

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Accelerate Learning	STEMscopes Texas Math - Grade 3 (1 year online)
Subject	Grade Level
Mathematics	grade 3

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

IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	0	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	4	4
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	23	0

Count of Publisher Submitted Changes **24**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

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 000327](#)
- [IMRA Reviewer Positive Suitability ID 000223](#)
- [IMRA Reviewer Positive Suitability ID 000255](#)
- [IMRA Reviewer Positive Suitability ID 000333](#)

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

- None

IMRA Reviewer Suitability Compliance

IMRA Reviewer Positive Suitability ID 000327

Component: Weight and Capacity (9798893533729)

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

Page Number(s): Elaborate: Career Connections

Location: Middle of the Page

Link: <https://app.acceleratelearning.com/scopes/22894/elements/1072971>

Page Number(s): NA

Location: Middle of the page

Link: <https://app.acceleratelearning.com/scopes/22894/elements/1072971>

IMRA Reviewer Positive Suitability ID 000223

Component: Personal Financial Literacy (N/A)

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

Page Number(s): Online

Location: Key Concepts in the middle of the page.

Link: <https://app.acceleratelearning.com/scopes/22897>

IMRA Reviewer Positive Suitability ID 000255

Component: STEMscopes Texas Math - Grade 3 (1 year online) (9798893533729)

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

Page Number(s): Build A Budget Explore 1

Location: Part 1 Procedure and Facilitation Point 6

Link: <https://app.acceleratelearning.com/scopes/22897/elements/1073121>

IMRA Reviewer Positive Suitability ID 000333

Component: STEMscopes Texas Math - Grade 3 (1 year online) (9798893533729)

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

Page Number(s): Build a Budget Scope

Location: In the middle of the page under Key Concepts

Link: <https://app.acceleratelearning.com/scopes/22897>

IMRA Reviewer Factual Errors

IMRA Reviewer Error ID 9641306

Component: N/A (NA)

Page Number(s): NA

Location: Explore-Explore Activities Video

URL to Content: <https://app.acceleratelearning.com/scopes/23237/elements/1094599>

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

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.

IMRA Reviewer Error ID 9641316

Component: N/A (NA)

Page Number(s): NA

Location: Student Handout question 4

URL to Content: <https://app.acceleratelearning.com/scopes/22895/elements/1073024>

Description of 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."

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

IMRA Reviewer Error ID 8322511

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

Page Number(s): TeacherDirections

Location: All Student Handouts (Print Files) Beginner, Intermediate, and Advanced

URL to Content: <https://app.acceleratelearning.com/scopes/22875/elements/1092532>

Description of 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."

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

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8073531

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22885/elements/1092475>

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

IMRA Reviewer Feedback ID 8448676

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

Reviewer Feedback: The Spanish subtraction work mat does not provide the subtraction/addition symbols that are included in the English work mat.

Page Number(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/23033/elements/1086011>

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

IMRA Reviewer Feedback ID 8108986

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22892/elements/1072818>

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

IMRA Reviewer Feedback ID 8217151

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/23034/elements/1092860>

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

IMRA Reviewer Feedback ID 8306476

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22875/elements/1071697>

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

IMRA Reviewer Feedback ID 8100791

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/23033/elements/1086007>

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

IMRA Reviewer Feedback ID 8213071

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/23034/elements/1092860>

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

IMRA Reviewer Feedback ID 8223856

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/23034/elements/1092860>

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

IMRA Reviewer Feedback ID 8756026

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22883/elements/1072241>

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_MultiplicationandDivisionPr

IMRA Reviewer Feedback ID 8306406

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22875/elements/1086018>

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 regroup

IMRA Reviewer Feedback ID 8083456

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22894/elements/1072939>

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 s

IMRA Reviewer Feedback ID 8177171

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22892/elements/1072821>

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

IMRA Reviewer Feedback ID 8220506

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/23034/elements/1092860>

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

IMRA Reviewer Feedback ID 8230096

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/23034/elements/1092860>

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

IMRA Reviewer Feedback ID 8337401

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

Reviewer 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(s): PrintFiles

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22875/elements/1085362>

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 exampl

IMRA Reviewer Feedback ID 8513881

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

Reviewer Feedback: The low quality of the image of the coins on the student handout could make it difficult to complete successfully.

Page Number(s): PrintFiles

Location: N/A

URL to Content:

<https://app.acceleratelearning.com/scopes/22896/elements/1073077?page%5Bnumber%5D=1&page%5Bsize%5D=1>

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.

IMRA Reviewer Feedback ID 8306586

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22875/elements/1071701>

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.

