

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Texas Education Agency, Open Education Resources	Bluebonnet Learning Grade 2 Reading Language Arts, Edition 1
Subject	Grade Level
English Language Arts And Reading	Grade 2

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: 100%
Quality Review Overall Score: 536 / 536

IMRA Reviewers

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

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	4	13
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	0	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	3	0

Count of Publisher Submitted Changes 36

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	3
Public Comments	75

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Texas Education Agency, Open Education Resources	Bluebonnet Learning Grade 2 Reading Language Arts, Edition 1
Subject	Grade Level
English Phonics - ONLY	Grade 2

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: 100%
Quality Review Overall Score: 340 / 340

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	2	2
Promoting Sexual Risk Avoidance, 6.2	0	0

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

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	See Page 1	See Page 1

Count of Publisher Submitted Changes

See Page 1

Public Feedback

Alleged Factual Errors See Page 1
 Flags for Suitability See Page 1
 Public Comments See Page 1

All Feedback Items from IMRA Reviewers Remaining After Update

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

Flags for Suitability Noncompliance After Updates

- None

Flags for Suitability Compliance After Updates

- [IMRA Reviewer Positive Suitability ID 000479](#)
- [IMRA Reviewer Positive Suitability ID 000481](#)
- [IMRA Reviewer Positive Suitability ID 000176](#)
- [IMRA Reviewer Positive Suitability ID 000177](#)
- [IMRA Reviewer Positive Suitability ID 000206](#)
- [IMRA Reviewer Positive Suitability ID 000417](#)
- [IMRA Reviewer Positive Suitability ID 000418](#)
- [IMRA Reviewer Positive Suitability ID 000420](#)
- [IMRA Reviewer Positive Suitability ID 000472](#)
- [IMRA Reviewer Positive Suitability ID 000473](#)
- [IMRA Reviewer Positive Suitability ID 000474](#)
- [IMRA Reviewer Positive Suitability ID 000475](#)
- [IMRA Reviewer Positive Suitability ID 000480](#)

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

- None

IMRA Reviewer Suitability Compliance

IMRA Reviewer Positive Suitability ID 000479

Component: Grade 2 Unit 7 The U.S. Civil War Teacher Guide (9798890722676)

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

Page Number(s): pages 130-134

Location: There is no error; however, this read aloud in lesson 8 has information that promotes American patriotism and democratic principles.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U7_TG_ENG_0.pdf

Page Number(s): pages 146-150

Location: There is no error; however, this read aloud in lesson 9 promotes democratic principles and founding fathers of American history.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U7_TG_ENG_0.pdf

Page Number(s): page 196

Location: There is no error; however, the comprehension questions assist in promoting democratic principles and national heritage.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U7_TG_ENG_0.pdf

IMRA Reviewer Positive Suitability ID 000481

Component: Grade 2 Unit 4 The War of 1812 Teacher Guide (9798890728159)

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

Page Number(s): pages 77-81

Location: There is no error; however, the read aloud promotes American patriotism.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U4_TG_ENG.pdf

Page Number(s): pages 91-97

Location: There is no error; however, the read aloud assists students with understanding the importance of patriotic principles.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U4_TG_ENG.pdf

Page Number(s):

Location:

Link:

IMRA Reviewer Positive Suitability ID 000176

Component: Foundational Skills TG Unit 6, Lesson 3: The War of 1812

National Heritage, American Patriotism, Founding Documents, Democratic Principles (9798890727350)

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

Page Number(s): pages 38 - 44

Location: No error located; however, this source contains lesson-level evidence of compliance with indicator 2.1.1. (Positive evidence)

On page 38, the teacher guide provides instructions about historical background of the War of 1812. On page 39, images and captions assist the teacher in activating students background knowledge on the War of 1812. On pages 40-44, A New Nation: American Independence provides historical information about people and events in the early United States, The Declaration of Independence, The Constitution, and The Founding Fathers of America.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U6_Skills_TG_ENG.pdf

IMRA Reviewer Positive Suitability ID 000177

Component: TG Unit 11, Lesson 6: Flight and the Story of Aviation - Bessie Coleman

Texas History (9798890722775)

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

Page Number(s): pages 69 - 73

Location: No error on the pages; however, this source contains lesson-level evidence of compliance with indicator 2.1.1. (Positive evidence)

On pages 69 - 73, a Texas Native, Bessie Coleman, impacts aviation in Texas History.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U11_TG_ENG.pdf

IMRA Reviewer Positive Suitability ID 000206

Component: Unit 7: The U.S. Civil War, Lesson 3: Universal Access, Teacher Guide (9798890722676)

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

Page Number(s): 38

Location: Guidance exists for teachers to provide images of local businesses in the community in order to highlight how these business contribute to the local economy by providing goods and services, creating jobs and supporting the community. Partners can discuss the goods and services their families use.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U7_TG_ENG.pdf

IMRA Reviewer Positive Suitability ID 000417

Component: Grade 2 Unit 2 Skills Teacher Guide (9798890727176)

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

Page Number(s): 66

Location: Digital Component 1.3, Universal Access, second bullet: "Bring in pictures of the West, or the American frontier, to activate prior knowledge before reading “The Jumping Frog.”

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U2_TG_ENG
(https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U2_TG_ENG)

IMRA Reviewer Positive Suitability ID 000418

Component: Grade 2 Unit 1 Skills Teacher Guide (9798890727138)

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

Page Number(s): 4

Location: Introduction, Timeline Cards: "Large, colorful cards depicting various events in American history prior to and during the War of 1812 are provided so a classroom timeline can be created for context and reference throughout the unit."

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U1_TG_ENG
(https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U1_TG_ENG)

IMRA Reviewer Positive Suitability ID 000420

Component: Grade 2 Unit 10 Teacher Guide (9798890722720)

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

Page Number(s): 2

Location: Introduction, Why Fighting for a Cause is Important: "They will learn about some key figures who fought for various causes, such as religious freedom, the abolition of slavery, and the equal protection of the law for all people."

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U10_TG_E
(https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U10_TG_E)

IMRA Reviewer Positive Suitability ID 000472

Component: Grade 2 Unit 10 Fighting for a Cause Teacher Guide (9798890722720)

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

Page Number(s): page 2

Location: There is no error. The last two paragraphs on the page details how founding documents for understanding the importance of patriotism.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U10_TG_ENG.pdf

IMRA Reviewer Positive Suitability ID 000473

Component: Grade 2 Unit 10 Fighting for a Cause Teacher Guide (9798890722720)

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

Page Number(s): page 55

Location: There is no error; however, the last two bullets on the page discuss democratic principles and the importance of patriotism.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U10_TG_ENG.pdf

IMRA Reviewer Positive Suitability ID 000474

Component: Grade 2 Unit 6 Skills Teacher Guide (9798890727350)

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

Page Number(s): 186

Location: There is no error; however, the first paragraph details information about understanding our national heritage and the importance of patriotism.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U6_TG_ENG_0.pdf

IMRA Reviewer Positive Suitability ID 000475

Component: Grade 2 Unit 6 Skills The War of 1812 Reader (9798890727381)

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

Page Number(s): pages 92-101

Location: There is no error; however, the story about the "Our National Anthem" does promote American patriotism and sets a baseline for democratic principles.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U6_RDR_ENG_1.pdf

IMRA Reviewer Positive Suitability ID 000480

Component: Grade 2 Unit 9 Land of Opportunity Teacher Guide (9798890727787)

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

Page Number(s): page 140

Location: There is no error; however, the Advanced Preparation includes founding documents of the United States.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U9_TG_ENG.pdf

IMRA Reviewer Factual Errors

- None

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 9363391

Component: G2: Knowledge Unit 11: Teacher Guide (9798890722775)

Reviewer Feedback: Make sure to also include for teacher and students to look at 14.1 in the activity guide which is the editing checklist which addresses the breakout of editing drafts INCLUDING common nouns!

Page Number(s): 157

Location: N/A

URL to Content: https://texasgateway.org/system/files/documents/RLA_G2_U11_TG_ENG.pdf

Publisher Response: Accept

Grade 2 Unit 11 Lesson 14 has been revised.

IMRA Reviewer Feedback ID 9370191

Component: G2: Skills Unit 4: Teacher Guide (9798890727251)

Reviewer Feedback: A picture of the checklist linked would be nice to have within the body of the text in the teacher guide.

Page Number(s): 193

Location: N/A

URL to Content: https://texasgateway.org/system/files/documents/RLA_G2_U4_Skills_TG_ENG.pdf

Publisher Response: Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

IMRA Reviewer Feedback ID 9369446

Component: G2: Skills Unit 5: Teacher Guide (9798890727299)

Reviewer Feedback: It would be a nice addition to show a preview of the revising checklist mentioned in the text. Teachers would appreciate seeing the specifics of the checklist imbedded within the TG so they don't have to go within another document to find the checklist.

Page Number(s): 213

Location: N/A

URL to Content: https://texasgateway.org/system/files/documents/RLA_G2_U5_Skills_TG_ENG.pdf

Publisher Response: Reject

No revision made. Content appropriate in current form. The suggested feedback will be considered for future continuous improvement.

Publisher Submitted Changes

Change ID 9708821

Component: Grade 2 Unit 2 Skills Teacher Guide (9798890727176)

Change Type: Editorial Change

Current Page Number(s): 1-11, 30-45, 46-62, 63 -75, 125-139, 169-184, 227-248

Location: Table of Contents Introduction Lesson 2 Lesson 3 Lesson 4 Lesson 9 Lesson 12 Pausing Point

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U2_Skills_TG_ENG_0.pdf

Original Text: pgs. 1-11 (Table of Contents & Introduction) pgs. 30-45 (Lesson 2) pgs. 46- 62 (Lesson 3) pgs. 63 - 75 (Lesson 4) pgs. 125 - 139 (Lesson 9) pgs. 169 - 184 (Lesson 12) pgs. 227-248 (Pausing Point)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U2_TG_ENG_1.pdf

Updated Text:

Text edited in unit Table of Contents, Introduction, Lessons 2-4, 9, 12 and the Pausing Point.

Change ID 9708916

Component: Grade 2 Unit 1 Skills Teacher Guide (9798890727138)

Change Type: Editorial Change

Current Page Number(s): 1-19 (Introduction) 26-37, 405-409

Location: Introduction Lesson 1 Appendix B

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U1_Skills_TG_ENG.pdf

Original Text: Pgs. 1-19 (Introduction) pgs. 26 - 37 (Lesson 1) pgs. 405 - 409 (Appendix B)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U1_TG_ENG.pdf

Updated Text:

Text edited in Introduction, Lesson 1 and Appendix B.

Change ID 9708906

Component: Grade 2 Unit 10 Fighting for a Cause Teacher Guide (9798890722720)

Change Type: Editorial Change

Current Page Number(s): 1-5, 6-12, 22-36, 37-50, 51-63, 64-79, 80-92, 93-97, 98-111, 112-128, 129-142, 143-158, 192-202, 217-219, 223-225

Location: Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Pausing Point Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 13 Unit Review Culminating Activities

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf

Original Text: pgs. 1-5 (Introduction) pgs. 6-12 (Lesson 1) pgs. 22-36 (Lesson 2) pgs. 37-50 (Lesson 3) pgs. 51-63 (Lesson 4) pgs. 64-79 (Lesson 5) pgs. 80-92 (Lesson 6) pgs. 93-97 (Pausing Point) pgs. 98-111 (Lesson 7) pgs. 112-128 (Lesson 8) pgs. 129-142 (Lesson 9) pg

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U10_TG_ENG_2.pdf

Updated Text:

Text edited in the introduction lessons 1-9, 13, Pausing Points, and Culminating Activities.

