

# IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Accelerate Learning	STEMscopes Texas Math - Algebra I
Subject	Grade Level
Mathematics	Algebra I

<b>Texas Essential Knowledge and Skills (TEKS) Coverage:</b>	<b>100%</b>
<b>English Language Proficiency Standards (ELPS) Coverage:</b>	<b>100%</b>
<b>Quality Review Overall Score:</b>	<b>227 / 227</b>

## IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	3	0
2. Alignment with Public Education’s Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children’s Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	0	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	2	2
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	3	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	11	0

**Count of Publisher Submitted Changes** **36**

## Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	4

## All Feedback Items from IMRA Reviewers Remaining After Update

---

The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

### Flags for Suitability Noncompliance After Updates

- None

### Flags for Suitability Compliance After Updates

- [IMRA Reviewer Positive Suitability ID 000305](#)
- [IMRA Reviewer Positive Suitability ID 000371](#)

### Factual Errors Remaining After Updates

- None

### Feedback Not Responded After Updates

- None

## All Feedback Items by Category

---

### IMRA Reviewer Suitability Noncompliance

IMRA Reviewer Suitability ID SF000171

**Component:** Teacher Guide, Scope Slope and Rate of Change (N/A)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Specific

**Page Number(s):** 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](https://cdn.acceleratelearning.com/system/element_files/contents/543009/original/TXMR_A1_SlopeandRateofChange_HOME_ScopeOverview_TeacherGuide.pdf?1714488310)

**Publisher Response:** Accept

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](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EVG9Gu64NXBCjD-0iVXEQzQB_EVE9IVX_RqsG2evWn06YA?e=ka7ZNI)

IMRA Reviewer Suitability ID SF000172

**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 (N/A)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Specific

**Page Number(s):** 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 Response:** Accept

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/EZf9IYBVVhHhaXAR4ixB5MBQtd38FerZeyZFxqa9dJtMw?e=e31dFk>

IMRA Reviewer Suitability ID SF000170

**Component:** Teacher Guide Scope Solve Equations, Explore 1, Explore 2, Explore 3 (N/A)

**Suitability Indicator:** 1. Prohibition on Common Core  
**Suitability Sub-Indicator:** 1.1  
**Specific or Thematic:** Thematic

**Page Number(s):** 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.thcorestandards.org/Math/Practice/>

**Link:** [https://cdn.acceleratelearning.com/system/element\\_files/contents/543008/original/TXMR\\_A1\\_SolveEquations\\_HOME\\_ScopeOverview\\_TeacherGuide.pdf?1714488280](https://cdn.acceleratelearning.com/system/element_files/contents/543008/original/TXMR_A1_SolveEquations_HOME_ScopeOverview_TeacherGuide.pdf?1714488280)

**Page Number(s):** 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.thcorestandards.org/Math/Practice/>

**Link:** Location: Top of page, Standards of Mathematical Practice section.

Standards of Mathematical Practice section are referenced in Common Core Webpage:

<https://www.thcorestandards.org/Math/Practice/>

**Page Number(s):** 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.thcorestandards.org/Math/Practice/>

**Link:**

[https://cdn.acceleratelearning.com/system/element\\_files/contents/543007/original/TXMR\\_A1\\_PropertiesofFunctions\\_HOME\\_ScopeOverview\\_TeacherGuide.pdf?1714488251](https://cdn.acceleratelearning.com/system/element_files/contents/543007/original/TXMR_A1_PropertiesofFunctions_HOME_ScopeOverview_TeacherGuide.pdf?1714488251)

**Publisher Response: Accept**

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/EfifHF9bMXhGhLadcvWb10B\\_pqon4GcFpscV3obiZeJ9Q?e=Wdcztg](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfifHF9bMXhGhLadcvWb10B_pqon4GcFpscV3obiZeJ9Q?e=Wdcztg)

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EbuU3Vq6rt5JtQDSs2dfF4YBGpNj7qdpLkQ8vjbyD-9SJA?e=ebUu7l>

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ETx9eFZvLq5ltoweEjWs5xwBPPPhR6R\\_9J7\\_upCmQU-1iBA?e=ty4YpN](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ETx9eFZvLq5ltoweEjWs5xwBPPPhR6R_9J7_upCmQU-1iBA?e=ty4YpN)

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ESZOLTbYh89BnMm\\_sUkaET8BxigycWj1nJWmjMRvgiM1vQ?e=imdePG](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ESZOLTbYh89BnMm_sUkaET8BxigycWj1nJWmjMRvgiM1vQ?e=imdePG)

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EetLJ5vLtK5EvFbgvHG4ClEBOwWd-HXGV56wgc\\_zVvXX\\_g?e=OaSzn1](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EetLJ5vLtK5EvFbgvHG4ClEBOwWd-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/ETp--LqXVpRBtgNnRMzOR3oB8coo815BlidxTJCQ0_QwCQ?e=qUTC7M)

