

# IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Accelerate Learning	STEMscopes Texas Math - Grade 4 (1 year online)
Subject	Grade Level
Mathematics	grade 4

<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	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	2	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	15	0

**Count of Publisher Submitted Changes** **43**

## Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	1

## All Feedback Items from IMRA Reviewers Remaining After Update

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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 000224](#)
- [IMRA Reviewer Positive Suitability ID 000256](#)
- [IMRA Reviewer Positive Suitability ID 000328](#)
- [IMRA Reviewer Positive Suitability ID 000335](#)

### Factual Errors Remaining After Updates

- None

### Feedback Not Responded After Updates

- None

## All Feedback Items by Category

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### IMRA Reviewer Suitability Noncompliance

- None

### IMRA Reviewer Suitability Compliance

#### IMRA Reviewer Positive Suitability ID 000224

**Component:** Personal Financial Literacy (N/A)

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

**Page Number(s):** NA

**Location:** Key Concepts in the middle of the page.

**Link:** <https://app.acceleratelearning.com/scopes/22923>

#### IMRA Reviewer Positive Suitability ID 000256

**Component:** STEMscopes Texas Math - Grade 4 (1 year online) (9798893533736)

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

**Page Number(s):** Place Value of Whole Numbers - Math Story

**Location:** Paragraphs 1-8

**Link:** <https://app.acceleratelearning.com/scopes/22898/elements/1073364>

#### IMRA Reviewer Positive Suitability ID 000328

**Component:** Place Value of Whole Numbers (9798893533729)

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

**Page Number(s):** NA

**Location:** Top of the page- passage

**Link:** <https://app.acceleratelearning.com/scopes/22898/elements/1073364>

#### IMRA Reviewer Positive Suitability ID 000335

**Component:** STEMscopes Texas Math - Grade 4 (1 year online) (9798893533736)

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

**Page Number(s):** Profit, Budgets, and Banking Scope

**Location:** In the middle of the page under KEy Concepts

**Link:** <https://app.acceleratelearning.com/scopes/22923>

### IMRA Reviewer Factual Errors

#### IMRA Reviewer Error ID 9641356

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

**Page Number(s):** NA

**Location:** Scope 4.2D, 4.4AG

**URL to Content:**

[https://cdn.acceleratelearning.com/system/element\\_files/contents/542620/original/TXMR\\_4\\_AdditionandSubtractionAlgorithms\\_HOME\\_ScopeOverview\\_TeacherGuide.pdf?1714065167=](https://cdn.acceleratelearning.com/system/element_files/contents/542620/original/TXMR_4_AdditionandSubtractionAlgorithms_HOME_ScopeOverview_TeacherGuide.pdf?1714065167=)

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

**Publisher Response:** Accept

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

**IMRA Reviewer Error ID 8925211**

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

**Page Number(s):** PrintFiles

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/22922/elements/1085513>

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

**Publisher Response:** Accept

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

MATH\_Elementary\_ELABORATE\_FluencyBuilder\_RiskyWagers\_ProblemSolvingwithLinePlots

**IMRA Reviewer Feedback****IMRA Reviewer Feedback ID 9641366**

**Component:** N/A (0)

**Reviewer Feedback:** The table does not include the grade 3 aligned standards. The table begins listing the alignment from the current grade level on and ignores the previous grade level.

**Page Number(s):** NA

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23039/elements/1092857>

**Publisher Response:** Accept

Thank you for your feedback. The previous grade level alignment has been added. Please see the following file:

TXMR\_4\_Measurement\_HOME\_ContentUnwrapped

**IMRA Reviewer Feedback ID 8903186**

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

**Reviewer Feedback:** In order to use a strategy that builds to the number line, I suggest the directions have students using strips of paper or fraction bars as the representation that leads to the number line. More closely aligned to the TEKS, students should create a strip diagram which is a true pictorial representation that would lead to the number line. I am accepting the manipulatives as a representation that leads to the number line, however, it is technically concrete in nature rather than pictorial.

**Page Number(s):** PrintFiles

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23037/elements/1088772>

**Publisher Response:** Accept

Thank you for your feedback! The directions have been modified to instruct students to draw a diagram so that students create a pictorial model that builds to a number line. Please see the following file:

TXMR\_4\_AddandSubtractFractionsandMixedNumbers\_EXPL

#### IMRA Reviewer Feedback ID 8865946

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

**Reviewer Feedback:** Perhaps a more complete diagram in the answer key would include labels to demonstrate the task.

**Page Number(s):** PrintFiles

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/22918/elements/1074699>

**Publisher Response:** Accept

Thank you for your feedback! Labels have been added to the answer key to provide additional clarity. Please see the following file:

TXMR\_4\_PropertiesofTwo-DimensionalFigures\_EVALUATE\_DecideandDefend\_StudentHandout\_AnswerKey

#### IMRA Reviewer Feedback ID 9071011

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

**Reviewer Feedback:** Students should be "given other equivalent measures represented in a table," and not be required to create it as a part of the task that aligns with this breakout.