Change ID 9708826

Component: Grade 2 Unit 3 Stories of Ancient Greeks Teacher Guide (9798890727480)

Change Type: Editorial Change

Current Page Number(s): 1-6, 7-23, 24-38, 39-51, 52-65, 82-94, 95-100, 101-111, 112-125, 126-139

Location: Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Pausing Point Lesson 7 Lesson 8 Lesson 9

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U3_TG_ENG.pdf

Original Text: pgs. 7-23 (Lesson 1) pgs. 24-38 (Lesson 2) pgs. 39-51 (Lesson 3) pgs. 52-65 (Lesson 4) pgs. 82-94 (Lesson 5) pgs. 66-81 (Lesson 6) pgs. 95-100 (Pausing Point) pgs. 101-111 (Lesson 7) pgs. 112-125 (Lesson 8) pgs. 126-139 (Lesson 9)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U3_TG_ENG_0.pdf

Updated Text:

Text edited in introduction, lessons 1-6, the Pausing Point, and Lessons 7-9.

Change ID 9708841

Component: Grade 2 Unit 3 Skills Teacher Guide (9798890727213)

Change Type: Editorial Change

Current Page Number(s): 1-7, 24-36, 52-67, 103-119, 143-163, 187-195, 242-258, 259-274

Location: Table of Contents Introduction Lesson 2 Lesson 4 Lesson 8 Lesson 11 Lesson 14 Lesson 19 Lesson 20

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U3_Skills_TG_ENG.pdf

Original Text: pgs. 1-7 (Table of Contents & Introduction)pgs. 24-36 (Lesson 2)pgs. 52 - 67 (Lesson 4)pgs. 103 - 119 (Lesson 8)pgs. 143 - 163 (Lesson 11)pgs. 187-195 (Lesson 14)pgs. 242 - 258 (Lesson 19)pgs. 259 - 274 (Lesson 20)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U3_TG_ENG.pdf

Updated Text:

Text edited in Table of Contents, Introduction, Lessons 2, 4, 8, 11, 14, 19 and 20.

Change ID 9708866

Component: Grade 2 Unit 5 Skills Teacher Guide (9798890727299)

Change Type: Editorial Change

Current Page Number(s): 1-7, 9-20, 21-31, 32-44, 45-62, 86-104, 105-114, 133-144, 150-161, 162-170, 171-181, 182-193, 243-258

Location: Table of Contents Introduction Lesson 1Lesson 2 Lesson 3 Lesson 4Lesson 7 Lesson 8 Lesson 11Lesson 13 Lesson 14 Lesson 15Lesson 16 Lesson 23

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U5_Skills_TG_ENG.pdf

Original Text: pgs. 1-7 (Table of Contents & Introduction) pgs. 9-20 (Lesson 1) pgs. 21-31 (Lesson 2) pgs. 32-44 (Lesson 3) pgs. 45 - 62 (Lesson 4) pgs. 86 -104 (Lesson 7) pgs. 105-114 (Lesson 8)pgs. 133-144 (Lesson 11) pgs. 150 - 161 (Lesson 13)pgs. 162 - 170 (Lesson 1)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U5_TG_ENG.pdf

Updated Text:

Text edited in lessons 1-4, 7, 8, 11, 13 - 16, and 23.

Change ID 9708871

Component: Grade 2 Unit 6 Skills Teacher Guide (9798890727350)

Change Type: Editorial Change

Current Page Number(s): 1-8, 23-33, 120-134, 135-331

Location: Table of Contents Introduction Lesson 2 Lesson 11 Lesson 12Lesson 13 Lesson 14 Lesson 15 Lesson 16 Lesson 17 Lesson 19Lesson 21 Lesson 22 Lesson 23 Lesson 24 Lesson 25 Lesson 26Lesson 30 Lesson 31

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U6_Skills_TG_ENG.pdf

Original Text: pgs. 1- 8 (Table of Contents & Introduction) pgs. 23-33 (Lesson 2) pgs. 120-134 (Lesson 11) pgs. 135 - 146 (Lesson 12) pgs. 147 - 159 (Lesson 13) pgs. 160 - 170 (Lesson 14)pgs. 171 - 181 (Lesson 15) pgs. 182 - 192 (Lesson 16)pgs. 193 - 203 (Lesson 17) pgs

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U6_TG_ENG_0.pdf

Updated Text:

Text edited in lessons 2, 11 - 17, 19, 21 - 26, and 30-31.

Change ID 9708876

Component: Grade 2 Unit 6 Skills The War of 1812 Reader (9798890727381)

Change Type: Editorial Change

Current Page Number(s): 12-23, 46-53, 92-101, 102-113

Location: "Trouble with the British" "The Attack on Washington, D.C." "Our National Anthem" "Making Sense of the National Anthem"

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U6_Skills_RDR_ENG_0.pdf

Original Text: pgs. 12-23 ("Trouble with the British") pgs. 46-53 ("The Attack on Washington, D.C.") pgs. 92-101 ("Our National Anthem") pgs. 102-113 ("Making Sense of the National Anthem")

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U6_RDR_ENG_1.pdf

Updated Text:

Text and images edited.

Change ID 9708846

Component: Grade 2 Unit 4 Skills Reader (9798890727275)

Change Type: Editorial Change

Current Page Number(s): 14-21, 22-27, 24-41, 54-59, 100-107, 118-125

Location: "Brooklyn" "Drummer's Grove" "The Gym" "The Subway" "The Tally" "Battery Park"

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U4_Skills_RDR_ENG_0.pdf

Original Text: pgs. 14-21 ("Brooklyn") pgs. 22-27 ("Drummer's Grove") pgs. 34-41 ("The Gym") pgs. 54-59 ("The Subway") pgs. 100-107 ("The Tally") pgs. 118-125 ("Battery Park")

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U4_RDR_ENG.pdf

Updated Text:

Images updated.

Change ID 9708891

Component: Grade 2 Unit 7 The U.S. Civil War Activity Book (9798890722683)

Change Type: Editorial Change

Current Page Number(s): 17-18

Location: 17-18

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U7_AB_ENG.pdf

Original Text: pgs. 17-18 (Activity 5.1)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U7_AB_ENG.pdf

Updated Text:

Text edited in activity 5.1

Change ID 9708816

Component: Grade 2 Unit 2 Skills Activity Book (9798890727169)

Change Type: Editorial Change

Current Page Number(s): 193

Location: PP.39

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U2_Skills_AB_ENG.pdf

Original Text: pg. 193 (PP.39)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U2_AB_ENG.pdf

Updated Text:

Text edited in PP.39.

Change ID 9708831

Component: Grade 2 Unit 3 Skills Reader (9798890727237)

Change Type: Editorial Change

Current Page Number(s): 2-3, 44-47, 52-57, 64-71, 80-85

Location: "A Letter from the Publisher" "The Soccer Twins, Part I" "Jump!" "The Splash Artist" "The Math Contest"

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U3_Skills_RDR_ENG.pdf

Original Text: pgs. 2-3 ("A Letter from the Publisher") pgs. 44-47 ("The Soccer Twins, Part I") pgs. 52-57 ("Jump!") pgs. 64-71 ("The Splash Artist") pgs. 80-85 ("The Math Contest")

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U3_RDR_ENG.pdf

Updated Text:

Images updated.

Change ID 9708881

Component: Grade 2 Unit 6 Insects: All Around Teacher Guide (9798890728111)

Change Type: Editorial Change

Current Page Number(s): 22-36, 37-49

Location: Lesson 2 Lesson 3

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U6_TG_ENG.pdf

Original Text: pgs. 22- 36 (Lesson 2) pgs. 37-49 (Lesson 3)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U6_TG_ENG.pdf

Updated Text:

Text edited in lessons 2 and 3.

Change ID 9708896

Component: Grade 2 Unit 7 The U.S. Civil War Flip Book (9798890722706)

Change Type: Editorial Change

Current Page Number(s): 2A-6

Location: 2A-6

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U7_FB_ENG.pdf

Original Text: 2A-6

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U7_FB_ENG.pdf

Updated Text:

Image updated.

Change ID 9708861

Component: Grade 2 Unit 5 Skills Activity Book (9798890727282)

Change Type: Editorial Change

Current Page Number(s): 5-12, 13-20, 55-66, 79-88, 107-112

Location: Lesson 2 Lesson 3 Lesson 8 Lesson 11 Lesson 16

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U5_Skills_AB_ENG_0.pdf

Original Text: pgs. 5-12 (Lesson 2) pgs. 13-20 (Lesson 3) pgs. 55-66 (Lesson 8) pgs. 79-88 (Lesson 11) pgs. 107-112 (Lesson 16)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U5_AB_ENG.pdf

Updated Text:

Text edited in lessons 2, 3, 8, 11 and 16.

Change ID 9708836

Component: Grade 2 Unit 3 Skills Activity Book (9798890727206)

Change Type: Editorial Change

Current Page Number(s): 52-67

Location: Lesson 4

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U3_Skills_AB_ENG.pdf

Original Text: pgs. 52-67 (Lesson 4)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U3_AB_ENG.pdf

Updated Text:

Text edited in lesson 4.

Change ID 9708856

Component: Grade 2 Unit 5 Cycles of Nature Teacher Guide (9798890729859)

Change Type: Editorial Change

Current Page Number(s): 53-64, 122-136

Location: Lesson 4 Lesson 9

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U5_TG_ENG.pdf

Original Text: pgs. 53-64 (Lesson 4) pgs. 122 - 136 (Lesson 9)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U5_TG_ENG_1.pdf

Updated Text:

Text edited in lessons 4 and 9.

Change ID 9708801

Component: Program and Implementation Guide (9798890724373)

Change Type: Editorial Change

Current Page Number(s): 6, 6-10, 11-17, 18-22, 29-32, 33-52, 80-81

Location: Alignment to ELPS Approach to Instruction Foundational Literacy and the Science of Teaching Reading Knowledge Coherence K-5 Program Structure and Resources Materials and Resources Additional References

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text: pg. 6 (Alignment to ELPS) pgs. 6-10 (Approach to Instruction) pgs. 11-17 (Foundational Literacy and the Science of Teaching Reading) pgs. 18-22 (Knowledge Coherence K-5) pgs. 29-32 (Program Structure and Resources) pgs. 33-52 (Materials and Resources) pgs

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in multiple sections.

Change ID 9708911

Component: Grade 2 Unit 11 Flight and the Story of Aviation Teacher Guide (9798890722775)

Change Type: Editorial Change

Current Page Number(s): 6-20, 154-159

Location: Lesson 1 Lesson 14

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U11_TG_ENG.pdf

Original Text: pgs. 6-20 (Lesson 1) pgs. 154-159 (Lesson 14)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U11_TG_ENG_0.pdf

Updated Text:

Text edited in lessons 1 and 14.

Change ID 9708886

Component: Grade 2 Unit 7 The U.S. Civil War Teacher Guide (9798890722676)

Change Type: Editorial Change

Current Page Number(s): 6-87, 92-155, 186-201, 220-224

Location: Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Pause Point Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 12 Activity Book Answer Key

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U7_TG_ENG.pdf

Original Text: pgs. 6-19 (Lesson 1) pgs. 20-35 (Lesson 2) pgs. 36-51 (Lesson 3) pgs. 52-69 (Lesson 4) pgs. 70-86 (Lesson 5) pg. 87 (Pause Point) pgs. 92-109 (Lesson 6) pgs. 110-123 (Lesson 7) pgs. 124-139 (Lesson 8) pgs. 140-155 (Lesson 9) pgs. 186-201 (Lesson 12) pg. 220 -

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U7_TG_ENG_3.pdf

Updated Text:

Text and images edited in lessons 1 - 9, 12, and the Answer Key.

