IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
OpenStax	*Algebra 1*
Subject	**Grade Level**
Mathematics	Algebra I

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	0	**0**
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	11	**1**

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	27	**0**

Count of Publisher Submitted Changes **119**

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

- None

Factual Errors Remaining After Updates

- IMRA Reviewer Error ID 8172921

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

- None

IMRA Reviewer Suitability Compliance

- None

IMRA Reviewer Factual Errors

IMRA Reviewer Error ID 9631176

Component: N/A (9781961584471)
Page Number(s): Lesson 4.2 Teacher Guide: Function Notation 4.2.1: Interpreting Graphs to Answer Questions
Location: Lesson 4.2 Teacher Guide: Function Notation 4.2.1: Interpreting Graphs to Answer Questions Warm Up
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1610&pageid=10781

Description of Error: There is a word spelled incorrectly. The sentence reads, "Consider the statment, "The dog was 2 feet away from the post after 80 seconds." Ask students if this statement was applicable to all three days or only specific days."

Publisher Response: Accept

Spelling change for "statement."

Old wording: Consider the statment, "The dog was 2 feet away from the post after 80 seconds." Ask students if this statement was applicable to all three days or only specific days.

New wording: Consider the statement, "The dog was 2 feet away from the post after 80 seconds." Ask students if this statement was applicable to all three days or only specific days.

IMRA Reviewer Error ID 8146956

Component: Algebra 1 (9781961584471)
Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1758&pageid=11839

Description of Error: Use "the the" function - typo in the directions

Publisher Response: Accept

Typo corrected.

IMRA Reviewer Error ID 8448861

Component: Algebra 1 (9781961584471)
Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1676&pageid=11310

Description of Error: In the Try It section the first question has the wrong solution.

Publisher Response: Accept

Recommended New Content:

Compare your answer:

f(y)=150*3^t

ADD TABLE LIKE TRY IT Q2:

Compare your answer:

Here is how to write an exponential function from a situation:

Identify the initial value. a=150Identify the growth factor. b=3Write the exponential equation. f(y)=150*3^t

IMRA Reviewer Error ID 8126901

Component: Algebra 1 (9781961584471)
Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1507&pageid=10080

Description of Error: Explain your RATIONALE (typo, has an e at the end)

Publisher Response: Accept

Typo corrected.

IMRA Reviewer Error ID 8170406

Component: Algebra 1 (9781961584471)
Page Number(s): 1
Location: https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=10998
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=10998

Description of Error: This statement is false: For example, if x

cannot be negative, you would write (x >=0\) or (-?, 0] ? (0, +?) in interval notation.

Publisher Response: Accept

Recommended Change: For example, if x cannot be negative, you would write (x >=0\) or [0, +?) in interval notation.

IMRA Reviewer Error ID 8436651

Component: Algebra 1 (9781961584471)
Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Description of Error: There is no equation in the form y = a(b)^x, which would be helpful. Without adding the equation or arrows on the graph, this is incorrect.

Publisher Response: Accept

Recommended New Content:

New Content:

The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is

y=100(1-0.1)^t.

Try It: Domain and Range of Exponential Graphs

The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is y=12,000(1-0.25)^t.

Arrows on Graph:

Current software limitations prevent the option of adding arrows to the ends of the graphed line. However, the axes do have arrows for the implied continuation of the domain or range. Our development team is working towards a solution.

IMRA Reviewer Error ID 8178421

Component: Algebra 1 (9781961584471)
Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=11001

Description of Error: There are multiple grammar issues (ending questions with periods and the interval notation having a period in it instead of a comma.)

Publisher Response: Accept

Copy editing changes made.

IMRA Reviewer Error ID 8551731

Component: Algebra 1 (9781961584471)
Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1649&pageid=11114

Description of Error: The arithmetic sequence example #2 has a typo with 6 as an exponent.

Publisher Response: Accept

Recommended Change: (Not the subscripts aren't showing)

Example 1

Step 2:

an=18+(n-1)3

This equation is fixed twice in Step 2.

Example 2

Step 2: a15=3+(15-1)6

Step 3: a15=3+(14)6

If the explicit formula for this question was needed, we would not have substituted

n=15 and the nth term formula would have been a15=3+(15-1)6.

Try It:

Step 2:

an=7+(n-1)9

IMRA Reviewer Error ID 8429251

Component: Algebra 1 (9781961584471)
Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1666&pageid=11224

Description of Error: The answers aren't written as an inequality for domain and range, AND it says to "write the equation as an inequality" which doesn't make sense...

Publisher Response: Accept

Compare your answer:

(-?,+?) or (-? < t

IMRA Reviewer Error ID 9631601

Component: N/A (9781961584471)
Page Number(s): the appendix, Course Design, Unit Sequence and Resources, in the section titled Developing Mathematical Proficiency within the U
Location: the appendix, Course Design, Unit Sequence and Resources, in the section titled Developing Mathematical Proficiency within the Unit, the Strategic Competence
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1856&pageid=12446

Description of Error: The sentence is incorrect. It looks like it is missing a word - is.

This project scenario not a typical regression-style problem.

Publisher Response: Accept

Sentence changed to add "is."

Old wording: This project scenario not a typical regression-style problem.

New wording: This project scenario is not a typical regression-style problem.

IMRA Reviewer Error ID 8172921

Component: Algebra 1 (9781961584471)

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1637&pageid=11024

Description of Error: Again, I'd add arrows to both the linear function and the axes to represent that the graph continues.

Publisher Response: Reject

Response: Current software limitations prevent the option of adding arrows to the ends of the graphed line. However, the axes do have arrows for the implied continuation of the domain or range. Our development team is working towards a solution.

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8422936

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Again, would make this more robust with examples.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1760&pageid=11857

Publisher Response: Accept

Change implemented based on feedback:

Graphic examples added. See this document for all changes to 7.12.2 Additional Resources Student Edition. https://drive.google.com/file/d/1UegFMsd4o5ATJ1eSfYOoZEN0qG0V8LZx/view?usp=sharing and this document for all c

IMRA Reviewer Feedback ID 8423621

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Use function notation instead of y = to make it more connected to the standard.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1770&pageid=11957

Publisher Response: Accept

Change implemented based on feedback: Feedback was accepted and "y =" was changed to "f(x) =" on 7.12.2 student page and teacher page.

IMRA Reviewer Feedback ID 8194646

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Last question says "Standard Format" and should be "Standard Form"

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1522&pageid=10211

Publisher Response: Accept

Error corrected.

IMRA Reviewer Feedback ID 8223931

Component: Algebra 1 (9781961584471)

Reviewer Feedback: The standard specifically wants parallel/perpendicular to the x-axis or y-axis, while these are simply in relation to horizontal and vertical lines. It's an easy adjustment to make, as any of the reference lines could just be changed to the relevant axis in the question.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1526&pageid=10251

Publisher Response: Accept

Change implemented based on feedback:

New Questions 8 - 11 were added to this activity to address feedback. Changes for the Student Activity can be viewed in the Teacher Guide here: https://drive.google.com/file/d/1FdPGZ0XCgE6BXFZzF-9URHAsmFk0cGpX/view?u

IMRA Reviewer Feedback ID 8512641

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Would add an extension of a degree two multiplied with a degree two to ensure the standard is fully addressed.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1709&pageid=11509

Publisher Response: Accept

Response: New polynomial content was created and submitted based on TEA SRP feedback and approved during Standards Alignment.

New Content: https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtlEIcKgmiYuRaF4I/view?usp=sharing

IMRA Reviewer Feedback ID 8286141

Component: Algebra 1 (9781961584471)

Reviewer Feedback: The question should be asked "what is the zero of the graph" instead of saying it's the same as the x-intercept.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1504&pageid=10073

Publisher Response: Accept

Current wording:

6. What else is the x-intercept known as?

Feedback: Zero

New wording:

6. What other information does the x-intercept identify in the function?

Feedback: The x-intercept can identify the zero of the function since it represents where the

IMRA Reviewer Feedback ID 8333321

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Would probably give a more simplified example for students initially.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1557&pageid=10460

Publisher Response: Accept

New Content: Implementation of SRP suggestion to add a more simplified example. Two were added (Example 1 and Example 2) and placed above the current example. Access to new examples https://drive.google.com/file/d/1yju47NS0ifmYFbCBmrPMFHCG_n_2Zuua/view?us

IMRA Reviewer Feedback ID 8079706

Component: Algebra 1 (9781961584471)

Reviewer Feedback: The STAAR test in Texas does not allow students to graph equations or inequalities in standard form. The functionality does not allow for greater than or equal to, the student has to type two symbols, > and then =. The wording could be improved for clarity. "They will deposit a maximum of $600" could be rewritten as "A maximum of $600 will be deposited into....". Additionally, the domain and range are not restricted, which could lead to confusion.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1567&pageid=10537

Publisher Response: Accept

Change implemented based on feedback:

Proposed changes to the Student page regarding suggested wording change and restricted domains/ranges, making student entry of information easier and improving alignment with testing expectations. Changes are captured

IMRA Reviewer Feedback ID 8186376

Component: Algebra 1 (9781961584471)

Reviewer Feedback: There are questions about range with inequalities - but the answers are written in interval notation, not as inequalities.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=11001

Publisher Response: Accept

Using Inequalities to Determine Range

Current wording:

Use the following information to express the range of a function using inequalities:

Use interval notation or set notation to represent the valid output values for the function.

Use inequalities to

IMRA Reviewer Feedback ID 8457151

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Wouldn't call a y-intercept the "vertical intercept".

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1668&pageid=11245

Publisher Response: Accept

Current wording:

Part 5 asks about the vertical intercept and what it means.

Recommended Change

Part 5 asks about the vertical intercept, or y-intercept, and what it means.