**Page Number(s):** PrintFiles

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23039/elements/1092937>

**Publisher Response:** Accept

Thank you for your feedback! The activities have been modified so that students are provided with other equivalent measures represented in a table. Please see the following files:

TXMR\_4\_Measurement\_EXPLORE4\_ConvertUnitstoSolveProblemswithIntervalsofTime\_

### IMRA Reviewer Feedback ID 8984321

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

**Reviewer Feedback:** This activity provides an opportunity for students to represent the product of 2 numbers including perfect squares, however the activity directions consistently refer to the shape as being a rectangle and provides examples of only rectangles including the area formula for a rectangle instead of a square's special formula  $A = s \times s$ .

**Page Number(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23035/elements/1091548>

**Publisher Response:** Accept

Thank you for your feedback! The teacher directions have been modified to include discussion about finding the area of a square. Please see the following file:

TXMR\_4\_MultiplicationModelsandStrategies\_ENGAGE\_Hook\_SpottheTalent\_Markdown

### IMRA Reviewer Feedback ID 8889456

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

**Reviewer Feedback:** For this activity, I suggest offering an alternative to printing your pie pieces and cutting them out to prep for the activity. For example, could teachers put fraction circle pieces in a bag that represent the pies? Perhaps listing the amount of each piece that needs to be bagged for the activity could be helpful in the materials section.

**Page Number(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23037/elements/1087594>

**Publisher Response:** Accept

Thank you for your feedback! The materials and preparation sections of the Teacher Directions have been modified to provide fraction circles as an alternative and the required number of fractional parts for each part of the activity. Please see the follow

### IMRA Reviewer Feedback ID 8903991

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

**Reviewer Feedback:** Regrouping is missing from all standard algorithms on the Student Journal Answer Key, however the answers recorded are correct. This is inconsistent with the whole number work mat that has a labeled place to put regrouped values. Consider making these models more coherent in order for students to make connections.

**Page Number(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/22903/elements/1073654>

**Publisher Response:** Accept

Thank you for your feedback! The Student Journal Answer Key has been modified to show the regrouping process. An additional note has been added to the Teacher Directions to support students in modeling regrouping, recording it as a written process, and re

#### IMRA Reviewer Feedback ID 8937916

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

**Reviewer Feedback:** The language supports instruct teachers to support students in using the visuals on the station cards. Providing a visual of the type of vegetable is helpful, however there are several other words that may be less familiar to a student who is EB that could need clarifying. Plant as a multiple meaning word and the word farm are just a couple of examples.

**Page Number(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23035/elements/1089398>

**Publisher Response:** Accept

Thank you for your feedback! An additional Language Support item has been added to provide support for students in accessing the language of the Explore's context. Please see the following file:

TXMR\_4\_MultiplicationModelsandStrategies\_EXPLORE2\_Arrays\_Mar

#### IMRA Reviewer Feedback ID 8867501

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

**Reviewer Feedback:** In facilitation point 11, you use 0.1 to represent a 10th and in facilitation point 5b, you use 0.10. Is there an opportunity for these representations to get introduced/clarified as equivalent or multiple ways to represent the same value? This is a connection students need to make, a strategy to use when working the algorithm and inserting place holders, and a common misconception among fourth graders.

**Page Number(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23038/elements/1090987>

**Publisher Response:** Accept

Thank you for your feedback! An additional example has been added to the Skill Basics activity that precedes this Explore sequence so that students are introduced to this relationship. Please see the following file:

MATH\_4\_RepresentDecimalswithBaseTen\_EXP

#### IMRA Reviewer Feedback ID 8903301

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

**Reviewer Feedback:** A more aligned pictorial representation that leads to a number line is a strip diagram.

**Page Number(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23037/elements/1088745>

**Publisher Response:** Accept

Thank you for your feedback! The Student Journal has been modified to encourage students to draw diagrams so that students create a pictorial model that builds to a number line. The Exit Ticket Answer Key has been modified to show how students may create

#### IMRA Reviewer Feedback ID 9070496

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

**Reviewer Feedback:** I would consider providing the first equivalency in the table in order to completely align with this standard, "when given other equivalent measures represented in a table." When students solve problems with conversions, they are provided a table with other equivalent measures and not required to create one. Since the teacher is guiding the students through creating a table, I am agreeing that it is "provided." Students are required to refer to the reference chart when solving problems with measurement.

**Page Number(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23039/elements/1092937>

**Publisher Response:** Accept

Thank you for your feedback! The activities have been modified so that students are provided with other equivalent measures represented in a table. Please see the following files:

TXMR\_4\_Measurement\_EXPLORE4\_ConvertUnitstoSolveProblemswithIntervalsofTime\_

#### IMRA Reviewer Feedback ID 8866361

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

**Reviewer Feedback:** Only the Spanish version of the student handout is provided.

**Page Number(s):** PrintFiles

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23037/elements/1084921>

**Publisher Response:** Accept without change

Thank you for your feedback! The English version is now visible along with the Spanish version.