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EblOy0gtcpBLsq3ZETHyo0BQwzbMpnPdu-A\\_TVwOvjaPA?e=l1rMxJ](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EblOy0gtcpBLsq3ZETHyo0BQwzbMpnPdu-A_TVwOvjaPA?e=l1rMxJ)

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EX2eLYgvxWIMo7XHHUKtE4kBs97cpaylwkt\\_o\\_-GiaqitPw?e=lQYRf4](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EX2eLYgvxWIMo7XHHUKtE4kBs97cpaylwkt_o_-GiaqitPw?e=lQYRf4)

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZOSp9HsUkdltQlcHttQdy4BALEe8aDA11HKZYLrxA8fJg?e=6tkuA5>

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ERnyFXgeUBFDjJuPW\\_yN5-EBAqwYlc4b\\_HI9NOg-0w8J\\_w?e=bAPQj4](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ERnyFXgeUBFDjJuPW_yN5-EBAqwYlc4b_HI9NOg-0w8J_w?e=bAPQj4)

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EeRIZUBhPHdJqLOHozwOVcB70YTkolleNQJ9rzejn808Q?e=Ah4qz0>

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EVG9Gu64NXBCjD-0iVXEzQB\\_EVE9IVX\\_RqsG2evWn06YA?e=1ZNkfS](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EVG9Gu64NXBCjD-0iVXEzQB_EVE9IVX_RqsG2evWn06YA?e=1ZNkfS)

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXL6HVCwsHdAozm1ay3Qz0UBf9uUZe2IOU6SX9pHyiUaBg?e=gPBYla>  
[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXEk4m6Dbo9Eq7rqNPyq79IBGEZ9-qvF41r8EPWEI2\\_M8g?e=aR2Ril](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXEk4m6Dbo9Eq7rqNPyq79IBGEZ9-qvF41r8EPWEI2_M8g?e=aR2Ril)  
<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfUqsV31vX9luV82Mb5rtzwBg3b5FZtLBRiZ-oqI5ymG5WA?e=qvlnSL>

## IMRA Reviewer Suitability Compliance

### IMRA Reviewer Positive Suitability ID 000305

**Component:** STEMscopes Texas Math - Algebra I (1 year online) (9798893533682)

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal

**Page Number(s):** NA

**Location:** Evaluate>>Mathematical Modeling Task-Circus Sales

**Link:** <https://app.acceleratelearning.com/scopes/23011/elements/1080391?page%5Bnumber%5D=3&page%5Bsize%5D=1>

### IMRA Reviewer Positive Suitability ID 000371

**Component:** STEMscopes Texas Math (N/A)

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal

**Page Number(s):**

<https://app.acceleratelearning.com/scopes/23011/elements/1080391?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Location:** Slope and Rate of Change - Evaluate - Mathematical Modeling Task - Circus Sales

**Link:** <https://app.acceleratelearning.com/scopes/23011/elements/1080391?page%5Bnumber%5D=1&page%5Bsize%5D=1>

## IMRA Reviewer Factual Errors

### IMRA Reviewer Error ID 8263016

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

**Page Number(s):** DigitalActivity

**Location:** AI immersive reader pronunciation

**URL to Content:** <https://app.acceleratelearning.com/scopes/23011/elements/1080360>

**Description of 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 "conveyor 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.

**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.

### IMRA Reviewer Error ID 8251656

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

**Page Number(s):** DigitalActivity

**Location:** <https://app.acceleratelearning.com/scopes/23014/elements/1093845>

**URL to Content:** <https://app.acceleratelearning.com/scopes/23014/elements/1093845>

**Description of 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.

**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.

### IMRA Reviewer Error ID 8301481

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

**Page Number(s):** TeacherDirections

**Location:** Page 1 "Do these equations have the same slope"

**URL to Content:** <https://app.acceleratelearning.com/scopes/23011/elements/1093566>

**Description of 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.

**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

## IMRA Reviewer Feedback

### IMRA Reviewer Feedback ID 8250116

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

**Reviewer 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(s):** DigitalActivity

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23014/elements/1093845>

**Publisher Response:** Accept

Thank you for your feedback. We have removed this game until it is corrected.

#### IMRA Reviewer Feedback ID 9528731

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

**Reviewer 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(s):** Page 4

**Location:** N/A

**URL to Content:** [https://drive.google.com/file/d/1ZmfgQmXXhJkOscpdRUmMv\\_aUUqnAKXZA/view](https://drive.google.com/file/d/1ZmfgQmXXhJkOscpdRUmMv_aUUqnAKXZA/view)

**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

#### IMRA Reviewer Feedback ID 8177586

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

**Reviewer Feedback:** Great activity. Add Process Standard 1E in list of lesson standards

**Page Number(s):** PrintFiles

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23022/elements/1081011>

**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

#### IMRA Reviewer Feedback ID 8747336

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

**Reviewer 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(s):** PrintFiles

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23055/elements/1092332>

**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

#### IMRA Reviewer Feedback ID 8671896

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

**Reviewer 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

**Page Number(s):** PrintFiles

**Location:** N/A

**URL to Content:**

<https://app.acceleratelearning.com/scopes/23007/elements/1080172?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**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\_StudentH