IMRA Reviewer Feedback ID 8222241

Component: Algebra 1 (9781961584471)

Reviewer Feedback: The lines aren't explicitly parallel/perpendicular to the x-axis or the y-axis, simply horizontal and vertical lines.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1526&pageid=10253

Publisher Response: Accept

Change implemented based on feedback:

New information and two examples were added to this narrative to address feedback. Changes for the Additional Resources can be viewed in the Teacher Guide here: https://drive.google.com/file/d/1FdPGZ0XCgE6BXFZzF-9URH

IMRA Reviewer Feedback ID 8500606

Component: Algebra 1 (9781961584471)

Reviewer Feedback: The breakout states, "add polynomials of degree one and degree two", but there is not any explicit addition of degree one with degree two examples.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1707&pageid=11487

Publisher Response: Accept

Response: New polynomial content was created and submitted based on TEA SRP feedback and approved during Standards Alignment.

New Content: https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtlEIcKgmiYuRaF4I/view?usp=sharing

IMRA Reviewer Feedback ID 8274106

Component: Algebra 1 (9781961584471)

Reviewer Feedback: It would improve if the x-intercept was interpreted in the scenario, not just identified.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1504&pageid=10075

Publisher Response: Accept

Change implemented based on feedback:

Implementation of SRP suggestion requires changing the current wording of the problem from "spends $45" to "spends $40." Subsequent changes to the accompanying graph and some answer choices needed to also be changed

IMRA Reviewer Feedback ID 8516916

Component: Algebra 1 (9781961584471)

Reviewer Feedback: The breakout states, determine the quotient of degree one divided by degree one, and there is not an explicit example with degree one polynomials.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1711&pageid=11531

Publisher Response: Accept

Response: New polynomial content was created and submitted based on TEA SRP feedback and approved during Standards Alignment.

New Content: https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtlEIcKgmiYuRaF4I/view?usp=sharing

IMRA Reviewer Feedback ID 8422106

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Would appreciate more academic vocabulary, alongside a graph to show the transformed parabola.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1760&pageid=11857

Publisher Response: Accept

Change implemented based on feedback:

Graphic examples added. See this document for all changes to 7.12.2 Additional Resources Student Edition. https://drive.google.com/file/d/1UegFMsd4o5ATJ1eSfYOoZEN0qG0V8LZx/view?usp=sharing and this document for all

IMRA Reviewer Feedback ID 8182561

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Does not explicitly write out the discrete {1, 2, 3} notation on the page.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=11001

Publisher Response: Accept

Current wording:

The input values are the x-values, and the output values are the y-values.

(1,3) (2,6) (3,12) (4,24)

New wording:

The input values are the x-values, and the output values are the y-values.

(1,3) (2,6) (3,12) (4,24)

This means the domain

IMRA Reviewer Feedback ID 8499421

Component: Algebra 1 (9781961584471)

Reviewer Feedback: The breakout states, "add polynomials of degree one", but there are not any explicit addition of degree one examples.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1707&pageid=11487

Publisher Response: Accept

Response: New polynomial content was created and submitted based on TEA SRP feedback and approved during Standards Alignment.

New Content: https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtlEIcKgmiYuRaF4I/view?usp=sharing

IMRA Reviewer Feedback ID 8427761

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Would be beneficial to show the equation in the form y = a(b)^x to really fulfill the standard.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Publisher Response: Accept

Recommended New Content:

New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is

y=100(1-0.1)^t.

Try It: Domain and Range of Exponential Graphs

The

IMRA Reviewer Feedback ID 8513376

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Would add extension for two degree two polynomials to be multiplied.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1709&pageid=11517

Publisher Response: Accept

Response: New polynomial content was created and submitted based on TEA SRP feedback and approved during Standards Alignment.

New Content: https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtlEIcKgmiYuRaF4I/view?usp=sharing

IMRA Reviewer Feedback ID 8298111

Component: Algebra 1 (9781961584471)

Reviewer Feedback: The questions haven't explicitly stated the estimation portion - it could be improved. There is a good emphasis on confirming the solution that could be beneficial here.

Page Number(s): 1
Location: N/A

URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1541&pageid=10327

Publisher Response: Accept

Change implemented based on feedback:

Wording suggestion to explicitly state "estimate" was implemented and a section emphasizing how to check the solution was added.

Changes to Student Edition here: https://drive.google.com/file/d/1-WJudl4HngQMzurhBmP_

IMRA Reviewer Feedback ID 8343601

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Question #2 is a repeat of Question #1. There's also an issue that the answers are for the wrong question. Question #3 is supposed to be about vertex actually, we think. The standard requires INEQUALITIES, not interval notation, so we couldn't accept the original narrative.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1746&pageid=11763

Publisher Response: Accept

New content:

What is an inequality that represents the domain?

What is an inequality that represents the range?

What is the vertex of the graph?

What are the zeros of the graph?

IMRA Reviewer Feedback ID 8411111

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Would clarify that (3,1) isn't the minimum value, but we use it to determine that 1 is the function's value.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1768&pageid=11938

Publisher Response: Accept

Recommended Change:

Current Content: This means that the vertex (3,1) represents the minimum function value.

New Content:

You can use the vertex (3, 1) to determine that minimum function value is 1.

IMRA Reviewer Feedback ID 8096766

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Would include an interactive tool for students to use manipulatives in their working. Mandating Algebra Tiles in the process would improve the question.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1717&pageid=11573

Publisher Response: Accept

Change implemented based on feedback:

Proposed new content added to Teacher Guide to include more explicit instruction on the use and access of digital algebra tiles. Access document containing new content here: https://drive.google.com/file/d/19WzloJD1uo

IMRA Reviewer Feedback ID 8315986

Component: Algebra 1 (9781961584471)

Reviewer Feedback: We'd like clarification about the "estimate solutions" portion of the TEKS. Are they referring to x-intercepts or are they referring to the creation of the line in the first place?

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1586&pageid=10651

Publisher Response: Accept without change

The content in this activity asks students to find a line of best fit and then analyze how well the best fit line estimates answers/solutions to questions. This is how the content interprets the language of the TEKS that asks students to use technology to

IMRA Reviewer Feedback ID 8344931

Component: Algebra 1 (9781961584471)

Reviewer Feedback: This needs some attention.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1838&pageid=12383

Publisher Response: Accept without change

We are unsure what issues need attention. With specific details, we will make recommended changes.

IMRA Reviewer Feedback ID 8212691

Component: Algebra 1 (9781961584471)

Reviewer Feedback: These only write equations in one variable, not two.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1498&pageid=10014

Publisher Response: Accept without change

Feedback accepted

No action has been taken on this feedback since a different citation for the standard breakout was approved using 2.1.2. Narrative 2.1.2 where the content was appropriate. This citation was not accepted because it aligns to other course

IMRA Reviewer Feedback ID 8254736

Component: Algebra 1 (9781961584471)

Reviewer Feedback: The TEK requires the student to find the slope from standard form. While this narrative does include a formula to find the slope when the equation is in standard form, it lacks explicit examples. There should be an example showing how to apply the formula.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1623&pageid=10892

Publisher Response: Accept without change

We accept the feedback because the explicit examples are important. However, rows 5 and 6 in example 1 (https://demo.raiselearning.org/mod/lesson/view.php?id=1623&pageid=10892) give two explicit examples of how to apply the formula.

IMRA Reviewer Feedback ID 8167506

Component: Algebra 1 (9781961584471)

Reviewer Feedback: The graphs should include arrows (both on the linear function and on the axes) to provide clarity for the students, instead of assuming that it goes forever.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1637&pageid=11024

Publisher Response: Reject

Response: Current software limitations prevent the option of adding arrows to the ends of the graphed line. However, the axes do have arrows for the implied continuation of the domain or range. Our development team is working towards a solution.

IMRA Reviewer Feedback ID 8385741

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Add another example about the other zero in the first example. There isn't a reference to the second potential zero in Lesson 7.7: Domain, Range, Vertex, and Zeros of Quadratic Functions.

Page Number(s): 1

Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1746&pageid=11765

Publisher Response: Reject

There is an existing explanation of the impact of negative values for time on the zeros.

In the Teachers Guide:

Negative values of time don't make sense here, so the part of the graph to the left side of the vertical axis has no meaning. The object hit

IMRA Reviewer Feedback ID 8428036

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Issues again with the graphic - the arrow needs to be explicitly included for students to know with certainty that the function continues.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Publisher Response: Reject

Response: Current software limitations prevent the option of adding arrows to the ends of the graphed line. However, the axes do have arrows for the implied continuation of the domain or range. Our development team is working towards a solution.

IMRA Reviewer Feedback ID 8180646

Component: Algebra 1 (9781961584471)

Reviewer Feedback: Domain and range are not explicitly stated in this activity, also it is understood to be the same as input and output values.

Page Number(s): 1
Location: N/A
URL to Content: https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=10995

Publisher Response: Reject

The purpose of the warm-up activity is not to determine the actual domain and range values, but to raise student awareness of acceptable and unacceptable values that could be members of the domains and ranges. Additionally, this citation was not accepte

Publisher Submitted Changes

Change ID 9707221

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Project 1 Teacher Guide: Slopes and Intercepts

Unit 1 Project Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1530&pageid=10275

Original Text: No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1D5jBZVGsByVQl6vZ13WD1Az_aNYYQ5vB/view?...

Change ID 9707231

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 2.2 Teacher Guide: Writing Systems of Equations

2.2.3: Graphs of Systems of Equations

Additional Resources

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1540&pageid=10316

Original Text: https://drive.google.com/file/d/1wtXdz0KHyqsW_wfAVyKyyhf1tASR759x/view?...

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1O9Xag_DED53Q-E_205LB0RuChRoNsMWN/view?...

Change ID 9707191

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 1.5: Equations and Their Graphs >> 1.5.4: Writing, Graphing, and Solving a Linear Equation >> Activity >> Question 6

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1504&pageid=10073

Original Text: Change Request from TEA SRP

Current wording:

6. What else is the x-intercept known as?

Feedback: Zero

Updated URL: N/A

Updated Text:
New wording:

6. What other information does the x-intercept identify in the function?
Feedback: The x-intercept can identify the zero of the function since it represents where the function equals zero (y = 0).

Change ID 9707201

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 1.7 Teacher Guide: Explaining Steps for Rewriting Equations

1.7.3: Understanding Equations with No Solution or Infinitely Many

Activity, Narrative, Launch

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1509&pageid=10100

Original Text: Missing Content from Teacher page

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/11QcLevz3TG3D1Vqq2I02LLqWLFk-IsTe/view?...