#### IMRA Reviewer Feedback ID 8867616

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

**Reviewer Feedback:** I appreciate that you provided number sentence frames for the expanded notation.

**Page Number(s):** PrintFiles

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23038/elements/1089396>

**Publisher Response:** Accept without change

Thank you for your positive feedback!

#### IMRA Reviewer Feedback ID 8904991

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



**Reviewer Feedback:** The term array used here does not align with the TEA defined term in the TEA supporting documents. Specifically in the vocabulary video, it only shows arrays as being represented with each object being a value of 1. My understanding is the models in this explore more closely align with the term "area model."

**Page Number(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23035/elements/1089398>

**Publisher Response:** Accept without change

Thank you for your feedback! The TEA Interactive Math Glossary defines an array as the following: "An array is an arrangement of objects where horizontal rows have the same number of items and vertical columns have the same number of items." Students are

#### IMRA Reviewer Feedback ID 8911451

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

**Reviewer Feedback:** The way these problems use models with base ten blocks more closely aligns with the definition of area models that distribute numbers based on place value rather than arrays that show each object as a value of 1 as defined and exemplified in the TEKS interactive math glossary.

**Page Number(s):** TeacherDirections

**Location:** N/A

**URL to Content:** <https://app.acceleratelearning.com/scopes/23036/elements/1092917>

**Publisher Response:** Accept without change

Thank you for your feedback! The TEA Interactive Math Glossary defines an array as the following: "An array is an arrangement of objects where horizontal rows have the same number of items and vertical columns have the same number of items." Students are

#### Publisher Submitted Changes

##### Change ID 9702846

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

**Original URL:**

<https://app.acceleratelearning.com/scopes?page%5Bsize%5D=30&page%5Bnumber%5D=1&filter%5B0%5D%5Bvalue%5D=46&filter%5B0%5D%5Bfield%5D=filterId&filter%5B1%5D%5Bvalue%5D%5B0%5D=1266&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 9702186**

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, How to Use STEMscopes Texas Math, Evaluate

**Original URL:** <https://app.acceleratelearning.com/scopes/23238/elements/1094668>

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

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

**Updated Text:**

Section deleted from video

**Change ID 9702181**

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, How to Use STEMscopes Texas Math, Explore

**Original URL:** <https://app.acceleratelearning.com/scopes/23238/elements/1094648>

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

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZf9IYBVVWhHhaXAR4ixB5MBQtd38FerZeyZFxqa9dJtMw?e=7crjur>

**Updated Text:**

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

## Change ID 9702176

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, Properties of Two-Dimensional Figures, Evaluate, Decide and Defend

**Original URL:** <https://app.acceleratelearning.com/scopes/22918/elements/1074699>

**Original Text:** Image of just a figure

**Updated URL:** <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EU97-YICfHNPgMhYmGKDPFkBB8bsQZ7Whz30Jo35CyaBchw?e=BdKKyP>

**Updated Text:**

Perpendicular sides are labeled with words and arrows on the figure

## Change ID 9702081

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, Add and Subtract Fractions and Mixed Numbers, Explain, Show What You Know - Part 2, Print Files

**Original URL:**

<https://app.acceleratelearning.com/scopes/23037/elements/1088772?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Original Text:** "Use fraction circles or fraction tiles to model the scenario."; "Model the scenario."; image of model was 6 wholes divided into 4 sections each.  $3\frac{1}{4}$  were light red and  $2\frac{3}{4}$  were dark red.

**Updated URL:** <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EcZjLJ6F2kxNr-A9AFN1bssBQ5xH-t8al2lwXjfJ6C62BA?e=dicJXT>

**Updated Text:**

"Use fraction tiles to model the scenario and draw a diagram to represent it."; "Draw a diagram to model the scenario."; image of model was changed to one whole bar divided into sections.

## Change ID 9702091

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, Add and Subtract Fractions and Mixed Numbers, Explain, Show What You Know - Part 3, Print Files

**Original URL:**

<https://app.acceleratelearning.com/scopes/23037/elements/1088774?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Original Text:** "Use fraction circles or fraction tiles to model the scenario."; "Model the scenario."; image of model included separate sections

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EQUXOVxp2GVCuvB1DLsleBsBLTENLUNIVZXP\\_WN14mSyKw?e=xWrke6](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EQUXOVxp2GVCuvB1DLsleBsBLTENLUNIVZXP_WN14mSyKw?e=xWrke6)

**Updated Text:**

"Use fraction tiles to model the scenario and draw a diagram to represent it."; "Draw a diagram to model the scenario."; image of model was changed to one whole divided into sections

## Change ID 9756346

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, Problem-Solve Using the Four Operations, Explain, Show What You Know Part 2, Print Files

**Original URL:**

<https://app.acceleratelearning.com/scopes/22914/elements/1074410?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Original Text:** 2nd Diagram with one "f" and "6" on the bottom; variables labeled "s"