#### IMRA Reviewer Feedback ID 8305336

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

**Reviewer Feedback:** The sentence stem "I like to eat the fruit\_\_\_." has a high potential to create grammatically 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(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23055/elements/1092328>

**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

#### IMRA Reviewer Feedback ID 8170301

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



**Reviewer 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(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23016/elements/1080682>

**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

#### IMRA Reviewer Feedback ID 8273406

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

**Reviewer 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(s):** PrintFiles

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23024/elements/1093587>

**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.

#### IMRA Reviewer Feedback ID 8454946

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

**Reviewer 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(s):** PrintFiles

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23013/elements/1080523>

**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.

#### IMRA Reviewer Feedback ID 8301966

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

**Reviewer Feedback:** Speaking is not explicit on the Answer Key page 1 as noted.

**Page Number(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23054/elements/1093544>

**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.

#### IMRA Reviewer Feedback ID 8305821

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

**Reviewer 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(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23056/elements/1093570>

**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.

### Publisher Submitted Changes

Change ID 9706146

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

**Change Type:** Editorial Change

**Current Page Number(s):** All content scopes

**Location:** Algebra I, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

**Original URL:**

<https://app.acceleratelearning.com/scopes?page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue%5D=46&filter%5B0%5D%5Bfield%5D=filterId&filter%5B1%5D%5Bvalue%5D%5B0%5D=1271&filter%5B1%5D%5Bfield%5D=grades>

**Original Text:** "The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EY\\_r5t8e20pKoEHLqOpCEksB554OS0KLEidI8IRBfslmgQ?e=allgml](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EY_r5t8e20pKoEHLqOpCEksB554OS0KLEidI8IRBfslmgQ?e=allgml)

**Updated Text:**

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

**Change ID 9706121**

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

**Change Type:** Editorial Change

**Current Page Number(s):** Evaluate, Standards-Based Assessment-Grades 2-Algebra I, video

**Location:** Algebra I, How to Use STEMscopes Texas Math, Evaluate

**Original URL:** <https://app.acceleratelearning.com/scopes/23243/elements/1094918>

**Original Text:** Minute 2:49 states Standards Progress Tracker

**Updated URL:** [https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee-x1tvgnzhDjCPxazX\\_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee-x1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn)

**Updated Text:**

Section deleted from video

**Change ID 9706116**

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

**Change Type:** Editorial Change

**Current Page Number(s):** Explore, Explore - Explore Activities video

**Location:** Algebra I, How to Use STEMscopes Texas Math, Explore

**Original URL:** <https://app.acceleratelearning.com/scopes/23243/elements/1094898>

**Original Text:** Minute 1:20 includes Standards of Mathematical Practice; Minute 1:24 includes information about setup video

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZf9lYBVVWhHhaXAR4ixB5MBQtd38FerZeyZFxqa9dJtMw?e=7crjur>

**Updated Text:**

Replaced with Mathematical Process Standards; Setup video section deleted from video

Change ID 9756501

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

**Change Type:** Editorial Change

**Current Page Number(s):** Language Connections, Print Files, Answer Key - Intermediate, Page 2

**Location:** Algebra I, Arithmetic and Geometric Sequences, Explain, Language Connections, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23013/elements/1093584>

**Original Text:** Page 2 border and image of book missing

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EYlikiQreoZlI5P2xTDVm2wBpXw8bmPadzuRdY4h3aR0\\_A?e=KhaqVU](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EYlikiQreoZlI5P2xTDVm2wBpXw8bmPadzuRdY4h3aR0_A?e=KhaqVU)

**Updated Text:**

Page 2 added border and image of book

Change ID 9706076

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Answer Key, pages 1 and 3

**Location:** Algebra I, Properties of Functions, Explain, Show What You Know - Part 3, Print Files

**Original URL:**

<https://app.acceleratelearning.com/scopes/23007/elements/1080172?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Original Text:** #2 D: [2, 18] or D:  $\{x | 2 \leq x \leq 18\}$ ; #3 R: [5, 30] or R:  $\{y | 5 \leq y \leq 30\}$ ; #4 D: [2, 18] or D:  $\{x | 2 \leq x \leq 18\}$ ; #5 R: [10, 80] or R:  $\{y | 10 \leq y \leq 80\}$ ; Range expressions in table and red sample answers:  $\{y | y \geq ?\}$ ,  $[?2, 2]$ ,  $[0, ?]$ ,  $\{y | 0 < y\}$

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EdGwTpZAsi5lhrunlFNQ4OsBwsKZShULJP5tHMbmVCw0Jw?e=z0R8VZ>

**Updated Text:**

#2  $2 \leq x \leq 18$ , #3  $5 \leq y \leq 30$ , #4  $2 \leq x \leq 18$ , #5  $10 \leq y \leq 80$ ; Range expressions in table and red sample answers: All Real Numbers,  $y \geq ?$ ,  $[?, 2]$ ,  $[0, ?]$ ,  $0 < y$