Change ID 9708811

Component: Grade 2 Unit 2 Ancient Greeks Teacher Guide (9798890728975)

Change Type: Editorial Change

Current Page Number(s): 7-19, 20-35, 35-47, 48-63, 64-77, 78-92, 93-108, 114-127, 98-103, 198-201

Location: Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Pausing Point Lesson 10 Unit Assessment

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U2_TG_ENG.pdf

Original Text: pgs. 7-19 (Lesson 1) pgs. 20-35 (Lesson 2) pgs. 35-47 (Lesson 3) pgs. 48-63 (Lesson 4) pgs. 64-77 (Lesson 5) pgs. 78-92 (Lesson 6) pgs. 93-108 (Lesson 7) pgs. 98-103 (Pausing Point) pgs. 114-127 (Lesson 10) pgs. 198-201 (Unit Assessment)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U2_TG_ENG_0.pdf

Updated Text:

Text edited in lessons 1, 2, 3, 4, 5, 6, 7, 10, Pausing Point, and Unit Assessment.

Change ID 9708901

Component: Grade 2 Unit 9 Land of Opportunity Teacher Guide (9798890727787)

Change Type: Editorial Change

Current Page Number(s): 7-20, 34-46, 47-59, 60-75, 75-87, 121-138, 139-152, 152-165

Location: Lesson 1 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 9 Lesson 10 Lesson 11

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U9_TG_ENG.pdf

Original Text: pgs. 7-20 (Lesson 1) pgs. 34 - 46 (Lesson 3) pgs. 47 - 59 (Lesson 4) pgs. 60-75 (Lesson 5) pgs. 75-87 (Lesson 6) pgs. 121 - 138 (Lesson 9) pgs. 139-152 (Lesson 10) pgs. 152 - 165 (Lesson 11)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U9_TG_ENG.pdf

Updated Text:

Text edited in lessons 1, 3-6, and 9-10.

Change ID 9708806

Component: Grade 2 Unit 1 Fairy Tales and Tall Tales Teacher Guide (9798890728937)

Change Type: Editorial Change

Current Page Number(s): 7-23

Location: Lesson 1

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U1_TG_ENG.pdf

Original Text: pgs. 7-23 (Lesson 1)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U1_TG_ENG.pdf

Updated Text:

Text edited in lesson 1.

Change ID 9708851

Component: Grade 2 Unit 4 The War of 1812 Teacher Guide (9798890728159)

Change Type: Editorial Change

Current Page Number(s): 73-86, 87-101

Location: Lesson 5 Lesson 6

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U4_TG_ENG.pdf

Original Text: pgs. 73-86 (Lesson 5) pgs. 87-101 (Lesson 6)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U4_TG_ENG_1.pdf

Updated Text:

Text edited in lessons 5 and 6.

Change ID 9708926

Component: Grade 2 Unit 4 Skills Teacher Guide (9798890727251)

Change Type: Editorial Change

Current Page Number(s): pgs. 1-286

Location: Introduction

Lessons 1 - 25

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U4_Skills_TG_ENG.pdf

Original Text: pgs. 1-6 (Introduction)

pgs. 7-286 (Lessons 1-25)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U4_TG_ENG.pdf

Updated Text:

Text edited in lessons 1-25

Change ID 9708791

Component: All Grade 2 components (0)

Change Type: Editorial Change

Current Page Number(s): throughout

Location: All Grade 2 components

Original URL: <https://tea.sharefile.com/public/share/web-s4ad033244f0d4a3cb2c58e1d8d5a564d>

Original Text: OER K-5 Reading Language Arts branded throughout

Updated URL: <https://tea.sharefile.com/public/share/web-s0c1b6b1840934c0d8db4e31244b8fa1b>

Updated Text:

All OER components have been branded as "Bluebonnet Learning." This change does not impact the content of the materials.

Please see sample mock-up linked here for an example of branding updates.

Change ID 9760036

Component: Grade 2 Unit 10 Fighting for a Cause Digital Components (9798890722744)

Change Type: Editorial Change

Current Page Number(s): throughout

Location: Digital Components

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_DC_ENG.pdf

Original Text: throughout

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U10_DC_ENG_1.pdf

Updated Text:

Text edited throughout.

Change ID 9756436

Component: Grade 2 Reading Language Arts Pacing and Scope and Sequence Guide (9798890724601)

Change Type: Error Correction

Current Page Number(s): 1-6

Location: Foundational Skills Pacing and Scope and Sequence Guide

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_Skills_PSS_ENG.pdf

Original Text: pgs. 1-6

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_PSS_ENG_0.pdf

Updated Text:

Text edited in the Pacing and Scope and Sequence Guide.

Change ID 9756441

Component: Grade 2 Reading Language Arts Pacing and Scope and Sequence Guide (9798890724618)

Change Type: Error Correction

Current Page Number(s): 1-6

Location: Reading Language Arts Pacing and Scope and Sequence Guide

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_Knowledge_PSS_ENG.pdf

Original Text: pgs. 1-6

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_PSS_ENG_0.pdf

Updated Text:

Text edited in the Pacing and Scope and Sequence Guide.

Change ID 9760011

Component: Grade 2 Unit 5 Cycles of Nature Teacher Guide (9798890729859)

Change Type: Error Correction

Current Page Number(s): 154-155

Location: Measures of Text Complexity Chart

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U5_TG_ENG.pdf

Original Text: pgs. 154-155 (Measures of Text Complexity Chart)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U5_TG_ENG_1.pdf

Updated Text:

Text edited in Measures of Text Complexity Chart.

Change ID 9760021

Component: Grade 2 Unit 11 Flight and the Story of Aviation Teacher Guide (9798890722775)

Change Type: Error Correction

Current Page Number(s): 174-175

Location: Measures of Text Complexity Chart

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U11_TG_ENG.pdf

Original Text: pgs. 174-175 (Measures of Text Complexity Chart)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U11_TG_ENG_0.pdf

Updated Text:

Text edited in Measures of Text Complexity Chart.

Change ID 9760031

Component: Grade 2 Unit 9 Land of Opportunity Teacher Guide (9798890727787)

Change Type: Error Correction

Current Page Number(s): 185-186

Location: Measures of Text Complexity Chart

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U9_TG_ENG.pdf

Original Text: pgs. 185-186 (Measures of Text Complexity Chart)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U9_TG_ENG_0.pdf

Updated Text:

Text edited in Measures of Text Complexity Chart.

Change ID 9760026

Component: Grade 2 Unit 7 The U.S. Civil War Teacher Guide (9798890722676)

Change Type: Error Correction

Current Page Number(s): 225-226

Location: Measures of Text Complexity Chart

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U7_TG_ENG.pdf

Original Text: pgs. 225-226 (Measures of Text Complexity Chart)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U7_TG_ENG_3.pdf

Updated Text:

Text edited in Measures of Text Complexity Chart.

Change ID 9708796

Component: Program and Implementation Guide (9798890724373)

Change Type: Error Correction

Current Page Number(s): 25-28

Location: "Writing About Reading"

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Original Text: pgs. 25-28 ("Writing about Reading")

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_K-5_P%26IG_ENG.pdf

Updated Text:

Text edited in "Writing about Reading."

Change ID 9760001

Component: Grade 2 Unit 2 Skills Teacher Guide (9798890727176)

Change Type: Error Correction

Current Page Number(s): 332-358

Location: Activity Book Answer Key

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U2_Skills_TG_ENG_0.pdf

Original Text: pgs. 332-358 (Activity Book Answer Key)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLFS_G2_U2_TG_ENG_1.pdf

Updated Text:

Error corrected in the Activity Book Answer key.

Change ID 9756201

Component: Grade 2 Unit 10 Fighting for a Cause Teacher Guide (9798890722720)

Change Type: Error Correction

Current Page Number(s): 51-63

Location: Lesson 4

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf

Original Text: pgs. 51-63 (Lesson 4)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G2_U10_TG_ENG_2.pdf

Updated Text:

Text edited in lessons 4.

Public Alleged Factual Errors

- None

Public Suitability Flags

Public Suitability ID SF000217

Component: Unit 10: Fighting For A Cause, Lesson 2: Esther Part 1: Becoming Queen (9798890722720)

Suitability Indicator: 3. Parental Rights and Responsibilities

Suitability Sub-Indicator: 3.1

Specific or Thematic: Thematic

Page Number(s): Page 27

Location: "Today's story comes from a book of the Bible entitled Esther, and it is the story of one person who had faith and performed a brave deed that saved an entire group of people."

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf

Page Number(s): Pages 29-34

Location: "Today's story comes from a book of the Bible entitled Esther, and it is the story of one person who had faith and performed a brave deed that saved an entire group of people."

Link: "Today's story comes from a book of the Bible entitled Esther, and it is the story of one person who had faith and performed a brave deed that saved an entire group of people."

Page Number(s): Pages 44-49

Location:

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf

Submitted By: Susan Nayak, 78756

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Suitability ID SF000198

Component: Program Implementaiton Guide (9798890724373)

Suitability Indicator: 3. Parental Rights and Responsibilities

Suitability Sub-Indicator: 3.1

Specific or Thematic: Thematic

Page Number(s): 23-25

Location: Entire section on pages mentioned

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_PRG_PIG_ENG.pdf

Page Number(s): n/a

Location: n/a

Link: n/a

Page Number(s): n/a

Location: n/a

Link: n/a

Submitted By: Concerned Person, 733301

Publisher Response: **Reject**

There is insufficient information to identify and address the concern.

Public Suitability ID SF000182

Component: Unit 10, Lessons 2-3 On Esther (N/A)

Suitability Indicator: 3. Parental Rights and Responsibilities

Suitability Sub-Indicator: 3.1

Specific or Thematic: Thematic

Page Number(s): 22-50

Location:

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf

Page Number(s): 31, 33

Location: see above

Link: see above

Page Number(s): 41, 44, 48

Location: see above

Link: see above

Submitted By: Mark Chancey, 75243

Publisher Response: **Reject**

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comments

Public Comment ID 9163141

Comment: President Lincoln was NOT "determined to end slavery." He didn't like it, but he wasn't determined to end it and rather wanted to unite the country for the sake of unity and send black people to a land establishment outside of the U.S.

Component: G2: Knowledge Unit 7: Teacher Guide (9798890722676)

Page Number(s): 194

Location: N/A

URL to Content: N/A

Submitted By: Melissa Harcrow, 79928

Publisher Response: Accept

Grade 2 Unit 7 Lesson 5 has been revised.

Public Comment ID 9513906

Comment: "Many people played a role, but none as big as Lincoln. The war had aged him like it did Lee. He wanted what was best for millions of people and it was a heavy burden. Why do you think the war aged Lincoln? Through it all, Lincoln stayed true to his moral beliefs informed by the Bible, that he was a humble servant who made mistakes like any man. What does it mean to be humble? Lincoln once said, "I know that the Lord is always on the side of the right. But it is my constant anxiety and prayer that I and this nation should be on the Lord's side." As the war progressed, Lincoln believed that God wanted slavery to end. He believed God wanted to use the Union to make it happen. Lincoln's determination, bravery, and leadership led to the end of slavery. How do you think Lincoln showed determination to end slavery? The Civil War was won by the Union in 1865." Lincoln's role in preserving the union is being co-opted by conservative Christians to create an argument for the moral superiority of the Bible. The full historical picture is that figures on both sides of the Civil War used the Bible to justify their actions in support and against the institution of slavery. Teaching 2nd graders that Lincoln was right because he was informed by the teachings of the Bible is simply propaganda.