Change ID 9707211

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Description of Location:

Lesson 1.12: Writing the Equation of a Line >> 1.12.7: Practice >> Questions #10 and 11

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1522&pageid=10211

Original Text: Change Request from TEA SRP

Current Content: Standard Format

Updated URL: N/A

Updated Text:
New Content: Standard Form

Change ID 9707536

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Project 7 Teacher Guide: Design a Fountain

Project 7 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1772

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9706931

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 5.5: Representing Exponential Decay >> 5.5.3: Additional Resources >> Try It Connecting Tables and Graphs in Exponential Decay Functions >> Question 5

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1668&pageid=11245

Original Text: Change Request from TEA SRP

Current wording:

5. What is the vertical intercept of the graph? What does it tell you about the butterfly population?

Part 5

Part 5 asks about the vertical intercept and what it means.

Updated URL: N/A

Updated Text:
Recommended Change
5. What is the vertical intercept, or y-intercept, of the graph? What does it tell you about the butterfly population?
Part 5 asks about the vertical intercept, or y-intercept, and what it means.

Change ID 9707546

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning

8.3.3: Solving More Complex Quadratic Equations

Support for English Language Learners

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1786&pageid=12024

Original Text: Incorrect content:

MLR 2 Discussion Supports: Conversing

As students discuss the differences between the forms of each equation with their partner, listen for and collect the language students use: vertex, -intercept, zeros, etc. Write the students' words and phrases on a visual display and refer to it during the discussion later in the launch. As the activity continues, update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Updated URL: N/A

Updated Text:
MLR 7 Compare and Connect: Representing, Conversing
Use this routine to prepare students for the whole-class discussion. At the appropriate time, invite student pairs to create a visual display of their process for solving the first equation and the second equation. Displays may include a list of steps, a flow chart, etc. Allow students time to quietly circulate and analyze at least two other visual displays in the room. Give students quiet think time to consider how the processes are similar and how they are different. Next, ask students to return to their partner and discuss what they noticed. Listen for and amplify observations that connect the parentheses with adding another step to the solution/thinking process. This will help students make connections between algebraic representations of quadratic functions.
Design Principle(s): Optimize output; Cultivate conversation
Learn more about this routine
View the instructional video and follow along with the materials to assist you with learning this routine.
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.

Change ID 9707496

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 7.7: Domain, Range, Vertex, and Zeros of Quadratic Functions

7.7.3: The Domain, Vertex, and Zero of Quadratic Functions

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1746&pageid=11763

Original Text: Change Request from TEA SRP

Current content:

Domain:

What is an inequality that represents the domain?

What is an inequality that represents the range?

Zeros:

Updated URL: N/A

Updated Text:
New content:
What is an inequality that represents the domain?
What is an inequality that represents the range?

What is the vertex of the graph?
What are the zeros of the graph?

Change ID 9707086

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Project 7 Teacher Guide: Design a Fountain

Project 7 Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1772

Original Text: No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1OnqI8tOFDTqzcVDG25hNDNoakG7Vetdq/view?...

Change ID 9707096

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 8.2 Teacher Guide: When and Why Do We Write Quadratic Equations?

8.2.4: Solving a Real-World Problem Using Quadratic Equations

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1782&pageid=12007

Original Text: Missing content

Updated URL: N/A

Updated Text:
Response to Student Thinking
More Chances
Students will have more opportunities to understand the mathematical ideas in this cool down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

Change ID 9707106

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning

8.3.3: Solving More Complex Quadratic Equations

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1786&pageid=12024

Original Text: Incorrect content:

MLR 2 Discussion Supports: Conversing

As students discuss the differences between the forms of each equation with their partner, listen for and collect the language students use: vertex, -intercept, zeros, etc. Write the students' words and phrases on a visual display and refer to it during the discussion later in the launch. As the activity continues, update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Updated URL: N/A

Updated Text:
MLR 7 Compare and Connect: Representing, Conversing
Use this routine to prepare students for the whole-class discussion. At the appropriate time, invite student pairs to create a visual display of their process for solving the first equation and the second equation. Displays may include a list of steps, a flow chart, etc. Allow students time to quietly circulate and analyze at least two other visual displays in the room. Give students quiet think time to consider how the processes are similar and how they are different. Next, ask students to return to their partner and discuss what they noticed. Listen for and amplify observations that connect the parentheses with adding another step to the solution/thinking process. This will help students make connections between algebraic representations of quadratic functions.
Design Principle(s): Optimize output; Cultivate conversation

Change ID 9707491

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Project 6 Teacher Guide: Polynomials and Rectangles

Project 6 Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1723

Original Text: No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1tKZCDsPolZ9E_BmsaI4iWaRIUHk1tnME/view?...

Change ID 9707391

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Location of error:

Description of Location:

Lesson 5.9: Interpreting Exponential Functions >> 5.9.3: Additional Resources >> Domain and Range of Exponential Graphs

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Original Text: Change Request from TEA SRP

There is no equation in the form y = a(b)^x, which would be helpful.

Updated URL: N/A

Updated Text:
New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is
y=100(1-0.1)t.
Try It: Domain and Range of Exponential Graphs
The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is y=12,000(1-0.25)t.
(t is exponent)

Change ID 9707451

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 6.4 Teacher Guide: Greatest Common Factor and Factor by Grouping

6.4.2: Finding the GCF of Two or More Expressions

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1714&pageid=11543

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Support for Students with Disabilities
Representation: Illustrate Connections
Use different colors to help show the common factors across two or more expressions. Students can find and highlight the factors of each expression only when they occur in all of the expressions.
Supports accessibility for Organizing, Visual-Spatial Processing

Change ID 9707411

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 6.1: Add and Subtract Polynomials

6.1.2: Adding and Subtracting Polynomials

Lesson 6.1: Add and Subtract Polynomials

6.1.2: Additional Resources

Adding and Subtracting Monomials

Lesson 6.1: Add and Subtract Polynomials

6.1.2: Additional Resources

T

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1701&pageid=11452&startlastseen=no

Original Text: New Content added per TEA SRP Standards Alignment feedback

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtlEIcKgmiYuRaF4I/view?...

Change ID 9706961

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Project 5 Teacher Guide: Introduction to Exponential Functions

Project 5 Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1694&pageid=11444

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9706921

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Project 4 Teacher Guide: Using Functions to Model Battery Power

Project 4 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1651&pageid=11124

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9706951

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 5.9: Interpreting Exponential Functions >> 5.9.3: Additional Resources >> Domain and Range of Exponential Graphs

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Original Text: Added missing equation

Updated URL: N/A

Updated Text:
Recommended New Content:
New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is
y=100(1-0.1)t.
Try It: Domain and Range of Exponential Graphs
The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is y=12,000(1-0.25)t.

Change ID 9707216

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 1.14 Teacher Guide: Writing Equations of Parallel and Perpendicular Lines

1.14.5: Writing an Equation of a Line Parallel or Perpendicular to an Axis

Student Activity and Additional Resources

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1525&pageid=10236

Original Text: Change request per TEA Feedback ID: 8254736 and 8223931

Content did not exist. New content needs to be added.

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1FdPGZ0XCgE6BXFZzF-9URHAsmFk0cGpX/view?...

Change ID 9707226

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Project 1 Teacher Guide: Slopes and Intercepts

Unit 1 Project Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1530&pageid=10275

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9707186

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 1.5 Teacher Guide: Equations and Their Graphs

1.5.4: Writing, Graphing, and Solving a Linear Equation

Student Activity

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1503&pageid=10061

Original Text: Change request per TEA Feedback ID: 8286141

Suppose Tyler spends $45 on T-shirts and socks. A T-shirt costs $10 and a pair of socks costs $2.50. If t represents the number of T-shirts and p

represents the number of pairs of socks that Tyler buys, what is an equation that represents the equation?

Updated URL: N/A

Updated Text:
Suppose Tyler spends $40 on T-shirts and socks. A T-shirt costs $10 and a pair of socks costs $2.50. If t represents the number of T-shirts and p represents the number of pairs of socks that Tyler buys, what is an equation that represents the equation?

Change ID 9707196

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 1.6 Teacher Guide: Equivalent Equations

1.6.3: Exploring Related Equations

Activity (15 minutes)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1507&pageid=10082

Original Text: Content Missing

Updated URL: N/A

Updated Text:
Support for English Language Learners
MLR8 Discussion Supports: Speaking
Use this routine to support whole-class discussion. For each observation that is shared, ask students to restate what they heard using precise mathematical language. Consider providing students time to restate what they hear to a partner before selecting one or two students to share with the class. Ask the original speaker if their peer was accurately able to restate their thinking. Call students' attention to any words or phrases that helped clarify the original statement. This provides more students with an opportunity to produce language as they interpret the reasoning of others.
Design Principle(s): Support sense-making
Support for Students with Disabilities
Representation: Develop Language and Symbols
Create a display of important terms and vocabulary. Keep this display visible throughout the remainder of the unit. Invite students to suggest language or diagrams to include that will support their understanding of combining like terms, and the commutative, associative, and distributive properties.
Supports accessibility for: Conceptual processing; Language

Change ID 9707206

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 1.7: Explaining Steps for Rewriting Equations

1.7.2: Additional Resources

Solving Equations and Creating Equivalent Equations

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1510&pageid=10108

Original Text: Regarding an initial SRP Feedback/request to add examples for solving equations with traditional answers. In the current content, this instruction is located in 1.7.2 Activity and Additional Resources. The purpose of the 1.7.3 activity and additional resources focuses on the special cases of no/all solutions. Thus, by the end of lesson 1.7, students will have learned and practiced equations with traditional solutions as well as equations with special types of solutions. This is further reinforced in the 1.7.5 Practice activity where students solve all of these types of problems. This citation was accepted as part of the TEKS review but an additional example was added to 1.7.2 Additional Resources to reflect this suggestion.

No original content is being changed.

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/19FF6KAp1-6ye-MsmOSMQu-Yf_XlY_gKq/view?...