## Change ID 9706081

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Student Handout, page 3

**Location:** Algebra I, Properties of Functions, Explain, Show What You Know - Part 3, Print Files

**Original URL:**

<https://app.acceleratelearning.com/scopes/23007/elements/1080172?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Original Text:** Range expressions in table and red sample answers:  $\{y|y \geq 2\}$ ,  $[2, 2]$ ,  $[0, ?)$ ,  $\{y|0 < y\}$

**Updated URL:** <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ESdt3gKQpldMq6NV-HUQnQoB9Nc69h3VDPjNzXL6QyM7kw?e=llfIQ>

**Updated Text:**

Range expressions in table and red sample answers: All Real Numbers,  $2 \leq y < 2$ ,  $y > 0$ ,  $0 < y$

## Change ID 9706071

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Student Journal Answer Key, Page 2

**Location:** Algebra I, Polynomial Operations, Explore 3, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23055/elements/1092332>

**Original Text:** "Write the terms from the area models."

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EdE4l4BjKtFFlXJdS1GivM8BOHPtXa7sPXPMZFBtjXs3Q?e=RRC3sq>

**Updated Text:**

"Write the terms from the area models to express the distributive property." Sample answers added to reflect new request.

## Change ID 9756511

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Student Journal Answer Key, Page 6 #3

**Location:** Algebra I, Solve Quadratics, Explore 4 - Use the Quadratic Formula, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23027/elements/1081326>

**Original Text:**  $x$  in the formula " $x = -1$ " was on the previous line

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EdAR68xtnPxKnJji7VigxucBfL1gCMu3Qsp\\_iGYDE0aryg?e=kFUUdr](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EdAR68xtnPxKnJji7VigxucBfL1gCMu3Qsp_iGYDE0aryg?e=kFUUdr)

**Updated Text:**

"x = -1" is on one line (second line)

Change ID 9706066

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Student Journal, Page 2

**Location:** Algebra I, Polynomial Operations, Explore 3, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23055/elements/1092332>

**Original Text:** "Write the terms from the area models."

**Updated URL:** <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Eewj79ok-4VLh3hmVqwJRgwBzsrAWwdsg-bHgJhzDnUYsA?e=bnSC8V>

**Updated Text:**

"Write the terms from the area models to express the distributive property."

Change ID 9756506

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Student Journal, Page 6 #3

**Location:** Algebra I, Solve Quadratics, Explore 4 - Use the Quadratic Formula, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23027/elements/1081326>

**Original Text:** The x in the formula "x = -1" was on the previous line

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ESD8wYKNAUdEmsBuey1tGs4Bv195wEeFnpig8tc7VEoT3w?e=MNQC6Z>

**Updated Text:**

"x = -1" is all on one line (second line) of question 3

Change ID 9706041

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Solve Quadratics, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23027/elements/1092126>

**Original Text:** Standards of Mathematical Practice; MP4. Model with mathematics: Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP5. Use appropriate tools strategically: Students will use available tools and recognize the strengths and limitations of each. Students will decide when to use appropriate tools such as graphing calculators, algebra tiles, and area models. MP8. Look for and express regularity in repeated reasoning: Students will see repeated calculations and look for

generalizations and shortcuts. Students will make connections between patterns noticed in modeling and algebraic methods.

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXEk4m6Dbo9Eq7rqnPqy791BGEZ9-qvF41r8EPWEI2\\_M8g?e=fitV2I](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXEk4m6Dbo9Eq7rqnPqy791BGEZ9-qvF41r8EPWEI2_M8g?e=fitV2I)

**Updated Text:**

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change ID 9705991

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Factors of Polynomials, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23022/elements/1092116>

**Original Text:** Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will monitor their progress and change their approach if necessary. Students will see relationships between various representations. MP.5 Use appropriate tools strategically: Students will use technological tools to deepen their understanding of mathematics. Students will use mathematical models for visualizing and analyzing information.

MP.7 Look for and make use of structure: Students will look for the overall structure and patterns in mathematics. Students will see complicated things as single objects or as being composed of several objects.

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ETx9eFZvLq5ltoweEjWs5xwBPPPhR6R\\_9J7\\_u pCmQU-1iBA?e=eGMWFk](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ETx9eFZvLq5ltoweEjWs5xwBPPPhR6R_9J7_u pCmQU-1iBA?e=eGMWFk)

**Updated Text:**

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use



representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

#### Change ID 9706001

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Inequalities and Systems of Inequalities, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23053/elements/1092120>

**Original Text:** Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will relate current situations to concepts or skills previously learned and connect mathematical ideas to one another. MP.4 Model with mathematics: Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP.5 Use appropriate tools strategically: Students will use mathematical models for visualizing and analyzing information.

