUPPORT,-Family%20Support%20Materials>

Page Number: Pages 1–8

Location: Unit 3, Unit at a Glance (PDF at the bottom of the webpage), located on every row of the table from pages 1–8 in the third through fifth columns.

This URL is directly to the PDF, while the "hyperlink to a specific location" URL is to the page in the onl

Link: <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d6f303-f1c8-11ee-89cb-066a39b724af>

Page Number: Pages 1–6

Location: Unit 6, Unit at a Glance (PDF at the bottom of the webpage), located on every row of the table from pages 1–6 in the third through fifth columns.

This URL is directly to the PDF, while the "hyperlink to a specific location" URL is to the page in the onl

Link: <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10f98bc7-f1c8-11ee-ab4e-066a39b724af>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom Print, (ISBN 9798894309187)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: 357 of 488

Location: Middle of the page

Link: <https://drive.google.com/file/d/1EVoRFtjxqSg5XqMoW1I70R-jwbx0Tdu-/view>

Page Number: 638 of 972

Location: Bottom of page

Link: <https://drive.google.com/file/d/1I73IBOu9yYSq9oeV6qka9gX0ONfqiqYV/view>

Page Number: 43 of 974

Location: Top third of the page

Link: <https://drive.google.com/file/d/1I73IBOu9yYSq9oeV6qka9gX0ONfqiqYV/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom Print, (ISBN 9798894309187)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: 734 of 793

Location: Bottom of page

Link: https://drive.google.com/file/d/1ijRjhGEu_LbIYo4KxGcCZ9mquPJfI6Ol/view

Page Number: 496 of 793

Location: Bottom of page

Link: https://drive.google.com/file/d/1ijRjhGEu_LbIYo4KxGcCZ9mquPJfI6Ol/view

Page Number: 296 of 974

Location: Middle of the page

Link: <https://drive.google.com/file/d/1I73IBOu9yYSq9oeV6qka9gX0ONfqiqYV/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom Print, (ISBN 9798894309187)

Suitability Indicator: 1. Prohibition on Common Core

Suitability Sub-Indicator 1.1

Specific or Thematic Thematic

Page Number: 24 of 488

Location: Top third of the page

Link: <https://drive.google.com/file/d/1EVoRFtjxqSg5XqMoW1I70R-jwbx0Tdu-/view>

Page Number: 777 of 974

Location: Middle of the page

Link: <https://drive.google.com/file/d/1I73IBOu9yYSq9oeV6qka9gX0ONfqiqYV/view>

Page Number: 13 of 974

Location: Bottom third of the page

Link: <https://drive.google.com/file/d/1173IBOu9yYSq9oeV6qka9gX0ONfqiqYV/view>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Component: Texas Math: Geometry Powered by Kiddom: TEKS, (ISBN 6896336)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator 1.1
Specific or Thematic Thematic

Page Number: Unit 4 Teacher Guide p 7

Location: top of page: building on, addressing, and building towards sections

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdf>

Page Number: Unit 4 Teacher Guide (online) p 9

Location: middle of page: building on, addressing, and building towards sections

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdf>

Page Number: Unit 4 Teacher Guide (online) p 11

Location: top of page: building on, addressing, and building towards sections

Link: <https://kiddom-media-production.s3.us-east-2.amazonaws.com/IM/math/pdfsupport/content/Geometry-4-Unit-teacher-guide.pdf>

Publisher Accept/Reject: N/A

Publisher Response: No Response Received by 8/26

Publisher: Texas Education Agency, Open Education Resources

Program: Bluebonnet Learning Grade K Math, Edition 1

Component: K-5 Math Grade K Module 5: Numbers 10-20, Counting to 100, and Understanding Work, Teacher Edition, (ISBN 9798890721167)

Suitability Indicator: 5. Protecting Children's Innocence
Suitability Sub-Indicator 5.1.
Specific or Thematic Specific

Page Number: 256 of the component, or 259 of the PDF

Location: Directions for students

Link: https://texasgateway.org/system/files/documents/OERMath_GrK_M5_TE_ENG.pdf

Publisher Accept/Reject: Accept

Publisher Response: The directions have been revised and activity images updated.