Change ID 9707581

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 8.12 Teacher Guide: Using Technology to Find the Quadratic Regression

8.12.4: Finding the Missing Data in the Set

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1806&pageid=12191

Original Text: Missing content

Updated URL: N/A

Updated Text:
Response to Student Thinking
Press Pause
At this point, students need to be able to evaluate and interpret quadratic equations with equations, graphs, and tables. If students continue to struggle, select examples from this unit to highlight and clarify misconceptions, and then have students work to revise cool downs and reflect on their misconceptions. Practice problem 10 from this lesson provides a similar opportunity for practice and additional formative assessment. The incorrect equations from question 5 could also be adapted for practice purposes.

Change ID 9707531

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Project 7 Teacher Guide: Design a Fountain

Project 7 Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1772

Original Text: No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1OnqI8tOFDTqzcVDG25hNDNoakG7Vetdq/view?...

Change ID 9707541

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 8.2 Teacher Guide: When and Why Do We Write Quadratic Equations?

8.2.4: Solving a Real-World Problem Using Quadratic Equations

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1782&pageid=12007

Original Text: Missing content

Updated URL: N/A

Updated Text:
Response to Student Thinking
More Chances
Students will have more opportunities to understand the mathematical ideas in this cool down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

Change ID 9707551

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning

8.3.3: Solving More Complex Quadratic Equations

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1786&pageid=12024

Original Text: Incorrect content:

MLR 2 Discussion Supports: Conversing

As students discuss the differences between the forms of each equation with their partner, listen for and collect the language students use: vertex, -intercept, zeros, etc. Write the students' words and phrases on a visual display and refer to it during the discussion later in the launch. As the activity continues, update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Updated URL: N/A

Updated Text:
MLR 7 Compare and Connect: Representing, Conversing
Use this routine to prepare students for the whole-class discussion. At the appropriate time, invite student pairs to create a visual display of their process for solving the first equation and the second equation. Displays may include a list of steps, a flow chart, etc. Allow students time to quietly circulate and analyze at least two other visual displays in the room. Give students quiet think time to consider how the processes are similar and how they are different. Next, ask students to return to their partner and discuss what they noticed. Listen for and amplify observations that connect the parentheses with adding another step to the solution/thinking process. This will help students make connections between algebraic representations of quadratic functions.
Design Principle(s): Optimize output; Cultivate conversation

Change ID 9707561

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 8.8 Teacher Guide: Rewriting Quadratic Expressions in Factored Form, Part 3

8.8.4: Determining if an Expression Can Be Rewritten in Factored Form

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1796&pageid=12115

Original Text: Missing content

Updated URL: N/A

Updated Text:
Response to Student Thinking
Press Pause
If students are still struggling to identify and factor special polynomials, have them access the practice problems and additional resources from the "Factor Special Products" lesson in Unit 6.

Change ID 9707521

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 7.16: Graphing from the Vertex Form >> 7.16.2: Additional Resources >> >> Using Key Points to Graph Quadratics >> "We noticed ... the graph opens upward ..." (under the first graph)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1768&pageid=11938

Original Text: Change Request from TEA SRP

Current Content: This means that the vertex (3,1) represents the minimum function value.

Updated URL: N/A

Updated Text:
New Content:
You can use the vertex (3, 1) to determine that minimum function value is 1.

Change ID 9707011

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 6.4 Teacher Guide: Greatest Common Factor and Factor by Grouping

6.4.3: Factoring the GCF from Polynomials

After Launch paragraph before Activity.

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1714&pageid=11544

Original Text: Content was missing.

Updated URL: N/A

Updated Text:
[[Standard format for ELL Box]]
After Launch paragraph before Activity.
Support for English Language Learners
MLR 2 Collect and Display: Conversing
As students describe how to factor and find the GCF with the class, listen for and collect the language students use to identify and describe the factoring process. Write the students' words and phrases on a visual display and update it throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-group discussions.
Design Principle(s): Maximize meta-awareness
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.

Change ID 9707071

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 7.12: Graphing the Standard Form, Part 1

7.12.6: Practice

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1760&pageid=11865

Original Text: Based on TEA SRP Feedback 8427761

Updated URL: N/A

Updated Text:
Feedback ID: 8427761 from TEA asks us to change y = to f(x) =

Change ID 9706971

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Unit 6 Inquiry Project Teacher Guide: Area Model Multiplication

Inquiry Project Unit 6 Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1704&pageid=11470

Original Text: No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL: N/A

Updated Text:

https://drive.google.com/file/d/1VxqUqQSlxJSPfBZW5NXGN7Tq4mG8aAiT/view?...

Change ID 9707041

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 6.7 Teacher Guide: General Strategy for Factoring Polynomials

6.7.3: Implementing General Strategies for Factoring

After Launch paragraph before Activity.

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1720&pageid=11606

Original Text: Content was missing.

Updated URL: N/A

Updated Text:
[[Standard format for ELL Box]]
After Launch paragraph before Activity.
Support for English Language Learners
MLR 8: Discussion Supports: Listening, Conversing
As students are working in groups of two to choose a strategy to solve the polynomial problem, provide the following sentence frames for all to see: "We should do ____ next because . . .", and "I noticed ___ , so I think . . . ." . " Encourage students to challenge each other when they disagree. This will help students clarify their reasoning when solving polynomial equations. When students are discussing what is the same and different about their steps and solving strategies, assist students in using negatives and contractions correctly, such as do/don't, can/can't, is/isn't.
Design Principle(s):); Maximize meta-awareness
[[Standard format for SWD Box]]
After Launch paragraph before Activity.
Support for Students with Disabilities
Action and Expression: Appropriate Tools
Use this Factor Pairs 1-100 handout to help support students factoring polynomials of varying levels of difficulty.
Supports accessibility for Memory

Change ID 9707051

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 7.7: Domain, Range, Vertex, and Zeros of Quadratic Functions

7.7.3: The Domain, Vertex, and Zero of Quadratic Functions

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1746&pageid=11763

Original Text: Change Request from TEA SRP

Current content:

Domain:

What is an inequality that represents the domain?

What is an inequality that represents the range?

Zeros:

Updated URL: N/A

Updated Text:
New content:
What is an inequality that represents the domain?
What is an inequality that represents the range?
What is the vertex of the graph?
What are the zeros of the graph?

Change ID 9707376

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 5.5: Representing Exponential Decay >> 5.5.3: Additional Resources >> Try It Connecting Tables and Graphs in Exponential Decay Functions >> Question 5

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1668&pageid=11245

Original Text: Change Request from TEA SRP

Current wording:

5. What is the vertical intercept of the graph? What does it tell you about the butterfly population?

Part 5

Part 5 asks about the vertical intercept and what it means.

Updated URL: N/A

Updated Text:
Recommended Change
5. What is the vertical intercept, or y-intercept, of the graph? What does it tell you about the butterfly population?
Part 5 asks about the vertical intercept, or y-intercept, and what it means.

Change ID 9706741

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 1.5 Teacher Guide: Equations and Their Graphs

1.5.4: Writing, Graphing, and Solving a Linear Equation

Student Activity

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1503&pageid=10061

Original Text: Change request per TEA Feedback ID: 8286141

Suppose Tyler spends $45 on T-shirts and socks. A T-shirt costs $10 and a pair of socks costs $2.50. If t represents the number of T-shirts and p

represents the number of pairs of socks that Tyler buys, what is an equation that represents the equation?

Updated URL: N/A

Updated Text:
Suppose Tyler spends $40 on T-shirts and socks. A T-shirt costs $10 and a pair of socks costs $2.50. If t represents the number of T-shirts and p represents the number of pairs of socks that Tyler buys, what is an equation that represents the equation?

Change ID 9706751

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 1.6 Teacher Guide: Equivalent Equations

1.6.3: Exploring Related Equations

Activity (15 minutes)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1507&pageid=10082

Original Text: Content Missing

Updated URL: N/A

Updated Text:
Support for English Language Learners
MLR8 Discussion Supports: Speaking
Use this routine to support whole-class discussion. For each observation that is shared, ask students to restate what they heard using precise mathematical language. Consider providing students time to restate what they hear to a partner before selecting one or two students to share with the class. Ask the original speaker if their peer was accurately able to restate their thinking. Call students' attention to any words or phrases that helped clarify the original statement. This provides more students with an opportunity to produce language as they interpret the reasoning of others.
Design Principle(s): Support sense-making
Support for Students with Disabilities
Representation: Develop Language and Symbols
Create a display of important terms and vocabulary. Keep this display visible throughout the remainder of the unit. Invite students to suggest language or diagrams to include that will support their understanding of combining like terms, and the commutative, associative, and distributive properties.
Supports accessibility for: Conceptual processing; Language

Change ID 9707366

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Project 4 Teacher Guide: Using Functions to Model Battery Power

Project 4 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1651&pageid=11124

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9736441

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Course Design

Unit Sequence and Resources

Unit Sequence

Under Strategic Competence

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1856&pageid=12446

Original Text: This project scenario not a typical regression-style problem.

Updated URL: N/A

Updated Text:
This project scenario is not a typical regression-style problem.
(Response to TEA SRP QR-Error submission)

Change ID 9706766

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Description of Location:

Lesson 1.12: Writing the Equation of a Line >> 1.12.7: Practice >> Questions #10 and 11

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1522&pageid=10211

Original Text: Change Request from TEA SRP

Current Content: Standard Format

Updated URL: N/A

Updated Text:
New Content: Standard Form

Change ID 9706776

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Project 1 Teacher Guide: Slopes and Intercepts

Unit 1 Project Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1530&pageid=10275

Original Text: No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1D5jBZVGsByVQl6vZ13WD1Az_aNYYQ5vB/view?...

Change ID 9706786

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 2.2 Teacher Guide: Writing Systems of Equations

2.2.3: Graphs of Systems of Equations

Additional Resources

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1540&pageid=10316

Original Text: https://drive.google.com/file/d/1wtXdz0KHyqsW_wfAVyKyyhf1tASR759x/view?...

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1O9Xag_DED53Q-E_205LB0RuChRoNsMWN/view?...