IMRA Reviewer Feedback ID 8636001

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22883/elements/1072247>

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 alre

IMRA Reviewer Feedback ID 8647176

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22897/elements/1073121>

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

IMRA Reviewer Feedback ID 8554436

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22878/elements/1085234>

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 provi

IMRA Reviewer Feedback ID 8645756

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22897/elements/1073121>

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 hum

IMRA Reviewer Feedback ID 8643926

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

Reviewer 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(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22895/elements/1073002>

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.

IMRA Reviewer Feedback ID 8649811

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

Reviewer Feedback: Perhaps focus more on planned spending decisions events rather than on unplanned spending.

Page Number(s): TeacherDirections

Location: N/A

URL to Content: <https://app.acceleratelearning.com/scopes/22897/elements/1073124>

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.

Publisher Submitted Changes

Change ID 9702031

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Editorial Change

Current Page Number(s): All content scopes

Location: Grade 3, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes?page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue%5D=46&filter%5B0%5D%5Bfield%5D=filterId&filter%5B1%5D%5Bvalue%5D%5B0%5D=1265&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_r5t8e20pKoEHlqOpCEksB554OS0KLEidl8IRBfslmgQ?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 9701806

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Editorial Change

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

Location: Grade 3, How to Use STEMscopes Texas Math, Evaluate

Original URL: <https://app.acceleratelearning.com/scopes/23237/elements/1094619>

Original Text: Minute 2:49 states Standards Progress Tracker

Updated URL: https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ee-x1tvgnzhDjCPxazX_QV8BN9dNDAZ536SOv6dd4b5Frg?e=C5gyZn

Updated Text:

Section deleted from video

Change ID 9701801

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Editorial Change

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

Location: Grade 3, How to Use STEMscopes Texas Math, Explore

Original URL: <https://app.acceleratelearning.com/scopes/23237/elements/1094599>

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

Updated URL:

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

Updated Text:

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

Change ID 9701761

Component: STEMscopes Texas Math - Grade 3 (9798893538601)**Change Type:** Editorial Change**Current Page Number(s):** Print Files, Answer Key - Advanced, Reading section, Page 2**Location:** Grade 3, Place Value Relationships, Explain, Language Connections, Print Files**Original URL:** <https://app.acceleratelearning.com/scopes/22875/elements/1092532>**Original Text:** "Lisana: 10 groups of 300

Hannah: 10 groups of 30"

Updated URL:<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ETURoXRN9KVAvGhbi8Z08wBNE8DMQDKrXOKiNncEtzRrQ?e=9jfxoh>**Updated Text:**

"Lisana: 300 groups of 10.

Hannah: 30 groups of 10."

Change ID 9701771

Component: STEMscopes Texas Math - Grade 3 (9798893538601)**Change Type:** Editorial Change**Current Page Number(s):** Print Files, Answer Key - Beginner, Reading section, Page 2**Location:** Grade 3, Place Value Relationships, Explain, Language Connections, Print Files**Original URL:** <https://app.acceleratelearning.com/scopes/22875/elements/1092532>**Original Text:** "Lisana: 10 groups of 300

Hannah: 10 groups of 30"

Updated URL:<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EeXsC51JCdtGv7z4csJRVIMBJLgCUwrfwB21rO4se0TUDA?e=qBMBeB>**Updated Text:**

"Lisana: 300 groups of 10.

Hannah: 30 groups of 10."

Change ID 9701781

Component: STEMscopes Texas Math - Grade 3 (9798893538601)**Change Type:** Editorial Change**Current Page Number(s):** Print Files, Answer Key - Intermediate, Reading section, Page 2**Location:** Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

Original URL: <https://app.acceleratelearning.com/scopes/22875/elements/1092532>

Original Text: "Lisana: 10 groups of 300

Hannah: 10 groups of 30"

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EaRrkvKzSSpMqu1cfMWdBwkBA-jTRvgKbtA17jiZ1SEjiQ?e=5jtFGK>

Updated Text:

"Lisana: 300 groups of 10.

Hannah: 30 groups of 10."

Change ID 9701756

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Editorial Change

Current Page Number(s): Print Files, Student Handout - Advanced, Reading section, Page 2

Location: Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

Original URL: <https://app.acceleratelearning.com/scopes/22875/elements/1092532>

Original Text: "Lisana: 10 groups of ____

Hannah: 10 groups of ____"

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EQ4acl5pkCRGli_yFzDquFgBlG39whSwvrUxSknx76tq5g?e=DmmfrZ

Updated Text:

"Lisana: ____ groups of 10.