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EetLJ5vLtK5EvFbgvHG4ClEBOwD-HXGV56wcg\\_zVvXX\\_g?e=k4tclF](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EetLJ5vLtK5EvFbgvHG4ClEBOwD-HXGV56wcg_zVvXX_g?e=k4tclF)

**Updated Text:**

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

#### Change ID 9706011

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Parallel and Perpendicular Lines, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23014/elements/1092123>

**Original Text:** Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will relate current situations to concepts or skills previously learned and connect mathematical ideas to one another. MP.4 Model with mathematics: Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP.5 Use appropriate tools strategically: Students will use mathematical models for visualizing and analyzing information.



**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EblOy0gtcpBLsq3ZETHYho0BQwzbMpnPdu-A\\_TVwOvjaPA?e=nY64N7](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EblOy0gtcpBLsq3ZETHYho0BQwzbMpnPdu-A_TVwOvjaPA?e=nY64N7)

**Updated Text:**

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas.

Change ID 9706021

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Properties of Exponents and Radicals, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23054/elements/1092119>

**Original Text:** Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will relate current situations to concepts or skills previously learned and connect mathematical ideas to one another. MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. Students will listen to the arguments of others and ask useful questions to determine if an argument makes sense. MP.7 Look for and make use of structure: Students will apply general mathematical rules to specific situations. Students will look for the overall structure and patterns in mathematics.

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZOSp9HsUkdltQlcHttQdy4BALeE8aDA11HKZYLrxA8fJg?e=WedTgK>

**Updated Text:**

Mathematical Process Standards; (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change ID 9706031

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Quadratic Extensions, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23025/elements/1092125>

**Original Text:** Standards of Mathematical Practice; MP.2 Reason abstractly and quantitatively: Students will make sense of quantities and their relationships. Students will decontextualize and contextualize quantitative relationships. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP.8 Look for and express regularity in repeated reasoning: Students will understand the broader application of patterns and see the structure in similar situations.

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EeRIZUBhPHdJqLOHozwOVcB70YTkolleNQJ9rzejn808Q?e=CEjACw>

**Updated Text:**

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change ID 9705981

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Arithmetic and Geometric Sequences, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23013/elements/1092122>

**Original Text:** Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will interpret and understand the meaning of a problem by looking for starting points and analyzing what is given. Students will see relationships between various representations. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. Students will reflect on whether their result makes sense, possibly improving or revising the model. MP.7 Look for and make use of structure: Students will look for the overall structure and patterns in mathematics. Students will see complicated things as single objects or as being composed of several objects. MP.8 Look for and express regularity in repeated reasoning: Students will understand the broader application of patterns and see the structure in similar situations. Students will see the overall process of the problem and still attend to the details.

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfifHF9bMXhGhLadcvoWbl0B\\_pqon4GcFpCsV3obiZeJ9Q?e=FfejRS](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfifHF9bMXhGhLadcvoWbl0B_pqon4GcFpCsV3obiZeJ9Q?e=FfejRS)

**Updated Text:**

Mathematical Process Standards; (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change ID 9706046

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Systems of Equations, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23016/elements/1092121>

**Original Text:** Standards of Mathematical Practice; MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in construction arguments. Students will justify conclusions with mathematical ideas. Students will compare two arguments and determine correct or flawed logic. MP.6 Attend to precision: Students will calculate efficiently and accurately. Students will communicate precisely with others and try to use clear mathematical language when discussing their reasoning. MP.7 Look for and make use of structure: Students will apply general mathematical rules to specific situations. Students will look for the overall structure and patterns in mathematics.

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfUqsV31vX9luV82Mb5rtzwBg3b5FZtLBRiZ\\_oqI5ymG5WA?e=cecaJg](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfUqsV31vX9luV82Mb5rtzwBg3b5FZtLBRiZ_oqI5ymG5WA?e=cecaJg)

**Updated Text:**

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change ID 9705996

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Graphs of Quadratic Functions, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23024/elements/1092124>

**Original Text:** Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will see relationships between various representations. MP.2 Reason abstractly and quantitatively: Students will attend to the meanings of quantities, not just how to compute them. MP.6 Attend to precision: Students will understand the meanings of symbols used in mathematics and will label quantities appropriately.

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ESZOLTbYh89BnMm\\_sUkaET8BxigycWj1nJWmjMRvgiM1vQ?e=Pxu8vK](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ESZOLTbYh89BnMm_sUkaET8BxigycWj1nJWmjMRvgiM1vQ?e=Pxu8vK)

**Updated Text:**

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

Change ID 9706006

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Linear Functions and Models, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23056/elements/1087878>

**Original Text:** Standards of Mathematical Practice; MP.1 Make sense of problems and persevere solving them: Students will see relationships between various representations. MP.2 Reason abstractly and quantitatively: Students will be able to decontextualize and contextualize quantitative

relationships. MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. MP.4 Model with mathematics: Students will be able to simplify a complex problem and identify important quantities to look at relationships. Students will apply the math they know to solve problems in everyday life. MP.8 Look for and express regularity in repeated reasoning: Students will generalize a formula after repeated numerical calculations.