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Eah6EcQCHGJLr5tVvWW\\_7SkMByzk-aawRfyb8aD-B1FsHZg?e=kh7Aa5](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Eah6EcQCHGJLr5tVvWW_7SkMByzk-aawRfyb8aD-B1FsHZg?e=kh7Aa5)

**Updated Text:**

2nd Diagram - deleted "6" and divided bottom bar into 6 sections with an "f" in each section; all variables labeled "s" changed to "c"

## Change ID 9756351

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Answer Key, Page 1 under "Estimate the solution"

**Location:** Grade 4, Problem-Solve Using the Four Operations, Explain, Show What You Know Part 3, Print Files

**Original URL:**

<https://app.acceleratelearning.com/scopes/22914/elements/1074412?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Original Text:** "300 - 5 = 60"

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EeEwWZ0PQfhCjV1fR8PGT7ABTX4DI3ISxy5gKQnF3ueEKw?e=3CZ8o5>

**Updated Text:**

"300 / 3 = 100"

## Change ID 9756341

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Answer Key, Page 1, 2nd Diagram

**Location:** Grade 4, Problem-Solve Using the Four Operations, Explain, Show What You Know Part 1, Print Files

**Original URL:**

<https://app.acceleratelearning.com/scopes/22914/elements/1074408?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Original Text:** 2nd Diagram with "t" in top bar and "s" in bottom left bar

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EYTWytZWj6tLiGKSldtWh1UB3QbRQj18sskby6KE5TZhcw?e=KNb1Tj>

**Updated Text:**

2nd Diagram with "s" in top bar and "t" in bottom left bar

## Change ID 9756381

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Checkup Answer Key, Page 2, Question #3

**Location:** Grade 4, Represent and Interpret Data, Intervention, Small Group Intervention, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/22922/elements/1074967>

**Original Text:** "How many students spend more than 4 1/4 hours on homework each week, and what is the combined amount of time that these students spend? Explain your reasoning. 3 students spend more than 4 1/2 hours on homework each week, and their combined amount of time is 14 1/2 hours.  $4 \frac{3}{4} + 4 \frac{3}{4} + 5 = 14 \frac{1}{2}$ ."

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ERj0drT9cctJky4dhpGLfJIBeGaoN9e\\_2tKaPoECMBIbLw?e=D6QLmT](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ERj0drT9cctJky4dhpGLfJIBeGaoN9e_2tKaPoECMBIbLw?e=D6QLmT)

**Updated Text:**

"How many students spent more than 4 1/4 hours on homework last week, and what is the combined amount of time that these students spent on homework? Explain your reasoning. 3 students spent more than 4 1/2 hours on homework last week, and their combined amount of time is 14 1/2 hours.  $4 \frac{3}{4} + 4 \frac{3}{4} + 5 = 14 \frac{1}{2}$ ."

## Change ID 9756376

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Checkup, Page 2, Question #3

**Location:** Grade 4, Represent and Interpret Data, Intervention, Small Group Intervention, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/22922/elements/1074967>

**Original Text:** "How many students spend more than 4 1/4 hours on homework each week, and what is the combined amount of time that these students spend? Explain your reasoning."

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EY6spvVpEj9JlzdAyjX7zLUBnCXO-0HsjdgovOfarXxZIA?e=Rkonxl>

**Updated Text:**

"How many students spent more than 4 1/4 hours on homework last week, and what is the combined amount of time that these students spent on homework? Explain your reasoning."

#### Change ID 9756371

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Choice Board

**Location:** Grade 4, Represent and Interpret Data, Acceleration, Choice Board, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/22922/elements/1090951>

**Original Text:** Spanish handout published in place of English; Technology Connection section - "Completa las preguntas de tecnología mejorada. Luego diseña tres preguntas propias de tecnología mejorada que pidan a los estudiantes interpretar y representar números enteros de dígito múltiple. Intercambia tus preguntas con un compañero."

**Updated URL:** <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfhO4OBGLXxPu-zhTmEeSY4B6OqjPDLvqzb93md105-aew?e=hqBe46>

**Updated Text:**

Replace Spanish handout with English handout; Technology Connection section - "Complete the Technology-Enhanced Questions. Then design three of your own technology-enhanced questions that ask students to interpret and represent data. Trade your questions with a classmate."

#### Change ID 9702126

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Exit Ticket

**Location:** Grade 4, Measurement, Explore 1, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23039/elements/1092937>

**Original Text:** "Create a table and diagram representing how many pounds are in a ton."; numbers were not given in the table under "Pounds"

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EcIYfBbaPMdPjhQhdUu1dzsBsWR\\_O-jcq5cKGr9TMrOFBg?e=FYIQh3](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EcIYfBbaPMdPjhQhdUu1dzsBsWR_O-jcq5cKGr9TMrOFBg?e=FYIQh3)

**Updated Text:**

"Finish the table and draw a diagram representing how many pounds are in a ton."; two numbers added in the table under "Pounds"

## Change ID 9702101

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Exit Ticket Answer Key

**Location:** Grade 4, Add and Subtract Fractions and Mixed Numbers, Explore 3, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23037/elements/1088745>

**Original Text:** Image of model included 3 separate sections.

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EWbPnlvW3G9CnZxStyA5Sx8BxITk26HiLwcaJfyUcll2g?e=Zc1m2f>

**Updated Text:**

Image of model changed to one whole divided into sections.