Change ID 9707111

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1

Location: Lesson 8.6: Rewriting Quadratic Expressions in Factored Form, Part 1

8.6.1: Finding and Reasoning Unknown Factors

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1793&pageid=12083

Original Text: No original content was there.

Updated URL: N/A

Updated Text:
#1 Solution (use math jax).
To determine the area of the blue rectangle, we need to figure out it's width and length.
The top shape is a square measuring 8 in. x 8 in. If the measurement of the longer left side is 10 inches, then the width of the blue rectangle can be an equation.
8 + W = 10
W = 2
?The width of the rectangle is 2 inches.
Because the bottom of the square is 8 inches, the length of the blue rectangle can be written as an equation. But we have an unknown z.
?L = 8 + z
If we look at the measurements of the smaller square, we see that we can use an equation to calculate z.
z + 3 = 5.
Z = 2
Now, we can substitute the 2 for z in the length equation.
L = 8 + 2
L = 10
The area of the blue rectangle is 8 x 10 to equal 80 square inches.
#2 Solution - Use math jax.
You have to start with what you know and can figure out the other sides.

Change ID 9707121

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 8.11 Teacher Guide: Writing Quadratic Equations Given Real Solutions

8.11.3: Finding a Quadratic Function from Its Zeros and a Point

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1804&pageid=12172

Original Text: Missing content

Updated URL: N/A

Updated Text:
Support for English Language Learners
MLR 8 Discussion Supports: Representing, Conversing
Ask students to closely examine and then compare the two functions, m(x) = x2 - 3x - 40 and m(x) = 2x2 - 6x - 80.
Encourage students to look at the algebraic, tabular, and graphic representations of both functions. Display sentence

frames "One thing that is the same is..." and "One thing that is different is..." Give students time to make sure that everyone in the class can explain or justify that each function has the same zeros. Next, ask students to explain why these quadratic equations are related. Provide the sentence frame, "Calling the equations related reminds me of ... " to support students as they explain their thinking. Some students may benefit from the opportunity to rehearse what they will say with their partner before they share with the whole class.
Design Principle(s): Support sense-making
Support for Students with Disabilities
Representation: Internalize Comprehension
To support working memory, provide students with sticky notes or encourage them to use a T-chart to compare and contrast the equations. Help students understand that related equations have the same zeros and axis of symmetry, but the tables of values, vertices, etc. will differ. Then, have them include how these graphical differences impact the values in each form of the quadratic equations.
Supports accessibility for: Memory, Organization

Change ID 9707131

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 8.12 Teacher Guide: Using Technology to Find the Quadratic Regression

8.12.3: Making Predictions Using a Quadratic Model

Supports for English Language Learners

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1806&pageid=12190

Original Text: Incorrect Content:

Supports for English Language Learners

As students watch the worked solution video or teacher demonstration, ask them to take notes to capture the general meaning, main points, and important details. Ensure that they identify implicit ideas and information.

Updated URL: N/A

Updated Text:
MLR 2 Collect and Display: Conversing, Writing
As students discuss the questions with their partner, listen for and collect the language students use: vertex, y-intercept, zeros, initial height, etc. Write the students' words and phrases on a visual display. As the activity continues, refer to and update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.
Design Principle(s): Maximize meta-awareness; Support sense-making
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.

Change ID 9707081

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 7.17: Changing the Vertex

7.17.6: Practice

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1770&pageid=11963

Original Text: Based on TEA SRP Feedback 8427761

Updated URL: N/A

Updated Text:
Feedback ID: 8427761 from TEA asks us to change y = to f(x) =

Change ID 9707091

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Project 7 Teacher Guide: Design a Fountain

Project 7 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1772

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9707101

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning

8.3.3: Solving More Complex Quadratic Equations

Support for English Language Learners

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1786&pageid=12024

Original Text: Incorrect content:

MLR 2 Discussion Supports: Conversing

As students discuss the differences between the forms of each equation with their partner, listen for and collect the language students use: vertex, -intercept, zeros, etc. Write the students' words and phrases on a visual display and refer to it during the discussion later in the launch. As the activity continues, update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Updated URL: N/A

Updated Text:
MLR 7 Compare and Connect: Representing, Conversing
Use this routine to prepare students for the whole-class discussion. At the appropriate time, invite student pairs to create a visual display of their process for solving the first equation and the second equation. Displays may include a list of steps, a flow chart, etc. Allow students time to quietly circulate and analyze at least two other visual displays in the room. Give students quiet think time to consider how the processes are similar and how they are different. Next, ask students to return to their partner and discuss what they noticed. Listen for and amplify observations that connect the parentheses with adding another step to the solution/thinking process. This will help students make connections between algebraic representations of quadratic functions.
Design Principle(s): Optimize output; Cultivate conversation
Learn more about this routine
View the instructional video and follow along with the materials to assist you with learning this routine.
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.

Change ID 9707486

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 6.7 Teacher Guide: General Strategy for Factoring Polynomials

6.7.3: Implementing General Strategies for Factoring

After Launch paragraph before Activity.

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1720&pageid=11606

Original Text: Content was missing.

Updated URL: N/A

Updated Text:
[[Standard format for ELL Box]]
After Launch paragraph before Activity.
Support for English Language Learners
MLR 8: Discussion Supports: Listening, Conversing
As students are working in groups of two to choose a strategy to solve the polynomial problem, provide the following sentence frames for all to see: "We should do ____ next because . . .", and "I noticed ___ , so I think . . . ." . " Encourage students to challenge each other when they disagree. This will help students clarify their reasoning when solving polynomial equations. When students are discussing what is the same and different about their steps and solving strategies, assist students in using negatives and contractions correctly, such as do/don't, can/can't, is/isn't.

Design Principle(s):); Maximize meta-awareness
[[Standard format for SWD Box]]
After Launch paragraph before Activity.
Support for Students with Disabilities
Action and Expression: Appropriate Tools
Use this Factor Pairs 1-100 handout to help support students factoring polynomials of varying levels of difficulty.
Supports accessibility for Memory

Change ID 9707396

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 5.9: Interpreting Exponential Functions >> 5.9.3: Additional Resources >> Domain and Range of Exponential Graphs

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Original Text: Added missing equation

Updated URL: N/A

Updated Text:
Recommended New Content:
New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is
y=100(1-0.1)t.
Try It: Domain and Range of Exponential Graphs
The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is y=12,000(1-0.25)t.

Change ID 9706746

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 1.5: Equations and Their Graphs >> 1.5.4: Writing, Graphing, and Solving a Linear Equation >> Activity >> Question 6

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1504&pageid=10073

Original Text: Change Request from TEA SRP

Current wording:

6. What else is the x-intercept known as?

Feedback: Zero

Updated URL: N/A

Updated Text:

New wording:
6. What other information does the x-intercept identify in the function?
Feedback: The x-intercept can identify the zero of the function since it represents where the function equals zero (y = 0).

Change ID 9706756

Component: Algebra 1 (9781961584471)

Change Type: Editorial Change
Current Page Number(s): 1
Location: Lesson 1.7 Teacher Guide: Explaining Steps for Rewriting Equations

1.7.3: Understanding Equations with No Solution or Infinitely Many

Activity, Narrative, Launch

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1509&pageid=10100

Original Text: Missing Content from Teacher page

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/11QcLevz3TG3D1Vqq2I02LLqWLFk-IsTe/view?...

Change ID 9707181

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Project 9 Teacher Guide: Using Quadratic Equations to Model Situations and Solve Problems

Project 9 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1844

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9707241

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 2.3 Teacher Guide: Solving Systems by Substitution

2.3.0: Lesson Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1542&pageid=10331&startlastseen=no

Original Text: A2(A), A2(B), A3(A)

Updated URL: N/A

Updated Text:
ELPS 2(A), ELPS 2(B), ELPS 3(A), etc.

Change ID 9707251

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 2.7 Teacher Guide: Systems of Linear Equations and Their Solutions

2.7.0: Lesson Overview

2.7.3: Sorting Systems of Equations Based on Number of Solutions

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1550&pageid=10406

Original Text: Missing Content Link

Updated URL: N/A

Updated Text:
https://k12.openstax.org/contents/raise/resources/1ecdf08bcbed5e7ebc49e... to Blackline Master for the card sort activity

Change ID 9707261

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 2.10 Teacher Guide: Writing and Solving Inequalities in One Variable

2.10.4: Matching Inequalities and Solutions

Activity (15 minutes)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1558&pageid=10469

Original Text: Activity Narrative was missing (no original text).

Updated URL: N/A

Updated Text:
Added the content to the Activity narrative for this page of the Teacher Guide https://drive.google.com/file/d/1gfpofRRRGoF8njafjV3YAbw8t7hIZVMA/view?...

Change ID 9707586

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Project 8 Teacher Guide: Modeling Rocket Flight

Project 8 Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1809&pageid=12205

Original Text: No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1flxxo8eudyDSUZ83r8Yeznc4xP_8e-qa/view?...

Change ID 9707596

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 9.9: Writing Quadratics in Different Forms

9.9.2: Different Forms of Quadratics

Activity

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1838&pageid=12380

Original Text: Q1 - y = x^2 - 4x - 7

Q2 - y = (x-1)(x-3)

Q3 answer - y = x^2 - 4

Extending Your Thinking question - worked solution needs to change the sign of the middle term from +5t to - 5t

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1LgPmoY5b0YaczBSEaVkeBKx5hYF2ebbU/view?...

Change ID 9706941

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 5.9: Interpreting Exponential Functions >> 5.9.3: Additional Resources >> Domain and Range of Exponential Graphs

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Original Text: TEA Feedback: There is no equation in the form y = a(b)^x, which would be helpful.

Updated URL: N/A

Updated Text:
Recommended New Content for Citation #7721026:
New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is
y=100(1-0.1)t.
Try It: Domain and Range of Exponential Graphs
The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is y=12,000(1-0.25)t.

Change ID 9707146

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Project 8 Teacher Guide: Modeling Rocket Flight

Project 8 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1809&pageid=12205

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9707156

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 9.9: Writing Quadratics in Different Forms

9.9.2: Additional Resources

Writing Quadratics in Different Forms

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1838&pageid=12382

Original Text: Relabel "questions" 1, 2, 3, and 4 as "Examples" 1, 2, 3, 4

Correct errors in Examples 3 and 4

Change format of Try It question to facilitate student responses

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1gUVOguvc8SZsaST-Meneu7VE68XoyPmL/view?...