Component: G2: Knowledge Unit 7: Teacher Guide (9798890722676)

Page Number(s): 201

Location: Under Show Image 12A-5: President Lincoln (top of page)

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U7_TG_ENG.pdf

Submitted By: Cynthia Tenaglio, 77015

Publisher Response: Reject

No revision made. The content in these instructional materials is written in an age-appropriate and suitable manner.

Public Comment ID 9530611

Comment: I oppose introducing religion into teaching material at the public schools. I'm an atheist, and firmly against using my taxpayer funds to teach religion.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Simon Barnboym, 75072

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9537681

Comment: I am a Christian but I do not want my child taught about specific religious materials (specifically the Bible) at school. The school is not a place for this. There are many other items that can be taught to introduce students to culture without citing specifically favored religious items. I also don't feel our district should be punished for not incorporating this. This is a ploy from our governor. Get politics out of public education!

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Hannah Villarreal, 77096

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9565036

Comment: The inclusion of the story of Esther does not make sense for this unit and is inappropriate to include. First, the story does not make sense for this unit as all other people and events discussed in this unit are historical. The debates of the historicity of the story of Esther are still on-going with many critical scholars landing on the side of the story being fictional. It does not make sense to include the story of a fictional character in a unit that only contains other historical figures as it could confuse students to think some of the real people in this unit are fictional. It also does not make sense to spend two lessons on Esther when a lesson about another historical person could be added such as Mahatma Gandhi or other historical causes. Second, it is inappropriate to include a religious story from Christianity and Judaism without including stories and figures from other religions as it shows a preference towards certain religions. It is inappropriate for a public school to show preference towards one religion in its curriculum as it promotes one system of belief onto students who hold a wide variety of faiths.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 22-50

Location: Unit 10, Lessons 2-3

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf

Submitted By: Morgan Berasley, 78758

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9630821

Comment: This is an excellent story that pertains to the current climate we live in where antisemitism is so rampant. It is a good way to highlight the importance of not discriminating against a particular group of people simply based on their heritage.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): N/A

Location: Esther lessons

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf

Submitted By: RUSSELL WEATHERS, 0

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9630991

Comment: Thank you for including Biblical literature such as the story of Esther in your Standing for a Cause Unit. It is beyond time to give students a literary study using such a timeless and reputable work as the Bible.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Heather Harris, 79707

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9631296

Comment: Since before Sir Isaac Newton, religion has been an integral part of education, taught and advanced through clergy and other Biblically based societies. The original schools of higher education in the United States were religious-based, and even in Texas, the oldest college of higher learning was founded by preachers and ministers. Our very Constitution used Judeo-Christian morals in its framing. Then the principle of Separation of Church and State was construed to apply to education. The previous centuries of religion and morality, taught in schools, has gradually been sucked dry. Most schools don't even raise the flag or pledge allegiance. It's a wonder we have retained the "National Anthem" at sporting events. That being said, it is so refreshing and in the face of "modern" thought, to have an entity as yours try to reverse a century-old trend. The Bible is replete with fundamental statements and stories that are alluded to and quoted in literature. To give the Bible credit for its influence over the centuries is a noble feat, and I am behind your efforts completely. Thank you.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Robert Sears, 79714

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9632301

Comment: Government attempts to insert Bible studies in the curriculum are unconstitutional and insensitive. Forcing our students to learn about Bible stories is a lack of respect towards their creeds and ethnic culture. It is actual indoctrination. I hope that politicians involved in public education, as well as educators involved in politics, all of them possibly being part of the committees in charge of approving this scheme, reconsider their positions. Even if the majority of them believe in the viability of this scheme, do not forget that public education is supposed to be learner centered, not religion centered. Also, bear in mind that democracy is not just the power of the majority (Christians, I assume), but the RESPECT to the minorities (non Christians).

Component: GK-5 Independent Reading Guide (9798890724380)

Page Number(s): unknown

Location: N/A

URL to Content: N/A

Submitted By: Alejandro Garcia, 77346

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9640936

Comment: Devoting an entire lesson (lesson 2) to the Great Awakenings and the Founders in a unit focusing on the American Civil War is very odd. The discussion comes across as anachronistic and out of place. The lesson also gives undue credit to the Great Awakenings for shifting views on slavery. Enlightenment philosophy, with its emphasis on the equality of all people, was also an important contributor. As the lesson rightly notes, other factors contributed to a decline in the practice of slavery as well as to shifting views. A lesson on views of slavery before the mid-1800s definitely should discuss religion among other topics, but the way this lesson does so gives a misleading impression.

Component: G2: Knowledge Unit 7: Teacher Guide (9798890722676)

Page Number(s): 20-35

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Accept

Grade 2 Unit 7 Lesson 2 has been revised.

Public Comment ID 9640951

Comment: The biblical quotations on this page (and presumably the rest of the lesson) come from the New International Version, a translation produced by evangelical scholars for use in evangelical circles. This is not a religiously inclusive translation.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 31

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Reject

Specific translations are chosen for their linguistic qualities to support the context of the lesson's reading instruction, and for the availability of the license of the translation.

Public Comment ID 9641116

Comment: I am delighted to see Texas adopt a classical methodology of teaching English and have zero problems with any references to the Bible. A classical curriculum has been the gold standard in the past and we should not have veered from it. Please adopt OER ELAR for K-5. Thank you!

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Brenda Howard, 76513

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9641481

Comment: "Answers will vary, but students may focus on groups of people, like the many Christians, who wanted to abolish slavery" Explanation: By emphasizing that "many Christians" wanted to abolish slavery while omitting the fact that many other Christians wanted to preserve slavery, this sentence conveys an inaccurate message about Christian opposition to slavery. There were Christians on both sides of the debate.

Component: G2: Knowledge Unit 7: Teacher Guide (9798890722676)

Page Number(s): 35

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Reject

No revision made. The content in these instructional materials is written in an age-appropriate and suitable manner.

Public Comment ID 9641496

Comment: "Mordecai followed Jewish rules, which taught him not to bow down to any man, including Haman, and instead to bow only as a way to worship God." Explanation: As a biblical studies professor, I want to emphasize that the curriculum's explanation for why Mordecai in the story doesn't bow is completely made up. The passage behind this story (Esther 3:1-6) says simply that Mordecai wouldn't bow to Haman and notes that royal officials knew Mordecai was Jewish. It provides no specific explanation for his refusal to bow. There is no "Jewish rule" against bowing to humans, and by inserting this motivation into the story, the curriculum inadvertently plays into negative stereotypes about Judaism as a rule-bound, legalistic religion. Correction Source: Esther 3:1-6

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 31

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Accept

Grade 2 Unit 10 Lesson 2 has been revised.

Public Comment ID 9641541

Comment: Sentences like the following give the factually inaccurate impression that Christianity was associated primarily with abolitionism: "At the time of the American revolution, many anti-slavery Americans held strong Christian religious beliefs." "These Christians were absolutely against slavery, no matter what it did for the economy." In fact, many Christians supported slavery and defended the practice with theological arguments. Explanation: I agree with the curriculum writers that students should know about the religious motivations of many of the abolitionists, but students should also learn that defenders of slavery also often had religious motivations. Christians and Christianity were *not* solely on one side of this debate (unfortunately).

Component: G2: Knowledge Unit 7: Teacher Guide (9798890722676)

Page Number(s): 45

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Reject

No revision made. The OER product addresses historically sensitive topics in an age appropriate manner.

Public Comment ID 9641561

Comment: Winthrop "gave a sermon, or a speech that a pastor or preacher gives to provide religious instruction and guidance, where he described his vision for the new American colonies.... Winthrop was telling the settlers that Americans must live in the way God called them to live, as an example to the rest of the world." Explanation: It is factually inaccurate to suggest that Winthrop was describing his vision for the American colonies (plural). He was describing his vision for one, particular colony, the Massachusetts Bay Colony. As such he was not making broad claims about "Americans" in general. In any case, these "Americans" were, in fact, English, living in an English colony and answering to the British king. Winthrop, as governor of the colony, answered to the British king. This sermon was not about "Americans" as the teacher's guide suggests. The description of Winthrop's sermon should not attribute to

it a broader scope than it actually had. Correction Source: <https://firstamendment.mtsu.edu/article/john-winthrop/>
<https://www.americanyawp.com/reader/colliding-cultures/john-winthrop-dr...>

Component: G2: Knowledge Unit 7: Teacher Guide (9798890722676)

Page Number(s): 28

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Accept

Grade 2 Unit 7 Lesson 2 has been revised.

Public Comment ID 9641641

Comment: "I was Queen of Persia. I fought for the Jewish people of Persia to be able to practice their religion freely and without interference from the government. (Queen Esther)" Explanation: This lesson is inserting ideas into the story of Esther that are not in the Bible and using the story for its own agenda. Nothing in the Book of Esther suggests that Jews were unable "to practice their religion freely." That is not what the story is about. Correction Source: Book of Esther

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 95

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Accept

Grade 2 Unit 10 Pausing Point has been revised.

Public Comment ID 9641646

Comment: The Book of Esther does not mention God or Esthers faith in God. The lesson is misrepresenting the contents of Esther and inserting its own religious message.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 48

Location: Esther showed faithfulness when she fasted and asked others to fast with her; she showed faith and trust in God when she went to the king.) 5. Inferential. How did Esther's faithfulness help her to be brave? (She drew on the belief she placed in God and

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Regardless of the underlying topic featured, the reading material is designed to ensure students have sufficient context during the reading lesson to support inferences and other RLA student expectations.

Public Comment ID 9641651

Comment: "Reinforce the idea that Esther is faithful. Tell students that Esther shows great faith that God will protect her when she approaches the king."Explanation: The biblical story does not mention God or Esther's faith in God. The curriculum is adding its own religious lesson to this material.Correction Source:

<https://rinkimirikakutaa.bibleodyssey.com/articles/where-is-god-in-esth...>

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 44

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Regardless of the underlying topic featured, the reading material is designed to ensure students have sufficient context during the reading lesson to support inferences and other RLA student expectations.

Public Comment ID 9641656

Comment: "Being faithful means putting your trust in something or someone. Throughout the story of Esther, she shows her faithfulness, or trust, in others and in God."Explanation: The Book of Esther nowhere mentions God or Esther's faith in God. Framing the story this unnuanced way misrepresents the Book of Esther. The curriculum is adding its own religious explanations to unexplained details in the story itself. Exploring and discussing theological aspects of the curious way the Book of Esther tells its story is a very worthy project, but not for second graders in a public school.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 42

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Regardless of the underlying topic featured, the reading material is designed to ensure students have sufficient context during the reading lesson to support inferences and other RLA student expectations.

Public Comment ID 9641661

Comment: Esther "wanted to make sure her people remained free to worship without being punished by their government."Explanation: The curriculum again is inserting ideas into the biblical story that aren't in the actual passage. The only way the curriculum could possibly justify its claim that Esther was protecting freedom to worship is to again argue, as it did in the previous lesson, that Jews could bow only to God and not to humans. But that argument is factually inaccurate (see also (<https://www.thetorah.com/article/why-did-mordecai-not-bow-down-to-haman>)).

The Book of Esther nowhere mentions freedom of worship--or worship at all, for that matter. In the story, Haman

Page 29 of 56

convinces Ahasuerus to have Jews killed because they are not following Persian law and customs (3:8-11). The curriculum is making up explanations and misrepresenting the story. Correction Source:

<https://www.thetorah.com/article/why-did-mordecai-not-bow-down-to-haman> Esther 3:8-11.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 41

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Accept

Grade 2 Unit 10 Lesson 3 has been revised.