## Change ID 9702131

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Exit Ticket Answer Key

**Location:** Grade 4, Measurement, Explore 1, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23039/elements/1092937>

**Original Text:** "Create a table and diagram representing how many pounds are in a ton."; numbers were not given in the table under "Pounds"

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EYkqWfjAa4pAuToo6nuH294BEy7DrOYrpmPLtdxKb4Styw?e=AFnvmr>

**Updated Text:**

"Finish the table and draw a diagram representing how many pounds are in a ton."; two numbers added in the table under "Pounds"

## Change ID 9702076

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, Add and Subtract Fractions and Mixed Numbers, Explain, Show What You Know - Part 2, Print Files

**Original URL:**

<https://app.acceleratelearning.com/scopes/23037/elements/1088772?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Original Text:** "Use fraction circles or fraction tiles to model the scenario."; "Model the scenario."

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EaA5MpYE7v5PuSq0cObxp0oByBKJgdIvYE25BZZTfr2xPg?e=WkE3nz>

**Updated Text:**

"Use fraction tiles to model the scenario and draw a diagram to represent it."; "Draw a diagram to model the scenario."

Change ID 9702086

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, Add and Subtract Fractions and Mixed Numbers, Explain, Show What You Know - Part 3, Print Files

**Original URL:**

<https://app.acceleratelearning.com/scopes/23037/elements/1088774?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Original Text:** "Use fraction circles or fraction tiles to model the scenario."; "Model the scenario."

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EewtRQgGm5pEnggufeIEElwBX4NVXhbdk4UAijgi7rgx3Q?e=1HSnTo>

**Updated Text:**

"Use fraction tiles to model the scenario and draw a diagram to represent it."; "Draw a diagram to model the scenario."

Change ID 9702141

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, Measurement, Explore 1, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23039/elements/1092937>

**Original Text:** Each occurrence of "Complete the missing parts of the table."; numbers missing from the second row or second column of each table



**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZyw14DkoGxAthNIU0tF7u0BNhI5PD6CY2D6yaT7XZGDcA?e=Y712lw>

**Updated Text:**

"Complete the missing part of the table."; numbers added to the second row or second column of each table

## Change ID 9702146

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, Measurement, Explore 1, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23039/elements/1092937>

**Original Text:** Each occurrence of "Complete the missing parts of the table."; numbers missing from the second row or second column of each table

**Updated URL:** <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EWS-Hba678tAlKrDbJeJMqoBLSvzWs9dwBU3Daz0enoWw?e=9QXep0>

**Updated Text:**

"Complete the missing part of the table."; numbers added to the second row or second column of each table

## Change ID 9702111

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Student Journal Answer Key, Page 1

**Location:** Grade 4, Add and Subtract Fractions and Mixed Numbers, Explore 3, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23037/elements/1088745>

**Original Text:** Both instances of "Model the scenario."; image of model divided into three separate sections

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZn6pRJZvNxIjV1rMbRzBCKBaXr3cLIrdAUy9JqEM1HfUQ?e=t3OyCK>

**Updated Text:**

"Draw a diagram to model the scenario."; image of model change to one whole divided into three sections.

## Change ID 9756321

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, Area and Perimeter, Explore 1 - Area and Perimeter Formulas, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/22915/elements/1074461>

**Original Text:** "Why does the rectangle formula work to find the area of a rectangle? A rectangle is made up of equal rows of square units. You can multiply the number of square units in each row by the number of rows to find the area."

**Updated URL:** [https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EU4iBzjR-vZBnB6\\_p-ivQC4BQjQEVlfzqU6iSNnmB1IT-A?e=4xNE3J](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EU4iBzjR-vZBnB6_p-ivQC4BQjQEVlfzqU6iSNnmB1IT-A?e=4xNE3J)

**Updated Text:**

"Why does the rectangle formula work to find the area of a square? Squares are rectangles with all equal sides. This means you can multiply the length by the width to find the area, even though the length and width are the same."