Change ID 9707421

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.1 Teacher Guide: Add and Subtract Polynomials

6.1.2: Adding and Subtracting Polynomials

After Launch

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1706&pageid=11477

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Support for Students with Disabilities
Representation: Illustrate Connections
Use different color highlighters to help show the terms that have the same variables with the same exponents. You can also use colored index cards to break down expressions by putting all of the terms with same variable and same exponents on different colors.
Supports accessibility for Organizing, Visual-Spatial Processing

Change ID 9707431

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.2 Teacher Guide: Multiplying Polynomials

6.2.0: Lesson Overview

After Launch paragraph before Activity.

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1708&pageid=11497&startlastseen=no

Original Text: Content was missing.

Updated URL: N/A

Updated Text:
Support for English Language Learners
MLR 3: Clarify, Critique, Correct
After discussing the three methods to multiply (x-7)(2x+4) as a class, present an incorrect answer and explanation. For example, " (x+8)(2x+3)= x2+24 because when you multiply two binomials, you multiply the first terms and the last

terms." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explainhow to find the the difference of squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.
Design Principle(s): Optimize output (for explanation); Maximize meta-awareness
Learn more about this routine
View the instructional video and follow along with the materials to assist you with learning this routine.
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.

Change ID 9707441

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.2 Teacher Guide: Multiplying Polynomials

6.2.3: Multiplying a Polynomial by a Polynomial

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1708&pageid=11500

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Support for Students with Disabilities
Action and Expression: Flexibility and Choice
Provide students with algebra tiles to help multiplying polynomials. Algebra tiles help represent algebraic equations and provide students with a visualization of the process of multiplying polynomials and trinomials.
Watch the video from 6.2.2 above Question 1 for an example of how to use algebra tiles multiplying polynomials.
Supports accessibility for Conceptual Processing, Visual-Spatial Processing

Change ID 9707401

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Project 5 Teacher Guide: Introduction to Exponential Functions

Project 5 Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1694&pageid=11444

Original Text: No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1mk_rn3XV_P7QvArt8njdv7XO4edXr5LJ/view?...

Change ID 9707461

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.5 Teacher Guide: Factor Trinomials

6.5.2: Factoring Trinomials with Leading Coefficients of 1

Add content to Launch section

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1716&pageid=11565

Original Text: Content did not exist. New content needs to be added. Proposed new content based on TEA SRP Feedback (ID: 8097711) to include more explicit use and access to algebra tiles.

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/19WzloJD1uonb-Jc29We9hTb_NZ-PbkP2/view?...

Change ID 9707471

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.6 Teacher Guide: Factor Special Products

6.6.2: Factoring Perfect Square Trinomials

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1718&pageid=11587

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Support for Students with Disabilities
Engagement: Provide structures
Provide students with math formula support for finding the perfect square while solving practice problems and quizzes by utilizing the STAAR Algebra I Reference Materials that is linked from the Getting Started - Students Start Here - Additional Resources. It includes these formulas:
Supports accessibility for Conceptual Processing, Memory

Change ID 9707236

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 2.2: Writing Systems of Equations

2.2.0: Lesson Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1541&pageid=10320&startlastseen=no

Original Text: Repeated wording: "The steps to use to solve a system of linear equations by graphing are shown below."

Updated URL: N/A

Updated Text:
Delete this repeated wording

Change ID 9707246

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 2.6 Teacher Guide: Solving Systems by Elimination, Part 3

2.6.5: Practice

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1548&pageid=10390

Original Text: Errors fixed in Q 1, 2, 4, 5, 6, 7

Updated URL: N/A

Updated Text:
These errors appear in the TG
Question 1 AND Question 2 - in the work shown for the solution, DELETE the line that says 7x+8y=4.
Question 4 - DELETE the negative sign in front of -4(0.5) + 5y = 3.25, so the equation reads 4(0.5) + 5y = 3.25.
Question 5 - DELETE 5(7x-2y=3)=35x-10y=15 and REPLACE with -5(x + 2y=4)=-5x-10y=-20
Question 6 -
- The first equation in the system should be 3/2x - 1/4y = 5. The terms on the LHS are subtracted not added. REPLACE the + in front of 1/4y with a minus (-) sign.
- In the work shown for the solution, REPLACE 6x - y = 5 with 6x - y = 20.
- In the work shown for the solution, REPLACE x + 2(4)y=12 with 2(4) + y = 12.
Question 7 - In the work shown for the solution, the expression (3(6) should just be 3(6). REMOVE the extraneous parenthesis to the left of of 3(6).

Change ID 9707256

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 2.9: Solutions to Inequalities

2.9.5: Additional Resources

Comparing Equality and Inequality

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1557&pageid=10460

Original Text: Implementation of SRP suggestion (Feedback ID 8343601) to add a more simplified example. Two examples were added (Example 1 and Example 2) and placed above the current example.

This is new content and is not replacing original content.

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1yju47NS0ifmYFbCBmrPMFHCG_n_2Zuua/view?...

Change ID 9707591

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Project 8 Teacher Guide: Modeling Rocket Flight

Project 8 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1809&pageid=12205

Original Text: Missing Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9707501

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 7.12 Teacher Guide: Graphing the Standard Form, Part 1

7.12.2: Transformations with Quadratic Functions

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1759&pageid=11847

Original Text: TEA SRP Feedback

Feedback ID: 8427761 from TEA asks us to change y = to f(x) =

Also, Feedback ID: 8423621 from TEA asks us to add examples to AR content

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1S6yju5FiOyh2Q8MNikHi5McMk2DKTcTo/view?...

Change ID 9707511

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 7.12 Teacher Guide: Graphing the Standard Form, Part 1

7.12.2: Transformations with Quadratic Functions

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1760&pageid=11855

Original Text: Feedback ID: 8423621 from TEA asks us to add examples to AR content

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1UegFMsd4o5ATJ1eSfYOoZEN0qG0V8LZx/view?...

Change ID 9707061

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 7.12 Teacher Guide: Graphing the Standard Form, Part 1

7.12.3: Understanding the Behaviors of a Graph in Relation to Its Quadratic Expression

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1759&pageid=11848

Original Text: TEA SRP Feedback 8427761

Updated URL: N/A

Updated Text:
"Feedback ID: 8427761 from TEA asks us to change y = to f(x) =

Change ID 9707021

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.5 Teacher Guide: Factor Trinomials

6.5.3: Factoring Trinomials Using Trial and Error

After Launch paragraph before Activity.

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1716&pageid=11566

Original Text: Content was missing.

Updated URL: N/A

Updated Text:

[[Standard format for ELL Box]]
After Launch paragraph before Activity.
Support for English Language Learners
MLR 5 Co-Craft Questions: Speaking, Reading
Use this routine to help students talk through the trial and error process to factor trinomials. Ask students to write down possible mathematical questions that could be asked to help them determine which factors could solve the problem. .nvite students to compare their questions before starting the trial and error process. Listen for and amplify any questions involving factoring trinomials. The process of creating mathematical questions, without the pressure of producing answers or solutions, prompts students to make sense of the given information and to activate the language of mathematical questions. This work helps to prepare students to process the actual questions.
Design Principle(s): Maximize meta-awareness; Support sense-making
Learn more about this routine
View the instructional video and follow along with the materials to assist you with learning this routine.
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.
Support for Students with Disabilities
Action and Expression: Flexibility and Choice
Provide students with algebra tiles to help factoring by trial and error. Algebra tiles help represent algebraic equations and provide students with a visualization of the process of factoring polynomials and trinomials.
Watch the video in Factoring Trinomials with Leading Coefficients of 1 to see an example of how to use algebra tiles at the 2:00 mark.
Supports accessibility for Conceptual processing, Visual-Spatial Processing

Change ID 9706981

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.1 Teacher Guide: Add and Subtract Polynomials

6.1.3: Evaluating a Polynomial Function for a Given Value

After Launch paragraph before Activity.

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1706&pageid=11478

Original Text: Content was missing.

Updated URL: N/A

Updated Text:
Support for English Language Learners
MLR 8: Discussion Supports: Listening, Conversing
As students are sharing their polynomial functions in groups of two, students should take turns describing what steps they think should be taken next to find the solutions and explaining the reasoning behind those steps. Display the following sentence frames for all to see: "We should do ____ next because . . .", and "I noticed ___ , so I think . . . ."
Encourage students to challenge each other when they disagree. This will help students clarify their reasoning when solving polynomial equations. When students are discussing what is the same and different about their steps and solving strategies, assist students in using negatives and contractions correctly, such as do/don't, can/can't, is/isn't.

Design Principle(s):); Maximize meta-awareness
Learn more about this routine
View the instructional video and follow along with the materials to assist you with learning this routine.
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.

Change ID 9706991

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.2 Teacher Guide: Multiplying Polynomials

6.2.2: Multiplying Binomials

Add content to Launch section

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1708&pageid=11499

Original Text: Content did not exist. New content needs to be added. Proposed new content based on TEA Feedback (ID: 8126901) to include more explicit use and access to algebra tiles.

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1tosHmy_Z9xmNJyHPlXyzf-8t8XGMBqYq/view?...

Change ID 9707001

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.3 Teacher Guide: Dividing Polynomials

6.3.2: Dividing Polynomials Using Long Division

After Launch paragraph before Activity.

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1710&pageid=11521

Original Text: Content was missing.

Updated URL: N/A

Updated Text:
[[Standard format for ELL Box]]
After Launch paragraph before Activity.
Support for English Language Learners
MLR 2 Collect and Display: Conversing
As students describe the taditional division problem 960/20 a class, listen for and collect the language students use to describe the long division process. Write the students' words and phrases on a visual display and update it

throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-group discussions.
Design Principle(s): Maximize meta-awareness
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.
[[Standard format for SWD Box]]
After Launch paragraph before Activity.
Support for Students with Disabilities
Action and Expression: Organizational problem-solving skills
Provide students with graph paper or use lined paper turned sideways to help keep factors lined up within the worked solution.
Supports accessibility for Organizing, Visual-Spatial Processing,

Change ID 9707386

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 5.9: Interpreting Exponential Functions >> 5.9.3: Additional Resources >> Domain and Range of Exponential Graphs

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1678&pageid=11329

Original Text: TEA Feedback: There is no equation in the form y = a(b)^x, which would be helpful.