Public Comment ID 9641666

Comment: "She sent a message back to Mordecai, asking him to gather all of the Jews living in Susa, the capital of the Persian empire, and they would all fast for three days. *In some religions, fasting is done while praying to ask God for help.*" The image in the accompany flip book shows Esther praying and has the explanatory caption "Esther Praying." Explanation: One of the interesting aspects of the Book of Esther is that it never mentions God or prayer at all--not a single time. The way the curriculum tells the story is thus inaccurate. The curriculum is adding content that is not present in the story itself, and in doing so it is adding its own distinctive religious interpretation and lesson. Ironically, it is making a Bible story more religious. Correction Source: One can confirm the absence of the terms "god," "pray," and "prayer" in Esther at biblegateway.com.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 33, also in flip book

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Accept

Grade 2 Unit 10 Flip Book image has been revised.

Public Comment ID 9641671

Comment: Lessons 2 and 3 explicitly claim that Esther was a historical figure. This, however, is disputed. It is not clear whether she existed or not. As an article on the reference site Bible Odyssey (hosted by the primary biblical studies professional society) notes, "Mainstream biblical scholars do not regard Esther as an historical figure, because of a number of historical improbabilities in her book and the lack of external evidence corroborating her existence." To claim that Esther was a historical figure is to promote a religious claim not shared by all Texans. Correction Source: <https://legendmakers.bibleodyssey.com/articles/esther/>

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Mark Chancey, 75243

Publisher Response: Accept

Grade 2 unit 10 has been revised.

Public Comment ID 9643781

Comment: Catholic against Bible elective classes. Government (public systems) and religion should never be mixed. That's against democracy. Stop promoting a particular book (belief) and banning other books just because are not in agreement with your beliefs.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Carlos Reyes, 77845

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9644266

Comment: I am not interested in having Bible stories taught in public school. I believe in church and state separation, and this is not appropriate. You are responsible for educating all students in Texas. That includes those who are not religious or come from other religious traditions. You need to represent all text and not just those who are deeply religious are deeply conservative

Component: G2: Knowledge Unit 2: Activity Book (9798890728968)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Lyn Jackson, 79413

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9645731

Comment: It is unacceptable, wrong, and un- American to put Bible teachings in public school curriculum. Unless this is World Religions class where Hindu, Islam, Judaism, Taoism, Mormonism, etcetera also given proportionate exposure, the Bible should not be a dominant text in schools. I am a Christian mom of two school aged sons. Including the Bible in school curriculum (with the absence of other religions) is creating a hierarchy of religions and positioning Christianity as the supreme dominant religion. No! Texas students are a diverse population ranging in

religions and this is harmful to them. Ironically, this goes against the teachings of the Jesus as well with "othering" students. Religion is for family to teach and promote, not our tax dollars and state.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Emily Weems, 77018

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9647356

Comment: While there are many problems with the proposed curriculum and its infusion of Bible stories and Christian theology into lessons on reading and language arts, this comment focuses on problematic aspects of how the curriculum discusses religious freedom. One theme throughout the curriculum is the supreme importance of religious freedom in United States history, starting with the motivations of the colonists. While religious freedom is certainly an important American ideal that is appropriate to teach, this curriculum overemphasizes its importance relative to other motivations for the colonists and freedoms sought in early American history. The curriculum cherry-picks Founding Era history to tell a one-sided story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring concerns about government intrusion into religion and the "no establishment" principles that led to the First Amendment of the U.S. Constitution. In doing so, the curriculum threatens to distort what America's religious freedom means. There are also numerous factual errors in the curriculum itself, some of which are included below. The curriculum overemphasizes the importance of religious freedom relative to other motivations and freedoms. Starting in Kindergarten, students are taught about religious freedom as the primary reason for colonizing the land that would become the United States. (See Kindergarten, Unit 6, Lesson 4, p. 56). The teaching is reinforced in Grade 1, Unit 8, Lesson 1, p. 15: "[The English] were also looking for a place where they could have more religious freedom. This means they wanted the freedom to pray, worship, and practice their religion in any way they chose." In Grade 1, Unit 8, Lesson 3, which covers the First Continental Congress of 1774 and the reasons for revolution, religious freedom is invoked as something that motivated the separation of the colonies from England. In Grade 1, Unit 8, Lesson 12, religious freedom is noted as the sole example of British oppression of the colonists (see p. 175: "Do you remember what the British were trying to control? [Remind students that one of the many things they tried to control was their religious beliefs. Remind students that this means the British tried to control their thoughts about God, how to pray, and where to go to church.]"). This is not supported by historical evidence; the lack of democratic control under the monarchy and taxation without representation motivated the revolutionaries. In Grade 2, Unit 9 and Unit 10, religious freedom is mentioned 60 times. The repetition is noteworthy and misleading in ways that should cause skepticism about intent. In Unit 10, p. 55, teachers are told to: "Explain that one of the reasons people have religious freedom in the United States today is because when our country was founded, it was founded by people who wanted religious freedom. Many people left England because, in England, they did not have religious freedom. They could be punished if they didn't practice religion the way the government of England required. These early founders of our country wanted to make sure that here in America, everyone had the freedom to worship as they believed without the government telling us how." Religious freedom is an appropriate topic for study and

should be explicitly linked to constitutional protections, including the First Amendment. We understand that the religious freedom history is important and not so simple. In light of our country's history of slavery (which the curriculum fails to discuss as part of teaching the colonial period and Founding era) and the way religious freedom had to be developed (to protect dissenters), this material may threaten to harm an accurate understanding of the importance of religious freedom. Similarly, the curriculum notes that Washington and Jefferson knew slavery was wrong, without acknowledging that they were slaveholders. There are also specific factual errors with regard to religious freedom. In Grade 1, Unit 8, Lesson 1, p. 16, teachers are instructed: "Show Image 1A-8: Baptism of Virginia Dare, the first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare. Explain that the people are English settlers watching the baptism of Virginia Dare. A baptism is a Christian religious ceremony, which is an expression of religious freedom." Baptism is a religious ceremony but it is not an expression of religious freedom. In colonies that had the Church of England as the established religion (such as Virginia), infant baptism was both a religious and civil ceremony. Religious dissenters, including Baptists, were persecuted for not baptizing their infants into the Church of England. The phrase "which is an expression of religious freedom" should be deleted here as a factual error. The inclusion of this story bears little connection to other material that it follows and preceded and thus seems a forced reference to a specific religious practice that does nothing to teach religious freedom. There are also factual errors with regard to the omission of relevant history with regard to Pilgrims and Puritans in Plymouth Colony and later the Massachusetts Bay Colony. The Pilgrims and Puritans did not practice religious freedom but rather oppressed religious dissenters, including people like Roger Williams, who would found Providence Colony as a true haven for religious freedom. This history does not match the myth of the Pilgrims as the importers of religious freedom to North America. In other places, the curriculum needlessly repeats debunked myths. See Kindergarten, Unit 6, Lesson 4, p. 57: "The Pilgrims do not know it, but this rock will become very famous. Years later, it will be named 'Plymouth Rock,' after the town in England the Pilgrims sailed from. It is said that every Pilgrim stepped on Plymouth Rock as their first step in America." Historians have found that "no historical evidence exists to confirm Plymouth Rock as the Pilgrims' steppingstone to the New World" and instead that this legend dates to more than a century after the landing of the Mayflower. (See <https://www.history.com/news/the-real-story-behind-plymouth-rock>) In addition to the misleading presentation of and disproportionate emphasis on religious freedom, the curriculum cherry-picks Founding Era history to tell a story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring "no establishment" principles that were critical to the protection of religious freedom. One of the most egregious examples is in Grade 1, Unit 8, Lesson 3, titled "The First Debate." It focuses on a relatively minor episode in American history, particularly compared to the larger debates in the Founding Era over how religious freedom would be protected in the states (see Virginia Statute for Religious Freedom) and by the U.S. Constitution (see debates over the "no religious tests" clause in Article VI and of the First Amendment). While this material is probably more suitable for older audiences, the singling out of this discussion about prayer leaves very young children with the impression that this was the most important discussion about religious freedom, or even about self-governance in general, during the Founding Era. In the discussion questions for this lesson, the rationale for this emphasis becomes more clear. On p. 48, teachers are told to ask: "Why do you think the representatives cared so much about having a prayer to begin their sessions? (Answers will vary but may include that the representatives had a deep faith in God and were part of different religious communities. Many came to America for religious freedom to worship how they pleased. They did not want to have one official religion like the countries they were fleeing.)" This interpretation of this episode in American history fits into a "Christian nation" mythology that overemphasizes the religiosity (specifically, the Protestant Christianity) of the founders and attempts to undercut the secular nature of the U.S. government. This mythology is easily debunked by reference to the U.S. Constitution itself, which makes no mention of God or Christianity. The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled "Exploring America's Symbols." On p. 170, teachers are told to "Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of

the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe." Later in the lesson, on pp. 175-76, teachers are instructed to show a photograph of George Washington's Bible, while reading, "The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. It was called the Promised Land because they believed God had promised it to their forefather many years before. Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow--laws that were designed to help ensure that the Hebrew people lived in peace in the freedom of their new land." Then, on p. 176, teachers are told to show a photograph of the Liberty Bell while reading, "The motto on the Liberty Bell was one of those laws and it states: 'Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.' The Founding Fathers chose to put that law as a motto on the Liberty Bell because it reminded them of how God helped free the Hebrew people in the Bible." There are many factual errors in this mythological history. Washington, Jefferson and other founders discussed in this lesson had nothing to do with the Liberty Bell or choosing of the inscription. According to the National Park Service, which manages the Liberty Bell Center: "The Liberty Bell's inscription is from the Bible (King James version): 'Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof.' This verse refers to the 'Jubilee', or the instructions to the Israelites to return property and free slaves every 50 years. Speaker of the Pennsylvania Assembly Isaac Norris chose this inscription for the State House bell in 1751, possibly to commemorate the 50th anniversary of William Penn's 1701 Charter of Privileges which granted religious liberties and political self-government to the people of Pennsylvania. The inscription of liberty on the State House bell (now known as the Liberty Bell) went unnoticed during the Revolutionary War. After the war, abolitionists seeking to end slavery in America were inspired by the bell's message." In addition to being incorrect, this telling of American history mythologizes the founders, overstates their religious intentions for the new country, and silences any mention of slavery in the colonies and the United States prior to the Civil War, promoting an exclusionary narrative of Christian nationalism - an ideology that merges Christian and American identities. It also threatens to limit the importance of a Biblical narrative by equating it with a limited version of the Founding narrative. For children and teachers who are not Christian, this instructional framework sends the message that they do not fully belong. It is a harmful irony that in attempting to teach about religious freedom, this curriculum limits the religious freedom of children in public schools.

Component: G2: Knowledge Unit 9: Teacher Guide (9798890727787)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Amanda Tyler, 75206

Publisher Response: Accept

Grade 2 Unit 10 has been revised.