#### Change ID 9702161

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Student Journal Answer Key, Pages 1-2

**Location:** Grade 4, Measurement, Explore 4, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23039/elements/1093086>

**Original Text:** Each occurrence of "Complete the missing parts of the table."; numbers missing from the second row of each table

**Updated URL:** <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZKbLyuR-gVLu4uPGfdyKxEBP0Z5MvaGDIMWL8YWoQLTeQ?e=yND3w3>

**Updated Text:**

"Complete the missing part of the table."; numbers added to the second row of each table

#### Change ID 9702066

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Student Journal Answer Key, Pages 1-4

**Location:** Grade 4, Add and Subtract Decimals, Explore 1, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/22903/elements/1073654>

**Original Text:** "1"s were missing when student answer showed regrouping

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EUESA3CUgGBJhC1WaUo9GbEBweKkn1orBLAobn15zzxeA?e=wif7Np>

**Updated Text:**

"1"s were added to show regrouping

#### Change ID 9702106

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Student Journal, Page 1

**Location:** Grade 4, Add and Subtract Fractions and Mixed Numbers, Explore 3, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23037/elements/1088745>

**Original Text:** Both instances of "Model the scenario."

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EVSzqvCTkbxAgWp99X1ljewB-RJBqAKZNSytESFpRCDVIA?e=3vsSm6>

**Updated Text:**

"Draw a diagram to model the scenario."

#### Change ID 9756316

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, Area and Perimeter, Explore 1 - Area and Perimeter Formulas, Student Journal, Page 2

**Original URL:** <https://app.acceleratelearning.com/scopes/22915/elements/1074461>

**Original Text:** "Why does the rectangle formula work to find the area of a rectangle?"

**Updated URL:** [https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EcR\\_7hBIFvBBol5J2-HGnP8BQik0l4ST8DtxrcZTDvBsoA?e=CJg0Ga](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EcR_7hBIFvBBol5J2-HGnP8BQik0l4ST8DtxrcZTDvBsoA?e=CJg0Ga)

**Updated Text:**

"Why does the rectangle formula work to find the area of a square?"

#### Change ID 9756366

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Student Journal, Page 3, Part II Directions

**Location:** Grade 4, Represent and Compare Decimals, Explore 1 - Relate Decimals to Fractions, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23038/elements/1090883>

**Original Text:** "Answers will vary" in red text.

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EYR1qMXD8CpJi60IkX7PETwBGnxxJEzPGagYNmtarlaOsA?e=5ZFXKx>

**Updated Text:**

Deleted "Answers will vary." in red text.

#### Change ID 9702156

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

**Change Type:** Editorial Change

**Current Page Number(s):** Print Files, Student Journal, Pages 1-2

**Location:** Grade 4, Measurement, Explore 4, Print Files

**Original URL:** <https://app.acceleratelearning.com/scopes/23039/elements/1093086>

**Original Text:** Each occurrence of "Complete the missing parts of the table."; numbers missing from the second row or second column of each table

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EbT6SbFM7ZIKnw0mhWypk7wBKXHcPaKP/CMVZv1cDq6WDpg?e=0hTaaR>

**Updated Text:**

"Complete the missing part of the table."; numbers added to the second row or second column of each table

#### Change ID 9702191

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, How to Use STEMscopes Texas Math, Sitewide

**Original URL:** <https://app.acceleratelearning.com/scopes/23238/elements/1094559>

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

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EctL0EptvJVEkTJNy\\_P5CaEBB8TXOItUrOLOjvT4fywMoQ?e=ZB0gOi](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EctL0EptvJVEkTJNy_P5CaEBB8TXOItUrOLOjvT4fywMoQ?e=ZB0gOi)

**Updated Text:**

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

#### Change ID 9702791

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

**Change Type:** Editorial Change

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

**Location:** Grade 4, 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 9756336

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

**Change Type:** Editorial Change

**Current Page Number(s):** Teacher Directions, Language Supports, 4th support

**Location:** Grade 4, Place Value of Whole Numbers, Explore 2 - Place Value Relationships, Teacher Directions, Language Supports

**Original URL:** <https://app.acceleratelearning.com/scopes/22898/elements/1073344>

**Original Text:** "For example, when saying "10 times" open arms wide to indicate this will be larger, or when saying "110 of" put your hands very close together to indicate this will be a smaller value."

**Updated URL:** <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EWWeT-eYN5KigRCnL9LJKEB-KsyYOvh8ZWh3ozRH7f4FA?e=vEiFkB>

**Updated Text:**

"For example, when saying "10 times" open arms wide to indicate this will be larger, or when saying "1/10 of" put your hands very close together to indicate this will be a smaller value."

#### Change ID 9702096

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

**Change Type:** Editorial Change

**Current Page Number(s):** Teacher Directions, Materials and Preparation

**Location:** Grade 4, Add and Subtract Fractions and Mixed Numbers, Explore 1, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/23037/elements/1087594>

**Original Text:** "4 Resealable bags (per pie)"; "Print and cut apart a set of Pie Pieces. Put each type of pie in a resealable bag."

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EZAGCcuUrOFJt4VWOYCuzncBfxZ6AMaIEFLWa4NejqYm8Q?e=D3NhIS>

**Updated Text:**

"4 Resealable bags (per class)"; "Print and cut apart a set of Pie Pieces. Put each type of pie in a resealable bag. Alternatively, collect unlabeled fraction circles to use as pie pieces. Students will need at least 5 sixths for the cherry pie, 12 eighths for the pumpkin pie, 13 fifths for the apple pie, and 7 fourths for the chocolate pie."