Hannah: ____ groups of 10."

Change ID 9701766

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Editorial Change

Current Page Number(s): Print Files, Student Handout - Beginner, Reading section, Page 2

Location: Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

Original URL: <https://app.acceleratelearning.com/scopes/22875/elements/1092532>

Original Text: "Lisana: 10 groups of ____

Hannah: 10 groups of ____"

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ERNJcwjCoJhDoaOdvL6EBLYBDZbKm4z9BNz1sYY3InDSFA?e=ftsWBZ>

Updated Text:

"Lisana: ____ groups of 10.
Hannah: ____ groups of 10."

Change ID 9701776

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Editorial Change

Current Page Number(s): Print Files, Student Handout - Intermediate, Reading section, Page 2

Location: Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

Original URL: <https://app.acceleratelearning.com/scopes/22875/elements/1092532>

Original Text: "Lisana: 10 groups of ____

Hannah: 10 groups of ____"

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EYJNOa7oaMRFnIR1ymElw8cBjC6DOR9ArM82qY4xdFGHow?e=Chu4HB>

Updated Text:

"Lisana: ____ groups of 10.

Hannah: ____ groups of 10."

Change ID 9701811

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Editorial Change

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

Location: Grade 3, How to Use STEMscopes Texas Math, Sitewide

Original URL: <https://app.acceleratelearning.com/scopes/23237/elements/1094556>

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

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EctL0EptvJVEkTJNy_P5CaEBB8TXOItUrOLOjvT4fYwMoQ?e=ZB0gOi

Updated Text:

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

Change ID 9702016

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Editorial Change

Current Page Number(s): Teacher Directions

Location: Grade 3, Growth Measurement Assessments

Original URL: 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/EdliW0lifetEjrUP8fOhWswBxMu9Z2wNh6CwzlasJQLlg?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 9701751

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Editorial Change

Current Page Number(s): Teacher Directions, Preparation and Procedure and Facilitation Points, Part II #4

Location: Grade 3, Place Value Relationships, Engage, Hook, Teacher Directions

Original URL: <https://app.acceleratelearning.com/scopes/22875/elements/1071697>

Original Text: "For example, if a group was assigned \$12,486, you would cut out 10 thousands (then bundle and paper clip these together), 2 additional thousands, 4 hundreds, 8 tens, and 6 ones."; "Students may need guidance to recognize the stacks of 100-dollar bills are worth \$1,000 and a bundle of 10 thousands is worth \$10,000."

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EUzbiJUaxu9Pm7yMBW6LoZcBPbgL1TCm1MyH8np1XTcb2w?e=iQnXfa>

Updated Text:

"For example, if a group was assigned \$12,486, you would cut out 12 thousands, 4 hundreds, 8 tens, and 6 ones."; "Students may bundle the stacks of 100-dollar bills to represent \$1,000, and bundle 10 thousands to represent \$10,000."

Change ID 9701796

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Editorial Change

Current Page Number(s): Teacher Directions, Preparation, 4th bullet point

Location: Grade 3, Weight and Capacity, Engage, Hook, Teacher Directions

Original URL: <https://app.acceleratelearning.com/scopes/22894/elements/1072939>

Original Text: "This cake recipe does not require eggs. Make sure there are no students who are allergic to any of the ingredients."

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXwnOigNHQBgtfh64M8tgQOBH6EUxrpzyizSAIQwlfTlg?e=EfKlg2>

Updated Text:

"This cake recipe does not require eggs. Make sure there are no students who are allergic to any of the ingredients. If the actual cake ingredients are not available or accessible, consider using replacement materials such as sand and water and pretend to make a cake with the students."

Change ID 9701786

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Editorial Change

Current Page Number(s): Teacher Directions, Procedure and Facilitation Point #7

Location: Grade 3, Place Value Relationships, Explore 3, Teacher Directions

Original URL: <https://app.acceleratelearning.com/scopes/22875/elements/1086018>

Original Text: "Have students complete the same process for the remaining Gemstone Discovery Cards and record their work on their Student Journals."

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ER9XaecFRhVII0M_RycqI NEBiSQ9mCqmqyAiGCXVy7n9Ag?e=G42QFq

Updated Text:

"Have students complete the same process for the remaining Gemstone Discovery Cards and record their work on their Student Journals. Explain that some cards may require students to regroup place values."