Comment: While there are many problems with the proposed curriculum and its infusion of Bible stories and Christian theology into lessons on reading and language arts, this comment focuses on problematic aspects of how the curriculum discusses religious freedom. One theme throughout the curriculum is the supreme importance of religious freedom in United States history, starting with the motivations of the colonists. While religious freedom is certainly an important American ideal that is appropriate to teach, this curriculum overemphasizes its importance relative to other motivations for the colonists and freedoms sought in early American history. The curriculum cherry-picks Founding Era history to tell a one-sided story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring concerns about government intrusion into religion and the "no establishment" principles that led to the First Amendment of the U.S. Constitution. In doing so, the curriculum threatens to distort what America's religious freedom means. There are also numerous factual errors in the curriculum itself, some of which are included below. The curriculum overemphasizes the importance of religious freedom relative to other motivations and freedoms. Starting in Kindergarten, students are taught about religious freedom as the primary reason for colonizing the land that would become the United States. (See Kindergarten, Unit 6, Lesson 4, p. 56). The teaching is reinforced in Grade 1, Unit 8, Lesson 1, p. 15: "[The English] were also looking for a place where they could have more religious freedom. This means they wanted the freedom to pray, worship, and practice their religion in any way they chose." In Grade 1, Unit 8, Lesson 3, which covers the First Continental Congress of 1774 and the reasons for revolution, religious freedom is invoked as something that motivated the separation of the colonies from England. 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Many people left England because, in England, they did not have religious freedom. They could be punished if they didn't practice religion the way the government of England required. These early founders of our country wanted to make sure that here in America, everyone had the freedom to worship as they believed without the government telling us how." Religious freedom is an appropriate topic for study and should be explicitly linked to constitutional protections, including the First Amendment. We understand that the religious freedom history is important and not so simple. In light of our country's history of slavery (which the curriculum fails to discuss as part of teaching the colonial period and Founding era) and the way religious freedom had to be developed (to protect dissenters), this material may threaten to harm an accurate understanding of the importance of religious freedom. 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teach religious freedom. There are also factual errors with regard to the omission of relevant history with regard to Pilgrims and Puritans in Plymouth Colony and later the Massachusetts Bay Colony. The Pilgrims and Puritans did not practice religious freedom but rather oppressed religious dissenters, including people like Roger Williams, who would found Providence Colony as a true haven for religious freedom. This history does not match the myth of the Pilgrims as the importers of religious freedom to North America. In other places, the curriculum needlessly repeats debunked myths. See Kindergarten, Unit 6, Lesson 4, p. 57: "The Pilgrims do not know it, but this rock will become very famous. Years later, it will be named 'Plymouth Rock,' after the town in England the Pilgrims sailed from. It is said that every Pilgrim stepped on Plymouth Rock as their first step in America." 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It focuses on a relatively minor episode in American history, particularly compared to the larger debates in the Founding Era over how religious freedom would be protected in the states (see Virginia Statute for Religious Freedom) and by the U.S. Constitution (see debates over the "no religious tests" clause in Article VI and of the First Amendment). While this material is probably more suitable for older audiences, the singling out of this discussion about prayer leaves very young children with the impression that this was the most important discussion about religious freedom, or even about self-governance in general, during the Founding Era. In the discussion questions for this lesson, the rationale for this emphasis becomes more clear. On p. 48, teachers are told to ask: "Why do you think the representatives cared so much about having a prayer to begin their sessions? (Answers will vary but may include that the representatives had a deep faith in God and were part of different religious communities. Many came to America for religious freedom to worship how they pleased. They did not want to have one official religion like the countries they were fleeing.)" This interpretation of this episode in American history fits into a "Christian nation" mythology that overemphasizes the religiosity (specifically, the Protestant Christianity) of the founders and attempts to undercut the secular nature of the U.S. government. This mythology is easily debunked by reference to the U.S. Constitution itself, which makes no mention of God or Christianity. The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled "Exploring America's Symbols." On p. 170, teachers are told to "Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe." Later in the lesson, on pp. 175-76, teachers are instructed to show a photograph of George Washington's Bible, while reading, "The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. It was called the Promised Land because they believed God had promised it to their forefather many years before. Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow--laws that were designed to help ensure that the Hebrew people lived in peace in the

freedom of their new land." Then, on p. 176, teachers are told to show a photograph of the Liberty Bell while reading, "The motto on the Liberty Bell was one of those laws and it states: 'Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.' The Founding Fathers chose to put that law as a motto on the Liberty Bell because it reminded them of how God helped free the Hebrew people in the Bible." There are many factual errors in this mythological history. Washington, Jefferson and other founders discussed in this lesson had nothing to do with the Liberty Bell or choosing of the inscription. According to the National Park Service, which manages the Liberty Bell Center: "The Liberty Bell's inscription is from the Bible (King James version): 'Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof.' This verse refers to the 'Jubilee', or the instructions to the Israelites to return property and free slaves every 50 years. Speaker of the Pennsylvania Assembly Isaac Norris chose this inscription for the State House bell in 1751, possibly to commemorate the 50th anniversary of William Penn's 1701 Charter of Privileges which granted religious liberties and political self-government to the people of Pennsylvania. The inscription of liberty on the State House bell (now known as the Liberty Bell) went unnoticed during the Revolutionary War. After the war, abolitionists seeking to end slavery in America were inspired by the bell's message." In addition to being incorrect, this telling of American history mythologizes the founders, overstates their religious intentions for the new country, and silences any mention of slavery in the colonies and the United States prior to the Civil War, promoting an exclusionary narrative of Christian nationalism - an ideology that merges Christian and American identities. It also threatens to limit the importance of a Biblical narrative by equating it with a limited version of the Founding narrative. For children and teachers who are not Christian, this instructional framework sends the message that they do not fully belong. It is a harmful irony that in attempting to teach about religious freedom, this curriculum limits the religious freedom of children in public schools.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Amanda Tyler, 75206

Publisher Response: Accept

Grade 2 Unit 10 has been revised.

Public Comment ID 9647696

Comment: The use of the biblical story of Queen Esther as an example of fighting against slavery at personal risk is commendable, but it is troubling that other cultural heritages with similar stories of women standing up for justice are not included. These stories can be adjusted to fit age-appropriate levels and should be incorporated to offer a broader perspective.

Component: G2: Knowledge Unit 10: Activity Book (9798890722737)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Margaret Fontaine, 75135

Publisher Response: Reject

'No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore,

TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9647766

Comment: Dear Texas Education Administration, I am writing to express my concerns about the current direction of the curriculum in Texas public schools, particularly regarding the integration of religious content in the English Language Arts (ELA) curriculum across various grades. The U.S. Supreme Court has made it clear that "public schools can and should teach religion objectively as part of a secular program of education." However, the new Texas plan appears to be riddled with errors and religious preferentialism, which is not only a disservice to our students but also contrary to the principles of unbiased, inclusive education. Texas currently ranks 48th in education nationwide. This unfortunate ranking highlights the urgent need for us to improve the quality of education we provide to our students. We must aim to deliver an optimal education--one that is free from bias, barriers, or preferentialism. We can, and should, do better for the sake of our students' futures. I would like to draw your attention to several specific examples within the current curriculum that demonstrate a lack of inclusivity and an undue emphasis on Christian narratives: Second Grade ELA: The use of the biblical story of Queen Esther as an example of fighting against slavery at personal risk is commendable, but it is troubling that other cultural heritages with similar stories of women standing up for justice are not included. These stories can be adjusted to fit age-appropriate levels and should be incorporated to offer a broader perspective. It is vital that our education system reflects the diverse society we live in and provides an unbiased, well-rounded education to all students. I urge the Texas Education Agency to consider these concerns and take steps to ensure that our curriculum is inclusive and representative of all cultural and religious backgrounds. We owe it to our students to give them the best education possible--one that prepares them to thrive in the reality of a diverse and interconnected world. Thank you for your attention to this matter. I look forward to seeing the positive changes that will result from addressing these concerns. Sincerely,

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Margaret Fontaine, 75135

Publisher Response: Reject

'No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9647971

Comment: This is fundamentally against the constitution of separation of church and state. By not keeping the Christian Church out of our public schools, we are not adequately preparing our youth with critical thinking and reasoning skills and are attempting to indoctrinate and alienate our students.

Component: G2: Knowledge Unit 2: Activity Book (9798890728968)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Leah Joelson, 75204

Publisher Response: Reject

'No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9648691

Comment: I highly recommend this program, and it applies to the full product as an excellent tool for our most important asset today, our CHILDREN of the future. This program recognizes Texas values and meets TEKS state standards.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Jim Harris, 78620

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9649001

Comment: Having read through this OER curriculum from different grade levels, it is appalling to see the state of Texas secretly incorporating biblical references into elementary students' curricular materials. There is occasional information about other religions but not representative of all of the students in our schools. As a former English teacher, I know that Goldilocks is not a story that requires comparison to a biblical text to be understood. The only time explanation of these biblical connections is relevant is when a literary text mentions a biblical place or allusion that students might not understand, but this curriculum weaves it in in unnecessary places and to the exclusion of other religions. Also, the lack of transparency from TEA is an additional problem about the creation of this product. How can a state agency receiving my tax dollars be unable to tell me where the content came from or who wrote it?

Component: G2: Knowledge Unit 2: Activity Book (9798890728968)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Carolyn Foote, 78745

Publisher Response: Reject

'No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9649186

Comment: Love the ready to use lessons and engaging student activities.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Janet Freire, 76258

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9649211

Comment: Lesson structure is exceptional. Today's teachers need scripted lessons. This helps ensure all students are taught what they need to know. Thank you for incorporating biblical references. Our students need to know our country and as founded on Judeo Christian values.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Tammy Morgan, 76258

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9649876

Comment: I believe we should be holding our students to a higher standard. I am pleased to see that this curriculum increases rigor and incorporates important references that every child needs to know to be career ready.

Component: G2: Knowledge Unit 10: Activity Book (9798890722737)

Page Number(s): all

Location: N/A

URL to Content: N/A

Submitted By: James Skipton, 78703

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650061

Comment: As a grandmother of 9 and parent to 4 students that went through the Texas public school system, I am thankful that future students will have access to materials that include important biblical references. As a grandmother, I worry that our current public school system is losing some of the most valuable content that shapes

strong character and promotes the freedoms this country was built on. I hope you all approve this important new curriculum for my grandchildren.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Marilyn Simmons, 77433

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650211

Comment: I have a second grader. I heard that there will be Christian teachings from the Bible in like Jesus dying and resurrecting in our classrooms. First of all, I do not believe this way. Second, I want my daughter to learn about religion in time. I don't want even a small amount of religion shoved down her throat at her young age. So you restrict and ban books, but you are allowed to indoctrinate my child at school, behind my back and without permission. I should be able to sign a form exempting my daughter from religious teaching at school. I'm frustrated. That's why I have her in public school, not a private religious institution. When she is an adult she can study religion and make up her own mind on what she believes. Until then I don't want her learning about some glorified zombie figure and a story about a religion I don't believe in. Stick to the facts, not a belief system. Do better Texas. Thanks for your time on this matter, Sincerely Ryan Barnard-Stoker

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Ryan Barnard-Stoker, 78250

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9650216

Comment: Original Version: "Explain to students that today's story is set in ancient Persia. Ask students if they remember learning about ancient Persia. Remind students that, earlier in the year, they learned in Unit 2: Ancient Greeks: Life, Tradition, and Government that ancient Persia attacked Greece. Remind students that one of the Persian kings they learned about was Xerxes. Explain that King Xerxes plays a big part in the story they will hear today." Recommended Version: "Explain to students that today's story is set in ancient Persia. Ask students if they remember learning about ancient Persia. Remind students that, earlier in the year, they learned in Unit 2: Ancient Greeks: Life, Tradition, and Government that ancient Persia attacked Greece. Tell students that today's story will come from the Book of Esther, a part of the Hebrew Bible. This book tells of a Persian king named Achashverosh (ah-HASH-ve-ROSH), who will play an important part in the story of Esther." Comments: We commend drawing students'

attention to previous lessons learned about the Persian Empire. However, we recommend against specifying the Persian king in the Book of Esther as Xerxes. There is disagreement amongst both traditional and academic scholars about precisely which historical Persian ruler, if any, is mentioned in the Book of Esther, and so for the sake of accuracy we recommend using the name given in the Hebrew Bible, Achashverosh. Please make this edit throughout the lesson in each place the name of the Persian king is mentioned.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 26