#### Change ID 9702136

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

**Change Type:** Editorial Change

**Current Page Number(s):** Teacher Directions, Procedure and Facilitation Point #10h

**Location:** Grade 4, Measurement, Explore 1, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/23039/elements/1092937>

**Original Text:** "We could continue to multiply the number of feet by 12 inches for each incomplete part of the table to determine the total number of inches for each foot."

**Updated URL:** <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EW-qZtDkNIBFk95jZ5vQhb8Bnt1qZLwn7JPggTd4b8b-xQ?e=TohwX9>

**Updated Text:**

"We could continue to multiply the number of feet by 12 inches to determine the total number of inches for each foot until we find the relationship missing in the table."

#### Change ID 9702151

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

**Change Type:** Editorial Change

**Current Page Number(s):** Teacher Directions, Procedure and Facilitation Points, Part 1 #10e

**Location:** Grade 4, Measurement, Explore 4, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/23039/elements/1093086>

**Original Text:** "We could continue to multiply the number of hours by 60 minutes for each incomplete part of the table to determine the total number of minutes for each hour."

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EftMO4Tl2NpMpFe2J0KjkzcBKLLdyhBFjhUAOpnydY5gkA?e=z7hiRu>

**Updated Text:**

"We could continue to multiply the number of hours by 60 minutes to determine the total number of minutes for each hour until we find the relationship missing in the table."

#### Change ID 9756326

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

**Change Type:** Editorial Change

**Current Page Number(s):** Teacher Directions, Procedure and Facilitation Points, Part 1 #2

**Location:** Grade 4, Division Models and Strategies, Explore 1 - Share Equally, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/23036/elements/1092911>

**Original Text:** "Display a set of 10 boxes of the chosen school supply items and three paper plates labeled Classroom A, Classroom B, and Classroom C"

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ESbewDaZQPRFjit42Pj2HeQBVLlpXXuP0Tfft7WE6ELMUA?e=UewveF>

**Updated Text:**

"Display a set of 10 boxes of the chosen school supply items and three paper plates labeled Classroom A, Classroom B, and Classroom C."

#### Change ID 9702746

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

**Change Type:** Editorial Change

**Current Page Number(s):** Teacher Directions, Procedure and Facilitation Points, Part 1 #5 and Part 2 #2 and #5

**Location:** Grade 4, Multiplication Models and Strategies, Engage, Hook, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/23035/elements/1091548>

**Original Text:** "What shape is the stage? Rectangle"; "How do we find the area of a rectangle? We multiply the sides, the length by width. It is like an array."; "The area of a rectangle is length x width."

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ESD0GN5frjFDqwwhyWKBUD8B5ouxL\\_CkizX94YS8l3tFWw?e=ZEcaXT](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/ESD0GN5frjFDqwwhyWKBUD8B5ouxL_CkizX94YS8l3tFWw?e=ZEcaXT)

**Updated Text:**

"What shape is the stage? A rectangle or a square"; "How do we find the area of a rectangle or a square? For a rectangle, we multiply the sides, the length by the width. It is like an array.

For a square, we multiply two side lengths."; "The area of a rectangle is length x width and the area of a square is side x side."

#### Change ID 9756331

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

**Change Type:** Editorial Change

**Current Page Number(s):** Teacher Directions, Procedure and Facilitation Points, Part IV and V #5d

**Location:** Grade 4, Division Models and Strategies, Intervention, Small Group Intervention, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/23036/elements/1092268>

**Original Text:** "We should write 600 as our partial quotient because  $300 \times 2$  is 600."

**Updated URL:** [https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EcMaqR\\_O-yVCl6nCKG3vqC0BcvVaSHFLZztGI3oPUob1g?e=oMc2bE](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EcMaqR_O-yVCl6nCKG3vqC0BcvVaSHFLZztGI3oPUob1g?e=oMc2bE)

**Updated Text:**

"We should write 300 as our partial quotient because  $300 \times 2$  is 600."

#### Change ID 9702071

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

**Change Type:** Error Correction

**Current Page Number(s):** Print Files, Take-Home Letter, page 1

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

**Original URL:** <https://app.acceleratelearning.com/scopes/22903/elements/1073648>

**Original Text:** Grid model image showed 27 red squares with 13 crossed off

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ebu5UeNHJEIMoumL\\_hKod\\_QB2mye2c5gb0MARPAgajVizw?e=CknDkF](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ebu5UeNHJEIMoumL_hKod_QB2mye2c5gb0MARPAgajVizw?e=CknDkF)

**Updated Text:**

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

## Change ID 9702121

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

**Change Type:** New Content

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

**Location:** Grade 4, Measurement, Explain, Show What You Know - Part 1, Print Files

**Original URL:**

<https://app.acceleratelearning.com/scopes/23039/elements/1092648?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Original Text:** New Content