**Updated URL:** [https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ETp--LqXVpRBtgNnRMzOR3oB8coo815BlidxTJCQ0\\_QwCQ?e=jQ5cA3](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ETp--LqXVpRBtgNnRMzOR3oB8coo815BlidxTJCQ0_QwCQ?e=jQ5cA3)

**Updated Text:**

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or

strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change ID 9706016

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Polynomial Operations, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23055/elements/1092117>

**Original Text:** Standards of Mathematical Practice; MP.5 Model with mathematics: Students will use mathematical models for visualizing and analyzing information. They will use available tools and recognize the strengths and limitations of each. MP.6 Attend to precision: Students will calculate efficiently and accurately. Students will understand the meanings of symbols used in mathematics and will label quantities appropriately. MP.8 Look for and express regularity in repeated reasoning: Students will see repeated calculations and look for generalizations and shortcuts. Students will understand the broader applications of patterns and see the structures in similar situations.

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EX2eLYgvxWIMo7XHHUKtE4kBs97cpaylwkt\\_o\\_-GiaqitPw?e=Y0XkNg](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EX2eLYgvxWIMo7XHHUKtE4kBs97cpaylwkt_o_-GiaqitPw?e=Y0XkNg)

**Updated Text:**

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas.

Change ID 9706026

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Properties of Functions, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23007/elements/1087879>

**Original Text:** Standards of Mathematical Practice; MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. MP.8 Look for and express regularity in repeated reasoning: Students will understand the broader application of patterns and see the structure in similar situations.

**Updated URL:** [https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ERnyFXgeUBFDJJuPW\\_yN5-EBAqwYlc4b\\_HI9NOg-0w8J\\_w?e=SUFSGz](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ERnyFXgeUBFDJJuPW_yN5-EBAqwYlc4b_HI9NOg-0w8J_w?e=SUFSGz)

**Updated Text:**

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change ID 9706036

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Solve Equations, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23010/elements/1087881>

**Original Text:** Standards of Mathematical Practice; MP.2 Reason abstractly and quantitatively: Students will make sense of quantities and their relationships. Students will be able to decontextualize and contextualize quantitative relationships. MP.3 Make sense of problems and persevere in solving them: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. Students will justify conclusions with

mathematical ideas. Students will listen to the arguments of others and ask useful questions to determine if an argument makes sense. MP.4 Model with mathematics: Students will understand this is a way to reason quantitatively and abstractly. Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either

with an equation or a diagram and interpret the results of a mathematical situation.

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXl6HVCwsHdAozm1ay3Qz0UBf9uUZe2IOU6SX9pHyiUaBg?e=Qm9Aq9>

**Updated Text:**

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or



strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Change ID 9705986

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Teacher Guide

**Location:** Algebra I, Exponential Functions and Models, Home, Scope Overview, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23019/elements/1092118>

**Original Text:** Standards of Mathematical Practice; MP.2 Reason abstractly and quantitatively: Students will make sense of quantities and their relationships. Students will create logical representations of problems. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP.8 Look for and express regularity in repeated reasoning: Students will see repeated calculations and look for generalizations and shortcuts. Students will understand the broader application of patterns and see the structure in similar situations.

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EbuU3Vq6rt5JtQDSs2dfF4YBGpNj7qdpLkQ8vjbyD-9SJA?e=YYPb5K>

**Updated Text:**

Mathematical Process Standards; (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas.

Change ID 9706126

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

**Change Type:** Editorial Change

**Current Page Number(s):** Sitewide, Teacher Toolbox, Planning Guides video

**Location:** Algebra I, How to Use STEMscopes Texas Math, Sitewide

**Original URL:** <https://app.acceleratelearning.com/scopes/23243/elements/1094826>

**Original Text:** Minute 0:42 states 1-2 Explore activities but screen says 1-3

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EctL0EptvJVEkTJNy\\_P5CaEBB8TXOltUrOLOjvT4fywMoQ?e=ZB0gOi](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EctL0EptvJVEkTJNy_P5CaEBB8TXOltUrOLOjvT4fywMoQ?e=ZB0gOi)

**Updated Text:**

Minute 0:43 changed 1-2 to 1-3

Change ID 9756496

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

**Change Type:** Editorial Change

**Current Page Number(s):** Suggested Scope Calendar, Day 8, Focus Lesson

**Location:** Algebra I, Linear Functions and Models, Home, Suggested Scope Calendar, Day 8, Focus Lesson

**Original URL:** <https://app.acceleratelearning.com/scopes/23056/elements/1092721>

**Original Text:** Missing Part III of Explore 4 - "Explore 4: Linear Transformations - Part II"

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ4O5aesqb5Jm6RqP1hsBA0BBp9mTA4\\_gPvxgsAXJfL5Vg?e=xRTKrg](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZ4O5aesqb5Jm6RqP1hsBA0BBp9mTA4_gPvxgsAXJfL5Vg?e=xRTKrg)

**Updated Text:**

"Explore 4: Linear Transformations - Part II and III"

Change ID 9706141

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

**Change Type:** Editorial Change

**Current Page Number(s):** Teacher Directions

**Location:** Algebra I, Growth Measurement Assessments

**Original URL:** [https://app.acceleratelearning.com/package\\_assessments](https://app.acceleratelearning.com/package_assessments)

**Original Text:** "Note: A Quantile(R) measure is provided on these Benchmark Assessments for grades 2-5. Note: Kindergarten and 1st grade do not receive Quantile(R) measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post-Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EdliW0lifetEjrUP8fOhWswBxMu9Z2wNhc6CwzlasJQLlg?e=g0vLa6>

**Updated Text:**

Deleted "Note: A Quantile(R) measure is provided on these Benchmark Assessments for grades 2-5. Note: Kindergarten and 1st grade do not receive Quantile(R) measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."