Location: Lesson 2: Esther Part 1: Becoming Queen, pg. 26, Introducing the Read-Aloud, What Have We Already Learned?, bullet 3

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Reject

'No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9650221

Comment: Original Version: "Most people who lived in Persia were Persians. But, at that time, a group of people known as the Jews also lived in Persia because they had been forced to leave their homeland when it had been invaded and destroyed years before. Some of the Jewish people would appear to be different from Persians, wearing different types of clothing, speaking to each other in a different language, and following different rules, and they were sometimes resented by Persians as being strangers in their land. One of these Jewish people was a young, orphaned girl named Esther. Esther lived in the Persian city of Susa with her cousin Mordecai [/mord-duh-kai/], who raised her. How would Esther feel living in a place where she is different from most of the people around her?" Recommended Version: " At the time, people living in Persia had diverse religious beliefs and backgrounds. Jews were one of these groups. Some of them settled in Persia after having been forced to leave their homeland when it had been invaded and destroyed years before. One of these Jews was a young, orphaned girl named Esther. Esther lived in the Persian city of Susa with her cousin Mordecai [/mord-duh-kai/], who raised her. How would Esther feel living in a place far away from her family's home?" Comments: Our suggested edits to this section help students understand that Jews were one of many minorities who lived in the Persian Empire, and that their status as outsiders came from their involuntary exile from their homeland. We also recommend changing the question at the end of the paragraph to one which will be more accessible to a wider range of students.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 29

Location: Lesson 2: Esther Part 1: Becoming Queen, pg. 29, Show Image 2A-1: Map of the Persian Empire

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 2 Unit 10 Lesson 2 has been revised.

Public Comment ID 9650226

Comment: Original Version: "Now, Esther had not revealed her nationality and family background, because Mordecai had forbidden her to do so." Nationality means belonging to a nation or an ethnic group. Knowing that many of the Persian people did not accept the Jews, Mordecai, Esther's cousin, wanted to protect Esther. The king did not know that Esther was a Jew." Recommended Version: "Now, Esther had not revealed her identity, because Mordecai had forbidden her to do so." The king did not know that Esther was a Jew." Comments: In order to avoid giving students the impression that Jewish identity in the ancient world is analogous to other national identities, we recommend removing nationality as a descriptor of Esther's identity. The distinctions between ethnic vs. national vs. religious identity are too complex for this grade level, wherein students only need to be able to identify that Esther is a Jew, which was a distinctive group from other Persians.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 30

Location: Lesson 2: Esther Part 1: Becoming Queen, pg. 30, Show Image 2A-2: Esther

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 2 Unit 10 Lesson 2 has been revised.

Public Comment ID 9650231

Comment: Original Version: "As a person of authority, the king commanded everyone to show honor to Haman by bowing down to him. Mordecai followed Jewish rules, which taught him not to bow down to any man, including Haman, and instead to bow only as a way to worship God. When Haman learned that Mordecai refused to bow to him, he became so angry that he wanted to destroy Mordecai and all of the other Jewish people." Recommended Version: "As a person of authority, the king commanded everyone to show honor to Haman by bowing down to him. Mordecai refused to bow down. When Haman learned that Mordecai refused to bow to him, he became so angry that he wanted to destroy Mordecai and all of the other Jewish people." Comments: The reason given for why Mordecai refused to bow down to Haman is inaccurate. Multiple instances of bowing to superiors can be found in the Hebrew Bible, and Jewish law to this day permits bowing to certain high ranking members of governments. Jewish commentaries on the Book of Esther give differing reasons for why Mordecai refused to bow down to Haman. In order to avoid the inaccuracy without increasing the complexity for students, we recommend simply stating that Mordecai refused to bow to Haman.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 31

Location: Lesson 2: Esther Part 1: Becoming Queen, pg. 31, Show Image 2A-5: Haman and Xerxes

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 2 Unit 10 Lesson 2 has been revised.

Public Comment ID 9650236

Comment: Original Version: "Haman used his position of authority with the king to put his plan into action. He informed the king that Jewish people acted differently from all of the other people in the kingdom. He shared that they had different customs and did not follow the king's rules. He asked the king to make a law that would hurt the Jewish people. The king agreed to Haman's plan. Xerxes gave Haman a special ring that gave Haman the authority to pass laws." Recommended Version: "Haman used his position of authority with the king to put his plan into action. He tried to convince the king that because the Jews in Persia followed different traditions from other people in the kingdom, they should be persecuted. He argued that they did not follow the king's rules. He asked the king to make a law that would hurt the Jewish people. The king agreed to Haman's plan. Xerxes gave Haman a special ring that gave Haman the authority to pass laws." Comments: As written, this paragraph doesn't emphasize that the differing traditions of the Jews are not an excuse for persecution. Our edits bring the focus of the passage inline with the message of the rest of this unit - that being different is often used unjustly as an excuse for persecuting others.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 31

Location: Lesson 2: Esther Part 1: Becoming Queen, pg. 31, Show Image 2A-6: A special ring

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 2 Unit 10 Lesson 2 has been revised.

Public Comment ID 9650241

Comment: Original Version: "Haman decided to cast lots to decide which month should be the one in which he would destroy the Jews. "Casting lots" is a game of chance, somewhat like rolling dice. In ancient Persia, some people made decisions based on this game. This led Haman to the decision that the twelfth month would be the one in which he would carry out his plan." Recommended Version: "Haman decided to cast lots to decide which month should be the one in which he would destroy the Jews. "Casting lots" is a way to leave something to chance, somewhat like rolling dice. In ancient Persia, some people made decisions based on this trick. This led Haman to the decision that the twelfth month would be the one in which he would carry out his plan to harm the Jews." Comments: While we understand the importance of explaining to students what "casting lots" means, we recommend avoiding the risk of trivializing Haman's plan to commit a genocide by implying that he made use of a "game."

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 31

Location: Lesson 2: Esther Part 1: Becoming Queen, pg. 31, Show Image 2A-7: Haman casting lots

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 2 Unit 10 Lesson 2 has been revised.

Public Comment ID 9650261

Comment: Original Version: "Reread "Casting lots is a game of chance, somewhat like rolling dice." In ancient Persia, it was a way of helping someone make a decision, and the game was called Purim. Ask students to choose a number

Page **44** of **56**

from 1 to 6. Roll a die and ask the students to raise their hand if their number was rolled." Recommended Version: Remove this passage. Comments: As per our comments on the section on Haman's casting lots in the text, we recommend removing student participation from this lesson given the subject matter of persecution and genocide.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 32

Location: Lesson 2: Esther Part 1: Becoming Queen, pg. 32, Support

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 2 Unit 10 Lesson 2 has been revised.

Public Comment ID 9650266

Comment: Original Version: "Inferential. How did a person or group of people demonstrate faithfulness in this story? (Mordecai was faithful in watching over Esther; the Jewish people showed faithfulness when they fasted; Esther showed faithfulness when she fasted and asked others to fast with her; she showed faith and trust in God when she went to the king.)" Recommended Version: "Inferential. How did a person or group of people face hardship or danger to defend what is right in this story? (Mordecai risked angering Haman; the Jewish people banded together and fasted in the face of persecution; Esther had courage to approach the king even though she could be killed.)" Comments: The term "faithfulness" is used in this and the next Comprehension Question as a specifically religious category, and not all students will recognize ;this usage. In order to align with the rest of the Comprehension Questions, we recommend asking students to consider examples of when characters demonstrated bravery, standing up for what is right. This concept is one that is accessible to all students.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 48

Location: Lesson 3: Esther Part 2: Guardian of Her People, pg. 48, Comprehension Question 4

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 2 Unit 10 Lesson 3 has been revised.

Public Comment ID 9650271

Comment: Original Version: "Inferential. How did Esther's faithfulness help her to be brave? (She drew on the belief she placed in God and in Mordecai's leadership to help her trust that she could stand up for her people.)" Recommended Version: "Inferential. How did Esther's connection to her people help her to be brave? (She drew on her beliefs and her commitment to her people; she knew that as a Jew, she would not be spared persecution.)" Comments: While Esther's relationship with God is certainly a motivating factor in the Biblical narrative, students from different faith backgrounds will be able to understand this more easily through this revised language emphasizing her beliefs more generally, her commitment to her people, and her sense of shared fate with her people.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 48

Location: Lesson 3: Esther Part 2: Guardian of Her People, pg. 48, Comprehension Question 5

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9650321

Comment: I am appalled that politicians continue to push christian religion in public schools. Religion should be left to the parent and as a parent I do not appreciate religion being forced on my child. I oppose the any type of christian curriculum being introduced into public schools, as public schools serve a variety of kids from different religions backgrounds and thus we should respect everyone's beliefs.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Heidy Colon-Lugo, 78250

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9650351

Comment: My name is Sally Simmons, and I spent the last year reviewing the ELAR curriculum. As someone who values public education, I find it invaluable to include teachers that are in the classroom, to review the curriculum that is going to be taught in classrooms. I have taught the past 7 years in a title one classroom, teaching 9th & 10th grade, and will begin my 8th year in education as an instructional coach for the English department of a monitored title I middle school campus, so I very much understand the importance of high quality instruction and curriculum happening in the classroom. The process of reviewing the curriculum itself was incredibly thorough and by allowing teachers to provide feedback, it is going to directly improve curriculum for the students that will be receiving in Texas classrooms. The process allowed me to recommend differentiated instruction for Emergent Bilingual students, students with learning gaps, and gifted and talented students when needed - all of which are demographics of students I teach on a daily basis, therefore aware of what needed to be recommended in the reviewal process. In addition, the process provided improvement for quality first time instruction to take place because it allowed for a space to thoroughly review the pacing of the scope and sequence of instruction. Pacing is a crucial piece of delivering quality instruction, and the reviewal process allowed for adding that into lessons when needed. Lastly, the process will enhance education in public schools because I saw that as I received more lessons, some of the feedback I had given on lessons had already been implemented which is evidence that the reviewal process is in fact working and when the feedback is applied it leads to quality first time instruction. What I believe made the reviewal process the

most thorough was the ability to review each lesson with its own section within the form to add specific feedback and why I was providing that feedback. I could specify whether it was not suitable for the age of the students, whether there was bias in the content, etc. This allowed me to fully review if the curriculum was suitable for the specific age or demographic of student, whether the content was appropriate, too difficult of a text lexile for that age range, or if it was not clear enough for a teacher to implement it in the classroom. As well as that form, there was an overall feedback form that allowed for me to say whether I would recommend the lesson in the classroom. This is an important piece because if there were potentially too many revisions, it may not be suitable for a classroom without serious revision and that could be communicated clearly to TEA. I found the process to be incredibly simple to complete and incredibly user friendly for the reviewer. But what I found to be the most beneficial was the opportunity as an educator in public schools to provide a voice and feedback in the curriculum that students would be receiving. As educators, we know the pacing each lesson requires, the repetition of skill students need in order to do well on the STAAR test, and the level of rigor and scaffolding each demographic of student will need in order to be successful in the classroom. I hope more inclusion of teachers, and this kind of reviewal process for all content and curriculum, continues to happen. The more aligned curriculum is across the state, with the feedback of teachers in the classroom, the more likely scores will continue to increase across the state of Texas. I appreciate your time and am immensely grateful for the opportunity to partake in such an exciting and unique process that will only continue to benefit our students in public education. I look forward to working with you all in the future as we continue to improve quality instruction for all students.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Sally Simmons, 77433

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650556

Comment: I am in support of these quality materials.