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXbJTl2JyGZLjGFOPpsIDTEBZK7LmE7rSCDJo\\_gkj2GW\\_w?e=JduxNx](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EXbJTl2JyGZLjGFOPpsIDTEBZK7LmE7rSCDJo_gkj2GW_w?e=JduxNx)

**Updated Text:**

Numbers added into second column of each table

## Change ID 9702116

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

**Change Type:** New Content

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

**Location:** Grade 4, Measurement, Explain, Show What You Know - Part 1, Print Files

**Original URL:**

<https://app.acceleratelearning.com/scopes/23039/elements/1092648?page%5Bnumber%5D=1&page%5Bsize%5D=1>

**Original Text:** New Content

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EcVWyNFwuv1LusdjWqc5YFIB3H-j9sEVduBSSjfyPyGeAA?e=nQTe3j>

**Updated Text:**

Numbers added into second column of each table

## Change ID 9702171

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

**Change Type:** New Content

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



**Location:** Grade 4, Multiplication Models and Strategies, Explore 2, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/23035/elements/1089398>

**Original Text:** New Content

**Updated URL:**

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EWlabVBUnbFOqzIqEz0z6t0BrY0SDVNmurgTeHRc9vluTw?e=yOVAPZ>

**Updated Text:**

"Provide students with illustrations or examples of words used in the context of this Explore: farm, garden, seed, crop, plant, planted. Model correct pronunciation of each one, and have students repeat as needed."

#### Change ID 9702056

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

**Change Type:** New Content

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

**Location:** Grade 4, Represent and Compare Decimals, Explore, Skill Basics - Represent Decimals with Base Ten, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/23038/elements/1093540>

**Original Text:** New Content

**Updated URL:**

[https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EbyUH3rSXfpCtEmR7ayRYsABEPH\\_kw1qCzDgm9D5GtXAJQ?e=SlAQle](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EbyUH3rSXfpCtEmR7ayRYsABEPH_kw1qCzDgm9D5GtXAJQ?e=SlAQle)

**Updated Text:**

Procedure and Facilitation Point #21 "Instruct students to write the fraction  $\frac{2}{10}$  on their Decimal Work Mats.

Discuss the following questions:

- a. How many ones do we have? We don't have any ones.
  - i. Model and instruct students to write a 0 in the Ones column on the Decimal Place Value Chart.
- b. How many tenths do we have? 2
  - i. Model and instruct students to write 2 in the Tenths column on the Decimal Place Value Chart.
- c. How many hundredths do we have? 0
  - i. Model and instruct students to write a 0 in the Hundredths column on the Decimal Place Value Chart.
- d. How many units, or hundredths, would it take to show this same amount? It would take 20 units, or hundredths, to show this same amount.
- i. Write 0.2 and 0.20 on the board. Explain that both decimals show the same amount. The first is read as two tenths, and the second is read as twenty hundredths, but they are equivalent decimals."

#### Change ID 9702061

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

**Change Type:** New Content

**Current Page Number(s):** Teacher Directions, Procedure and Facilitation Points, Part II #5c

**Location:** Grade 4, Add and Subtract Decimals, Explore 1, Teacher Directions

**Original URL:** <https://app.acceleratelearning.com/scopes/22903/elements/1073654>

**Original Text:** New Content

**Updated URL:** <https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ef4i-ZwF-o1EsFXuJ3TNLC0BsYFOy0Maau091T7lxZYLOQ?e=p5fiOy>

**Updated Text:**

"Note: For problems where students need to regroup, they can exchange the place value disks and model the regrouping on their Place Value Mat. Students may need support in recording this process as the standard algorithm on their Student Journal. Ask students to reflect on the similarities between adding decimals and adding whole numbers."

## Change ID 9702166

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

**Change Type:** New Content

**Current Page Number(s):** Vertical Alignment section

**Location:** Grade 4, Measurement, Home, Content Unwrapped

**Original URL:** <https://app.acceleratelearning.com/scopes/23039/elements/1092857>

**Original Text:** New Content

**Updated URL:** [https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfRB50b7ktZEr8M-ZRssG7gB-C8JQ3FXzwDNa8Qbs\\_Lc8Q?e=Go4c0F](https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfRB50b7ktZEr8M-ZRssG7gB-C8JQ3FXzwDNa8Qbs_Lc8Q?e=Go4c0F)

**Updated Text:**

Vertically aligned standards added for Kindergarten, Grade 1, Grade 2, and Grade 3

## Public Alleged Factual Errors

- None

## Public Suitability Flags

- None

## Public Comments

### Public Comment ID 9641536

**Comment:** This resource is so well done! It has everything a teacher needs no matter if they are a brand-new teacher all the way to a veteran teacher. So many resources are included that cover every area of the instructional math day and addressing all Depth of Knowledge levels too.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Laura Harvey, 77357

**Publisher Response:** Accept without change

Thank you for the positive feedback!