## Change ID 9706111

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

**Change Type:** Editorial Change

**Current Page Number(s):** Teacher Directions, Language Supports, 1st section

**Location:** Algebra I, Systems of Equations, Explore 4, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/23016/elements/1080682>

**Original Text:** "For example, if both equations have the same isolated variable, then using a graph is most efficient."

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EcrjTQBKGJFmZlRvoBYsocBFhFreQdPO-gvxq7imw1oTw?e=ziKnwc>

**Updated Text:**

"For example, when the isolated variable in both equations is the dependent variable, then using a graph is most efficient. When the independent variable is isolated in both equations, then it is more efficient to use either substitution or elimination."

## Change ID 9706106

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

**Change Type:** Editorial Change

**Current Page Number(s):** Teacher Directions, Procedure and Facilitation Points, Reading and Speaking section, Beginner, 2nd bullet point

**Location:** Algebra I, Solve Equations, Explain, Language Connections, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/23010/elements/1093562>

**Original Text:** "I like to eat the fruit \_\_\_\_."

**Updated URL:** <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EViOMWJ-2vFE4X--gbPeQIBL4lKjkMzLTdV2ATQlbDJ4w?e=hKG9zB>

**Updated Text:**

"The fruit I like best is \_\_\_\_."

## Change ID 9706101

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

**Change Type:** Error Correction

**Current Page Number(s):** Print Files, Answer Key - Intermediate, page 1

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

**Original URL:** <https://app.acceleratelearning.com/scopes/23011/elements/1093566>

**Original Text:** page 1 middle section; equation missing  $-3/2$

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EQfEBN6Wy4dHiQiahSej3wQBHlclTi1oSLFSwVQAK645tA?e=gKEAuU>

**Updated Text:**

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

Change ID 9706096

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

**Change Type:** Error Correction

**Current Page Number(s):** Print Files, Student Handout - Intermediate, page 1

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

**Original URL:** <https://app.acceleratelearning.com/scopes/23011/elements/1093566>

**Original Text:** page 1 middle section; equation missing  $-3/2$

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EVS4L7qMfG1EvtPadQ\\_ChagBVA4lb4dHx0gGY\\_C5iRIKZA?e=3QgU2m](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EVS4L7qMfG1EvtPadQ_ChagBVA4lb4dHx0gGY_C5iRIKZA?e=3QgU2m)

**Updated Text:**

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

Change ID 9706091

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

**Change Type:** Error Correction

**Current Page Number(s):** Print Files, Student Journal Answer Key, page 8

**Location:** Algebra I, Quadratic Extensions, Explore 1, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23025/elements/1081206>

**Original Text:** Questions incorrectly numbered 7, 8, and 9

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EabVP5hIX1RPvXCqlh99hAYBTqdyHWwdcW3sWlYpioF8fg?e=luJfMq>

**Updated Text:**

Changed to 5, 6, and 7

Change ID 9706086

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

**Change Type:** Error Correction

**Current Page Number(s):** Print Files, Student Journal, page 8

**Location:** Algebra I, Quadratic Extensions, Explore 1, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23025/elements/1081206>

**Original Text:** Questions incorrectly numbered 7, 8, and 9

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ERaMwn1\\_MwhNkSU\\_eW9qjEkBIRMXB0hOEHZC8tF\\_7g2Bvg?e=z2eASR](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ERaMwn1_MwhNkSU_eW9qjEkBIRMXB0hOEHZC8tF_7g2Bvg?e=z2eASR)

**Updated Text:**

Changed to 5, 6, and 7

#### Change ID 9706056

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

**Change Type:** New Content

**Current Page Number(s):** Print Files, Student Journal Answer Key, Page 4

**Location:** Algebra I, Parallel and Perpendicular Lines, Explore 2, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23014/elements/1092807>

**Original Text:** New Content

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ea1KLxVG5OBDiy4rfiNNUHEBCT6w8y1mqfuXCSdgu06-g?e=qO0xCu>

**Updated Text:**

Added #6; "Explain how to write an equation in standard form given two points using the example below. The function,  $f(x)$ , contains the points (2, 6) and (3, 4.5). To write an equation in standard form from two points first find the slope. The slope between these points is  $?1.5$ . Next, use one of the points along with the slope to write the equation in point-slope form,  $y - 6 = ?1.5(x - 2)$ . Finally, rewrite the equation in standard form,  $3x + 2y = 18$ ."