Component: G2: Knowledge Unit 11: Activity Book (9798890722782)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Twyla Clayton, 76502

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650586

Comment: Glad to see the new adjustments for k-5 Reading language arts includes a conservative outlook and is factually accurate. In addition seeing the concept of patriotism, is a definite plus. Removal of CRT and other concepts that diminish the well being of students will provide opportunities for students to grow educationally in a positive direction.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Sue Priddy, 79339

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650601

Comment: I am in favor of this curriculum

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Hillary Hickland, 76513

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650756

Comment: My understanding is that the inclusion of the Bible was intended to bring greater meaning to the subject matter. The understanding of Lincoln's quote "a house divided cannot stand" is not deepened by the inclusion of Jesus's saying. I do not think this is a valuable incorporation of religious text and may lead families to believe that a teacher is teaching religious content that strays from the TEKS.

Component: G2: Knowledge Unit 7: Teacher Guide (9798890722676)

Page Number(s): Page 81

Location: End of the page

URL to Content: https://www.texasgateway.org/resource/k-5-rla-units-1?book=184806&binder_id=184821

Submitted By: Vito Ruiz, 78154

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9650856

Comment: My name is Amanda Tyler and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a Texas parent, Baptist lay leader and attorney, I have identified parts of the curriculum that reference or insert religious content in ways that cross the line from an objective presentation of religion to a devotional presentation that interferes with religious freedom rights of children and their

families. Public schools are not Sunday schools. Religious institutions, including houses of worship, and families are the appropriate places for religious instruction. Our country's First Amendment, and specifically the religious clauses, provide that religious freedom is protected by making sure the government stays neutral when it comes to religion, neither advancing nor denigrating any particular religion or religion over irreligion. I am particularly concerned about the inclusion of the lessons on Queen Esther, who is presented as a historical figure. This teaching belongs in Jewish and Christian Sunday Schools but not public schools.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Amanda Tyler, 75206

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9650861

Comment: One of the highlights of the Reading Language Arts units are the constant review of previous knowledge that was taught. Children learn best from repetition and this will greatly benefit them as they are developing their reading and writing skills!

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Cindy Asmussen, 78717

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650916

Comment: I support this curriculum!!

Component: G2: Knowledge Unit 1: Teacher Guide (9798890728937)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Denise Layne, 76248

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650966

Comment: This unit is pertinent to the growth and understanding of our students in the area of courage and not only facing challenges, but overcoming them successfully even in the midst of fear. The text example for this unit is history written in the ancient days and beneficial to demonstrate the above principles through linguistics and literature. Wonderful unit to convey hope in the midst of impossible circumstances!

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 22-50

Location: N/A

URL to Content: N/A

Submitted By: Shanda Hasse, 79413

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650991

Comment: In favor of Open Education Resources.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Elena Voytko, 76513

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651086

Comment: Martin Luther King Jr.'s famous speeches are a wonderful addition to this powerful unit! Reading the entirety of speeches is important for context and structure. Excellent for students to know this material.

Component: G2: Knowledge Unit 10: Activity Book (9798890722737)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Shanda Hasse, 79413

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651151

Comment: This new curriculum is vital to our students in the state of Texas. It is imperative that Texas students are educated in Texas Values, and I am pleased to see historical connections to the Bible and Christianity. I see reference to many other religions as well but our great nation was founded on Christian beliefs and students need to be aware

of the role it had in our founding. This feedback applies to the full product. I will be discussing this great product with my state representatives and demanding they support this product and everything it stands for!

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Brett Froh, 78628

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651231

Comment: I fully support the instructional materials that is up for approval.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Janet Freire, 76258

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651281

Comment: Dear SBOE, we must return to fundamentals where children learn about Judeo-Christian history and values. Many of our founders learned to read just using the Bible. And all the great literary works have references to the Bible. Please start teaching the Bible again. Sincerely Gail Anderson

Component: Grade 2 Foundational Skills Fluency Supplement (9798890724649)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Patricia Anderson, 78403

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651301

Comment: I have positive comments about these materials. It's what we have been waiting for. Education is so important this is the right approach. Please adopt for Texas students.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Gregory Daniel, 76513

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651361

Comment: Good evening. It is my understanding that there has been considerable pushback regarding the removal from new curriculum references to Bible stories and the Christian tradition in the United States of America. I am writing to encourage you to stand strong on including factual, historical content in course materials. There will be no harm in educating the children of the heritage of this nation's founding through men and women of faith and the structure chosen by them in establishing this Republic. Ignorance is always harmful, and when those in positions of influence choose to delete or change actual history to fit an ideology, failure lurks in the future of the next generation. Please do not allow bullies to intimidate you who serve in a capacity to make a difference in the education of our children. We must choose to educate, not indoctrinate, at all levels, and that begins with the truth of the founding of this great nation. Thank you.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Laura Milby, 78410

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651421

Comment: The word mythical is repeated before each mention of (lowercase) god. I haven't seen this in other texts that address the Greek gods and goddesses and the repetition makes the reading a bit cumbersome. The entire text makes it clear that these are mythical gods. I think the language would be more concise without the repetition of "mythical" each time.

Component: G2: Knowledge Unit 3: Teacher Guide (9798890727480)

Page Number(s): 18

Location: End of the page - Hephaestus, Aphrodite, Athena, and Ares

URL to Content: https://www.texasgateway.org/resource/k-5-rla-units-1?book=184806&binder_id=184821

Submitted By: Brigit Locke, 78154

Publisher Response: Reject

Grade 2 Unit 3 Lesson 1 has been revised.

Public Comment ID 9651431

Comment: As a parent of two school aged children In Texas, I support this material and also support the full OER product. Thanks.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Brad Shields, 78746

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651771

Comment: I support the Texas OER Reading Language Arts (RLA) K-5 instructional materials because it is Influenced by classical literature and goes back to the fundamentals, reinforces good citizenship, focuses on Texas history, patriotism, and founding documents, requires transparency for parents to know what their children are learning, and focuses on phonics. I also support any biblical references to of our history and teaching of biblical principles that make universally good citizens despite your religion. Our country was founded on biblical principles, our founding fathers made that clear. To take out biblical reference to that fact would be misleading and deceptive. The one founding document that references freedom of religion is referring to our freedom to choose what we believe and prevents the government from interfering with that belief or the act thereof. It is not freedom from religion. That is obvious providing all the references to God in our pledge, on our money, in the halls of congress, etc. By stating these facts and teaching good citizenship as our founding fathers did by referring to the Bible is not evangelizing. It does not teach someone what to believe. It teaches history and how to act, which is what schools should be doing. We need to focus more on teaching math, history, English, civics, and science so our children can graduate with the best chance of success. No persuasion of beliefs whether they be of religion, politics, social justice, or activism of any kind should be left to teachers, administration, or curriculum. It is the parents' job to teach beliefs. Teachers should be presenting facts and encouraging children to think through all sides of any debatable issues which teaches them good problem-solving skills and how to get along with their fellow citizens. Thank you for your time and concern for our children's education.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Courtney Gilmore, 78611

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651886

Comment: I support education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Shana Fuller, 78414

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651961

Comment: NO bible in the OER. I can't think of anything worse than the government who can't teach reading and writing trying their spin on the Bible.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Meg Bakich, 75205

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9651981

Comment: I believe that it is important to provide curriculum that includes in lessons references to Bible stories and education on the USA's Judeo-Christian roots, as well as other religions. As a former teacher, as a mother and a grandmother, and even as a hospital docent, I have witnessed young children showing interest and being happy learning about Christianity through various activities such as Bible stories being read to them, handling religious articles used in worship services, visiting religious buildings, watching videos on ancient Judeo-Christian geographical locations as well as biographies of Christian historical figures, and also viewing religious garb from not only Christian tradition but Islamic, Jewish and the Sikh religion as well. The religions of the world are fascinating to children and because our nation was founded on Judeo-Christian law, references to that in lessons should be included in all Reading and Language Arts K-5.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Mary Arnold, 78404

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9652011

Comment: I oppose teaching the Christian religion in the classroom. We require separation of church and state on our schools, and no religion is above that.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Emily Cassidy, 78411

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9652086

Comment: It's ironic that this lesson promotes religious freedom while incorporating biblical content into a language arts curriculum, potentially infringing on that very freedom. The Texas Education Agency's decision to infuse Christianity into the curriculum may violate the First Amendment, which prohibits the government from establishing a particular religion. If religious freedom is to be discussed in a lesson, it should be consistently upheld throughout the curriculum. Additionally, the story of Esther could be problematic for Jewish students, as it portrays her need to hide her Jewish identity, potentially suggesting that being Jewish is something to be ashamed of--an implication that is both inaccurate and harmful. Furthermore, describing Jewish identity as a nationality (as stated on page 30) might confuse young students, as Jewish people live in many different countries and identify with Judaism in various ways, including as an ethnicity, culture, or heritage. The story's violent content, combined with the suggestion that Jewish people need to hide their identity, makes it an unsuitable choice for a reading lesson in a public school curriculum.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 22-36

Location: Grade 2, Unit 10, Lesson 2

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf

Submitted By: Susan Anderson, 76126

Publisher Response: Reject

No revision made. OER materials have a broad base of topics including history, literature, the arts, and culture which, when contextually relevant, can include religious references sampling from a range of faiths. Furthermore, TEC Sec. 28.002 requires that the curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Public Comment ID 9652146

Comment: The lesson on Esther is unclear. Part 1 doesn't effectively convey that Esther's goal was to protect her people's right to worship; instead, it focuses on her efforts to prevent their deaths while hiding her Jewish identity. Part 2 contains more content that could be distressing for 2nd graders. What will students learn? That one must hide their identity to stay safe? That people want to kill Jews? This could be particularly upsetting given recent events in

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Israel. The statement on page 47, "This day of chance became a celebration to honor God, who had demonstrated that he, not chance, determined what would happen to the Jewish people," contradicts the lesson's premise that Esther saved her people. This raises difficult theological questions, such as why God would allow the Jews to be in danger. The content is too complex and potentially distressing for young students, and it's unreasonable to expect teachers without religious training to address these issues. I recommend not including this story in the curriculum.

Component: G2: Knowledge Unit 10: Teacher Guide (9798890722720)

Page Number(s): 37-

Location: Grade 2, Unit 10, Lesson 3

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G2_U10_TG_ENG.pdf

Submitted By: Susan Anderson, 76126

Publisher Response: Accept

Grade 2 Unit 10 Lesson 1 has been revised.

Public Comment ID 9652206

Comment: I SUPPORT education that gives Texas students the academic Judeo-Christian knowledge they need to understand our Nation's history, founding documents, laws and traditions. Please INCLUDE Biblical stories and concepts as well Christian references in all new optional OER (Open Education Resources) K-5 ELAR curriculum. Do not remove these references at any point of the approval process. Thank you.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Alicia Brewer, 78413

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9652271

Comment: there are those in Texas who supports including an understanding of the Bible in public school education! This gives kids the academic Judeo-Christian knowledge they need to understand our literature, laws, and traditions.

Component: Grade 2 Foundational Skills Fluency Supplement (9798890724649)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Brandon Hines, 78414

Publisher Response: Accept without change

Thank you for your feedback.