Updated URL: N/A

Updated Text:
Recommended New Content for Citation #7721026:
New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is
y=100(1-0.1)t.
Try It: Domain and Range of Exponential Graphs
The dollar value of a car is a function, f, of the number of years, t, since the car was purchased. The car was purchased at $12,000. Tell the domain and range. The equation of this line is y=12,000(1-0.25)t.

Change ID 9706806

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 2.7 Teacher Guide: Systems of Linear Equations and Their Solutions

2.7.0: Lesson Overview

2.7.3: Sorting Systems of Equations Based on Number of Solutions

Original URL:

Original Text: Missing Content Link

Updated URL: N/A

Updated Text:
https://k12.openstax.org/contents/raise/resources/1ecdf08bcbed5e7ebc49e... to Blackline Master for the card sort activity

Change ID 9706816

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 2.10 Teacher Guide: Writing and Solving Inequalities in One Variable

2.10.4: Matching Inequalities and Solutions

Activity (15 minutes)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1558&pageid=10469

Original Text: Activity Narrative was missing (no original text).

Updated URL: N/A

Updated Text:
Added the content to the Activity narrative for this page of the Teacher Guide https://drive.google.com/file/d/1gfpofRRRGoF8njafjV3YAbw8t7hIZVMA/view?...

Change ID 9707601

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 9.9: Writing Quadratics in Different Forms

9.9.2: Additional Resources

Writing Quadratics in Different Forms

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1838&pageid=12382

Original Text: Relabel "questions" 1, 2, 3, and 4 as "Examples" 1, 2, 3, 4

Correct errors in Examples 3 and 4

Change format of Try It question to facilitate student responses

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1gUVOguvc8SZsaST-Meneu7VE68XoyPmL/view?...

Change ID 9707621

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Project 9 Teacher Guide: Using Quadratic Equations to Model Situations and Solve Problems

Project 9 Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1844

Original Text: No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/17jiLgC8R1tukCs0VNEgQogX4shP6CeAd/view?...

Change ID 9706796

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 2.3 Teacher Guide: Solving Systems by Substitution

2.3.0: Lesson Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1542&pageid=10331&startlastseen=no

Original Text: A2(A), A2(B), A3(A)

Updated URL: N/A

Updated Text:
ELPS 2(A), ELPS 2(B), ELPS 3(A), etc.

Change ID 9707171

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 9.10: Rewriting Quadratic Expressions in Vertex Form

9.10.7: Practice

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1840&pageid=12409

Original Text: Question 7 i.

Also, it is accepting -3 as correct answer

Updated URL: N/A

Updated Text:
Question 7 c.
Fixed to accept +9 as the correct answer

Change ID 9707141

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Project 8 Teacher Guide: Modeling Rocket Flight

Project 8 Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1809&pageid=12205

Original Text: No content was changed - UX designs added bullets, icons, step-by-step styling, etc. to make content more accessible to students (chunked and easier to use/follow directions)

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1flxxo8eudyDSUZ83r8Yeznc4xP_8e-qa/view?...

Change ID 9707151

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 9.9: Writing Quadratics in Different Forms

9.9.2: Different Forms of Quadratics

Activity

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1838&pageid=12380

Original Text: Q1 - y = x^2 - 4x - 7

Q2 - y = (x-1)(x-3)

Q3 answer - y = x^2 - 4

Extending Your Thinking question - worked solution needs to change the sign of the middle term from +5t to - 5t

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1LgPmoY5b0YaczBSEaVkeBKx5hYF2ebbU/view?...

Change ID 9707161

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 9.9: Writing Quadratics in Different Forms

9.9.3: Vertex Form Given a Vertex and Point

Activity

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1838&pageid=12383

Original Text: TEA SRP identified incorrect coding for questions 3-4 and 5-6 (error). Information for these questions were embedded in the displayed answers for questions 2 and 4, respectively. Proposed coding fix:

No change to content - coding to display questions was incorrect and it was fixed so questions will display correctly.

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1NpNbtngVKiXPZfyqhLKrvEiJHDdcRDoN/view?...

Change ID 9707426

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.1 Teacher Guide: Add and Subtract Polynomials

6.1.3: Evaluating a Polynomial Function for a Given Value

After Launch paragraph before Activity.

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1706&pageid=11478

Original Text: Content was missing.

Updated URL: N/A

Updated Text:
Support for English Language Learners
MLR 8: Discussion Supports: Listening, Conversing
As students are sharing their polynomial functions in groups of two, students should take turns describing what steps they think should be taken next to find the solutions and explaining the reasoning behind those steps. Display the following sentence frames for all to see: "We should do ____ next because . . .", and "I noticed ___ , so I think . . . ."
Encourage students to challenge each other when they disagree. This will help students clarify their reasoning when solving polynomial equations. When students are discussing what is the same and different about their steps and solving strategies, assist students in using negatives and contractions correctly, such as do/don't, can/can't, is/isn't.
Design Principle(s):); Maximize meta-awareness
Learn more about this routine
View the instructional video and follow along with the materials to assist you with learning this routine.
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.

Change ID 9707436

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.2 Teacher Guide: Multiplying Polynomials

6.2.2: Multiplying Binomials

Add content to Launch section

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1708&pageid=11499

Original Text: Content did not exist. New content needs to be added. Proposed new content based on TEA Feedback (ID: 8126901) to include more explicit use and access to algebra tiles.

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1tosHmy_Z9xmNJyHPlXyzf-8t8XGMBqYq/view?...

Change ID 9707446

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: Lesson 6.3 Teacher Guide: Dividing Polynomials

6.3.2: Dividing Polynomials Using Long Division

After Launch paragraph before Activity.

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1710&pageid=11521

Original Text: Content was missing.

Updated URL: N/A

Updated Text:
[[Standard format for ELL Box]]
After Launch paragraph before Activity.
Support for English Language Learners
MLR 2 Collect and Display: Conversing
As students describe the taditional division problem 960/20 a class, listen for and collect the language students use to describe the long division process. Write the students' words and phrases on a visual display and update it throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-group discussions.
Design Principle(s): Maximize meta-awareness
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.
[[Standard format for SWD Box]]
After Launch paragraph before Activity.
Support for Students with Disabilities
Action and Expression: Organizational problem-solving skills
Provide students with graph paper or use lined paper turned sideways to help keep factors lined up within the worked solution.
Supports accessibility for Organizing, Visual-Spatial Processing,

Change ID 9761056

Component: Algebra 1 (9781961584471)

Change Type: Error Correction
Current Page Number(s): 1
Location: 9.9.3: Vertex Form Given a Vertex and Point

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1838&pageid=12383

Original Text: Regarding Suitability flag #000262 stating: The bottom of the page has a video that links directly to YouTube, 7.1C violation

Updated URL: N/A

Updated Text:
Videos are housed on our OpenStax YouTube channel so we are able to ensure they don't host non-compliant content. We will also add additional syntax to the embed code (;&rel=0) to ensure there will be no recommended tiles that will redirect students to non-compliant content.

Change ID 9707281

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 2.13 Teacher Guide: Solving Problems with Inequalities in Two Variables

2.13.2: Solving Problems with Inequalities in Two Variables

Student Activity

Bank Account problem

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1566&pageid=10529

Original Text: New Content

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/132GBWCA3QRU0ZldQttwuRnzO-pkNp31S/view?...

Change ID 9707271

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 2.11 Teacher Guide: Graphing Linear Inequalities in Two Variables

2.11.3: Sketching Solutions to Inequalities

Additional Resources

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1562&pageid=10492

Original Text: New Content

Updated URL: N/A

Updated Text:
"What about the point (2,6)? The point (2,6) is a solution to the boundary line equation y=x+4, because 6=2+4. However, (2,6) is not a solution to the inequality, because the boundary line is not included in the solution to the inequality y > x+4."

Change ID 9706871

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Project 3 Teacher Guide: Two-Variable Statistics

Project 3 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1598&pageid=10731

Original Text: New Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9706881

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 4.12 Teacher Guide: Domain and Range, Part 1

4.12.1: Determining Reasonable Inputs and Outputs

Student Activity

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1634&pageid=10987

Original Text: New Content

Updated URL: N/A

Updated Text:
1. Could each value be an input of the function? Be prepared to explain your reasoning.
a. 15
b. 84 1/2
c. 300
2. Could each value be an output of the function? Be prepared to explain your reasoning.

a. 15
b. 84 1/2
c. 300

Change ID 9706891

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 4.12: Domain and Range, Part 1 >> 4.12.3: Additional Resources >> Naming Input-Output Pairs >> Using Inequalities to Determine Range

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=11001

Original Text: New Content

Updated URL: N/A

Updated Text:
For example, if the function's graph never goes below -3 and can reach any positive value, you would write (-3 < < +?) as an inequality.
Try It Solutions
Compare your answer:
R:(-?,+?) or f(x)?(-?,+?)
Compare your answer:
R:(-?,0) ? (0,+?)
(0,+?) or (-?, +?) \ {0}, indicating that the function can take any value except 0.
New Try-It Solutions
R: (-? < f < +?)
R: (-? > g > 0) ? (0 < g< +?) indicating that the function can take any value except 0

Change ID 9707481

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 6.6 Teacher Guide: Factor Special Products

6.6.3: Factoring the Difference of Squares

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1718&pageid=11588

Original Text: New Content

Updated URL: N/A

Updated Text:
Support for English Language Learners
MLR 3: Clarify, Critique, Correct
After discussing question 7 as a class, present an incorrect answer and explanation. For example, "49x2+16y2 = (7x+4y)(7x+4y) because when you find the square in a polynomial expression you take the square of each term." Ask

students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explain how to find the difference of squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.
Design Principle(s): Optimize output (for explanation); Maximize meta-awareness
Learn more about this routine
View the instructional video and follow along with the materials to assist you with learning this routine.
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.