#### Change ID 9706061

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

**Change Type:** New Content

**Current Page Number(s):** Print Files, Student Journal, Page 4

**Location:** Algebra I, Parallel and Perpendicular Lines, Explore 2, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23014/elements/1092807>

**Original Text:** New Content

**Updated URL:** [https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Edd-8wVCw\\_xLjiXHvlmaZKwB5\\_RxEE6\\_3h1r32vx8ghaZw?e=gJrPZf](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Edd-8wVCw_xLjiXHvlmaZKwB5_RxEE6_3h1r32vx8ghaZw?e=gJrPZf)

**Updated Text:**

Added #6; "Explain how to write an equation in standard form given two points using the example below. The function,  $f(x)$ , contains the points (2, 6) and (3, 4.5)."

#### Change ID 9706051

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

**Change Type:** New Content

**Current Page Number(s):** Teacher Directions, Mathematical Process Standards

**Location:** Algebra I, Factors of Polynomials, Explore 1, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/23022/elements/1081011>

**Original Text:** New Content

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EROMpCv9h3VJhCenP7A2KooBb\\_xaGNARjtF8KTQy4Sn\\_gQ?e=dXgDPW](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EROMpCv9h3VJhCenP7A2KooBb_xaGNARjtF8KTQy4Sn_gQ?e=dXgDPW)

**Updated Text:**

(E) Create and use representations to organize, record, and communicate mathematical ideas.

**Public Alleged Factual Errors**

- None

**Public Suitability Flags**

- None

**Public Comments****Public Comment ID 9646351**

**Comment:** Excuse the dropdown choices, this submission is intended to express my concerns and my absolute zero tolerance regarding Christian religious practices in schools and embedded in to the curriculum and practices I do not want any religious teachings, practices nor expectations embedded or taught in our collective tax paid, free public education system as a Texas parent and Texas educator. Texas public schools are intended to teach behavior and academics only not any form of religious practices. This is a strong violation of rights . Churches and religious institutions are to teach religion. Public schools in Texas should be inclusive to ALL. We are not a religious family and I do not want my children nor my students bullied into Christian fear-based beliefs and practices. It is extremely harmful and highly inappropriate.

**Component:** N/A (N/A)

**Page Number(s):** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Amanda Torres, 78613

**Publisher Response:** Accept without change

The material noted in this comment is not present in our curriculum. Our curriculum is based on the TEKS for Mathematics as required by the state of Texas.

**Public Comment ID 9640881**

**Comment:** I have a comment on the whole concept of deciding on "new" standards. A question has to be asked : Will the new standards equip a student to be able to pass a typical test administered to the same age/grade student as was administered in the year 1950? I suspect not. Teach the kids basic math to start. Teach the kids how to reason logically when presented with a problem. Teach the kids English- spoken and written. Teach the kids the history of this country and why it is important to understand the "why" of this country. Teach the kids what they need to know to become working, responsible member or our society.

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

**Page Number(s):** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Roy Shields, 78028

**Publisher Response:** Accept without change

Our goal with our math curriculum is to equip students with the skills necessary to succeed in today's world, which includes not only basic math skills but also critical thinking, problem-solving, and reasoning abilities. While educational approaches have evolved since 1950, the foundation of teaching basic math remains our priority.

We agree that teaching children to reason logically, communicate effectively, and understand history are crucial elements of a well-rounded education. Our curriculum aims to integrate these aspects, ensuring students are well-prepared to become responsible and contributing members of society, but the focus of our STEMscopes Math product is on math instruction.

#### Public Comment ID 9645481

**Comment:** This country was founded upon the principle of freedom of religion and later confirmed separation of church and state. People are free to follow any religion they choose but the state is not authorized to force any religion upon citizens. Reading, writing and arithmetic are the basis of education. Religion can be studied outside of the classroom.

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

**Page Number(s):** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Robert Patterson, 78654

**Publisher Response:** Accept without change

The material noted in this comment is not present in our curriculum. Our curriculum is based on the TEKS for Mathematics as required by the state of Texas.

#### Public Comment ID 9640801

**Comment:** Remove the requirement to teach ANY curricula as if based on the Bible. Teach STEM in public schools. Religion, with the exception of explanations of ALL WORLD RELIGIONS, should be taught at home, church, mosque, synagogue, kiva, stone circle, shrine, etc.. Forcing one religion over all others in ANY public venue is contrary to the whole idea of PUBLIC schooling. Public school teachers are, as a rule, NOT CERTIFIED to teach ANY religion - that certification can take years of study in, guess what, PRIVATE schools. Do NOT fail ANY child in the PUBLIC school system. To inhibit fair and broad education is to fail all of us.

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

**Page Number(s):** N/A

**Location:** Texas Public schools

**URL to Content:** N/A

**Submitted By:** JB Kirkpatrick, 78217

**Publisher Response:** Accept without change

The material noted in this comment is not present in our curriculum. Our curriculum is based on the TEKS for Mathematics as required by the state of Texas.