Change ID 9701711

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Error Correction

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

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

Original URL: <https://app.acceleratelearning.com/scopes/22895/elements/1073024>

Original Text: Images of horizontal dot plots

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EY7joL8ieApDncre7malQEoB6rt5K_KVyTgRnmf3EtYGGA?e=17nuG4

Updated Text:

New images of vertical dot plots

Change ID 9701706

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Error Correction

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

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

Original URL: <https://app.acceleratelearning.com/scopes/22895/elements/1073024>

Original Text: Images of horizontal dot plots

Updated URL: https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ec5r-9b9jcbFjq_SE0jerYBy56xlrhc7Z_u dtet2aLWVA?e=JgfBsy

Updated Text:

New images of vertical dot plots

Change ID 9701721

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: Error Correction

Current Page Number(s): Print Files, Subtraction Work Mat (Spanish)

Location: Grade 3, Addition and Subtraction Strategies, Explore 4, Print Files

Original URL: <https://app.acceleratelearning.com/scopes/23033/elements/1086011>

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

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EUo3pHlaKTdliC9XM98rhu8B1gCzIW5_3pd4sRlzuVWanQ?e=rSmT60

Updated Text:

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

Change ID 9701726

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: New Content

Current Page Number(s): Mathematical Process Standards section

Location: Grade 3, Area, Explore 3, Teacher Directions

Original URL: <https://app.acceleratelearning.com/scopes/22885/elements/1092475>

Original Text: New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EWh1H4KvrHRBlroeNTUhpNYB6zDjN8To4LyEMwfyw-Oelg?e=aMc4PY>

Updated Text:

"(A) Apply mathematics to problems arising in everyday life, society, and the workplace."

Change ID 9701736

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: New Content

Current Page Number(s): Mathematical Process Standards section

Location: Grade 3, Compare Fractions, Explore 1, Teacher Directions

Original URL: <https://app.acceleratelearning.com/scopes/22892/elements/1072818>

Original Text: New Content

Updated URL: https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EbIUMW2-BhBLhRqH52QEZCgBsbVZ4WLcCbNBG_dPr6z3TQ?e=49sBpW

Updated Text:

"(D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate."

Change ID 9701716

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: New Content

Current Page Number(s): Mathematical Process Standards section

Location: Grade 3, Addition and Subtraction Strategies, Explore 2, Teacher Directions

Original URL: <https://app.acceleratelearning.com/scopes/23033/elements/1086007>

Original Text: New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ETgVQnKsFmdPnn8z8U_Kkq0Bk-Apbfu3DDs--8FTaoRMEA?e=hveLVw

Updated Text:

"(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems."

Change ID 9701731

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: New Content

Current Page Number(s): Mathematical Process Standards section

Location: Grade 3, Compare and Order Numbers, Explore 1, Teacher Directions

Original URL: <https://app.acceleratelearning.com/scopes/22876/elements/1071760>

Original Text: New Content

Updated URL: <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EQTJc-rKCUxEgEbGhFjdu5cBRQI37Mlyq-iNAY9Aj6ZUMg?e=xBYwW7>

Updated Text:

"(G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication."

Change ID 9701741

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: New Content

Current Page Number(s): Mathematical Process Standards section

Location: Grade 3, Compare Fractions, Explore 2, Teacher Directions

Original URL: <https://app.acceleratelearning.com/scopes/22892/elements/1072821>

Original Text: New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ef1p8UFSVG1KmdAmD4QC4asBMNWXwuZPaPmYfzR4jK3VXA?e=zLScNr>

Updated Text:

"(G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication."

Change ID 9701746

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: New Content

Current Page Number(s): Print Files, Student Journal Answer Key, pages 2 and 3

Location: Grade 3, Multiplication and Division Problem Solving, Explore 1, Print Files

Original URL: <https://app.acceleratelearning.com/scopes/22883/elements/1072241>

Original Text: New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ea3YdZ4jPS5Psh0bKpbuTgkBchZy-lvg-RDHKqZWnrkukw?e=0X5Uhp>

Updated Text:

The strip diagrams on the Student Journal Answer Key have been updated to include ellipses and a question mark to indicate that the number of groups is unknown.

Change ID 9701791

Component: STEMscopes Texas Math - Grade 3 (9798893538601)

Change Type: New Content

Current Page Number(s): Teacher Directions, Procedure and Facilitation Points, Instructional Supports

Location: Grade 3, Represent and Interpret Fractions, Explore 1, Teacher Directions

Original URL: <https://app.acceleratelearning.com/scopes/23034/elements/1092860>

Original Text: New Content

Updated URL: <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EWzqpYCB-hGjdQJi5V4QIUBOZ2ar2T09XZqd2i72SJUgg?e=9wygaj>

Updated Text:

New content

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None