Change ID 9706911

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 4.18: The nth Term of a Sequence >> 4.18.3: Additional Resources >> >> Examples 1 & 2

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1649&pageid=11114

Original Text: New Content

Updated URL: N/A

Updated Text:
Recommended Change: (Subscript n and 15 for a not showing)
Example 1
Step 2:
an=18+(n-1)3
This equation is fixed twice in Step 2.
Example 2
Step 2: a15=3+(15-1)6
Step 3: a15=3+(14)6
If the explicit formula for this question was needed, we would not have substituted
n=15 and the nth term formula would have beena15=3+(15-1)6.
Try It:
Step 2:
an=7+(n-1)9

Change ID 9706901

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 4.18 Teacher Guide: The nth Term of a Sequence

4.18.2 Identifying a Domain for a Function

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1648&pageid=11102

Original Text: New Content

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1Imwb5fj12CC8M1s0ukc7RBA4Ty2TA44U/view?...

Change ID 9707266

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 2.10 Teacher Guide: Writing and Solving Inequalities in One Variable

2.10.5: Solving Inequalities

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1558&pageid=10470

Original Text: New Content

Updated URL: N/A

Updated Text:
"Question 3 CORRECT this symbol as a less than or equal to symbol.
In Question 4, CORRECT this statement as follows: She can buy a maximum of 5 drinks, which would cost $3.79 x 5 = $18.95. That would leave $20 - $18.95 = $1.05 on the gift card, which is not enough to buy a 6th drink.
In Question 5, CORRECT this statement as follows: He can go to the range 5 times, which would cost $10.55 x 5 = $52.75. He would be under budget by $60 - $52.75 = $7.25, which is not enough money for a 6th trip to the range."

Change ID 9707276

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 2.12 Teacher Guide: Using Linear Inequalities as Constraints

2.12.1: Sketching a Graph to Represent an Equation

Question 2

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1564&pageid=10508

Original Text: New Content

Updated URL: N/A

Updated Text:
2. Use the graphing tool or technology outside the course. Graph your equation from question 1 that represents this scenario using the Desmos tool below.
< embed Desmos graphing tool scaled from -50 to 1600 for x and -10 to 300 for y >
When you have finished graphing, then select the solution button to compare your work.

Change ID 9707571

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 8.11 Teacher Guide: Writing Quadratic Equations Given Real Solutions

8.11.4: Writing Quadratics When Given Any Format

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1804&pageid=12173

Original Text: New Content

Updated URL: N/A

Updated Text:
Response to Student Thinking
More chances
Students will have more opportunities to understand the mathematical ideas in this cool down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool down to provide guidance for what to look for and emphasize in the next several lesson to support students in advancing their current understanding.

Change ID 9707031

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 6.6 Teacher Guide: Factor Special Products

6.6.3: Factoring the Difference of Squares

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1718&pageid=11588

Original Text: New Content

Updated URL: N/A

Updated Text:
[[Standard format for ELL Box]]
After Launch paragraph before Activity.
Support for English Language Learners
MLR 3: Clarify, Critique, Correct
After discussing question 7 as a class, present an incorrect answer and explanation. For example, "49x2+16y2 = (7x+4y)(7x+4y) because when you find the square in a polynomial expression you take the square of each term." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explain how to find the difference of squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.
Design Principle(s): Optimize output (for explanation); Maximize meta-awareness
Learn more about this routine
View the instructional video and follow along with the materials to assist you with learning this routine.
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.

Change ID 9707326

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 4.12 Teacher Guide: Domain and Range, Part 1

4.12.1: Determining Reasonable Inputs and Outputs

Student Activity

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1634&pageid=10987

Original Text: New Content

Updated URL: N/A

Updated Text:
1. Could each value be an input of the function? Be prepared to explain your reasoning.
a. 15
b. 84 1/2
c. 300
2. Could each value be an output of the function? Be prepared to explain your reasoning.
a. 15
b. 84 1/2
c. 300

Change ID 9707336

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 4.12: Domain and Range, Part 1 >> 4.12.3: Additional Resources >> Naming Input-Output Pairs >> Using Inequalities to Determine Range

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=11001

Original Text: New Content

Updated URL: N/A

Updated Text:
For example, if the function's graph never goes below -3 and can reach any positive value, you would write (-3 < < +?) as an inequality.
Try It Solutions
Compare your answer:
R:(-?,+?) or f(x)?(-?,+?)
Compare your answer:
R:(-?,0) ? (0,+?)
(0,+?) or (-?, +?) \ {0}, indicating that the function can take any value except 0.

New Try-It Solutions
R: (-? < f < +?)
R: (-? > g > 0) ? (0 < g< +?) indicating that the function can take any value except 0

Change ID 9707286

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 2.13: Solving Problems with Inequalities in Two Variables

2.13.2: Solving Problems with Inequalities in Two Variables

Activity

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1567&pageid=10537

Original Text: New Content

Updated URL: N/A

Updated Text:
Proposed new content based on TEA SRP Feedback (ID: 8096766) to include wording change to "A maximum of $600 will be deposited into...."
Also, request to ease student answer entry - so entry format to questions 1 & 5 were changed.
And, request to alter calculator content to reflect restricted domains and ranges as well as entry format.

Change ID 9707346

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 4.18 Teacher Guide: The nth Term of a Sequence

4.18.2 Identifying a Domain for a Function

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1648&pageid=11102

Original Text: New Content

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1Imwb5fj12CC8M1s0ukc7RBA4Ty2TA44U/view?...

Change ID 9707296

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 2.15 Teacher Guide: Solving Problems with Systems of Linear Inequalities in Two Variables

2.15.3: Solving Problems to Satisfy Multiple Constraints Simultaneously

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1572&pageid=10574

Original Text: New Content

Updated URL: N/A

Updated Text:
ADD the following instructions after the 5 step directions are listed for each partner (data card/problem card) and before question 1:
Pause here so your teacher can review your work. Ask your teacher for a new set of cards and repeat the activity, trading roles with your partner.

Change ID 9707356

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 4.18: The nth Term of a Sequence >> 4.18.3: Additional Resources >> >> Examples 1 & 2

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1649&pageid=11114

Original Text: New Content

Updated URL: N/A

Updated Text:
Recommended Change: (Subscript n and 15 for a not showing)
Example 1
Step 2:
an=18+(n-1)3
This equation is fixed twice in Step 2.
Example 2
Step 2: a15=3+(15-1)6
Step 3: a15=3+(14)6
If the explicit formula for this question was needed, we would not have substituted
n=15 and the nth term formula would have beena15=3+(15-1)6.
Try It:
Step 2:
an=7+(n-1)9

Change ID 9707306

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Project 2 Teacher Guide: Modeling with Systems of Inequalities in Two Variables

Project 2 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1575

Original Text: New Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9707316

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Project 3 Teacher Guide: Two-Variable Statistics

Project 3 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1598&pageid=10731

Original Text: New Content

Updated URL: N/A

Updated Text:
Added process standards to the TEKS on Project Overview page. 1A through 1G for all Units' Teacher Guides. Change was made to make alignment to process standards more explicit (based on Quality Rubric).

Change ID 9706856

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Project 2 Teacher Guide: Modeling with Systems of Inequalities in Two Variables

Project 2 Overview

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1575

Original Text: New Content

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/1SyBuLy3H9aBFSkQRzpN20LdpGmn30taX/view?...

Change ID 9706826

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 2.11 Teacher Guide: Graphing Linear Inequalities in Two Variables

2.11.3: Sketching Solutions to Inequalities

Additional Resources

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1562&pageid=10492

Original Text: New Content

Updated URL: N/A

Updated Text:
"What about the point (2,6)? The point (2,6) is a solution to the boundary line equation y=x+4, because 6=2+4. However, (2,6) is not a solution to the inequality, because the boundary line is not included in the solution to the inequality y > x+4."

Change ID 9707611

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 9.10 Teacher Guide: Rewriting Quadratic Expressions in Vertex Form

9.10.4: Rewriting Expressions in Vertex Form

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1839&pageid=12393

Original Text: New Content

Updated URL: N/A

Updated Text:
Add SWD box to 9.10.4 Launch that says:
Support for Students with Disabilities
Engagement: Internalize Self Regulation
Chunk this task into more manageable parts to differentiate the degree of difficulty or complexity. Allow students to discuss the steps and then provide students with printed slips of explanations from the student responses. Divide the slips between partners and encourage them to work together to identify which slip matches with each step. Allow them to keep the steps nearby and put them next to their steps as they check their work and use them as a guide.
Supports accessibility for: Organization; Attention

Change ID 9706836

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 2.13 Teacher Guide: Solving Problems with Inequalities in Two Variables

2.13.2: Solving Problems with Inequalities in Two Variables

Student Activity

Bank Account problem

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1566&pageid=10529

Original Text: New Content

Updated URL: N/A

Updated Text:
https://drive.google.com/file/d/132GBWCA3QRU0ZldQttwuRnzO-pkNp31S/view?...

Change ID 9706846

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 2.14 Teacher Guide: Solutions to Systems of Linear Inequalities in Two Variables

2.14.4: Graphing Solutions of Systems of Inequalities

Student Facing Extension Q2

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1570&pageid=10553

Original Text: New Content

Updated URL: N/A

Updated Text:
2. Two non-negative numbers x and y satisfy x + y < 1. Find as many ways to identify the answers to this question as you can.

Change ID 9707476

Component: Algebra 1 (9781961584471)

Change Type: New Content
Current Page Number(s): 1
Location: Lesson 6.6 Teacher Guide: Factor Special Products

6.6.3: Factoring the Difference of Squares

Original URL: https://demo.raiselearning.org/mod/lesson/view.php?id=1718&pageid=11588

Original Text: New Content

Updated URL: N/A

Updated Text:
[[Standard format for ELL Box]]
After Launch paragraph before Activity.
Support for English Language Learners
MLR 3: Clarify, Critique, Correct

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Learn more about this routine
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Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None