

# IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Texas Education Agency, Open Education Resources	Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1
Subject	Grade Level
English Language Arts And Reading	Grade 4

**Texas Essential Knowledge and Skills (TEKS) Coverage: 100%**  
**English Language Proficiency Standards (ELPS) Coverage: 100%**  
**Quality Review Overall Score: 378/ 382**

## 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	4
Promoting Sexual Risk Avoidance, 6.2	0	0

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

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	7	0

**Count of Publisher Submitted Changes 38**

## Public Feedback

Alleged Factual Errors	0
Flags for Suitability	1
Public Comments	44

## All Feedback Items from IMRA Reviewers Remaining After Update

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

### Flags for Suitability Noncompliance After Updates

- None

### Flags for Suitability Compliance After Updates

- [IMRA Reviewer Positive Suitability ID 000195](#)
- [IMRA Reviewer Positive Suitability ID 000205](#)
- [IMRA Reviewer Positive Suitability ID 000212](#)
- [IMRA Reviewer Positive Suitability ID 000246](#)

### Factual Errors Remaining After Updates

- None

### Feedback Not Responded After Updates

- None

## All Feedback Items by Category

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### IMRA Reviewer Suitability Noncompliance

- None

### IMRA Reviewer Suitability Compliance

#### IMRA Reviewer Positive Suitability ID 000195

**Component:** AMERICAN REVOLUTION: BUILDING A NATION (Teacher Edition) (9798890729620)

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

**Page Number(s):** pages 238-239

**Location:** bottom of the page

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U5\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U5_TG_ENG_0.pdf)

#### IMRA Reviewer Positive Suitability ID 000205

**Component:** RLA\_G4\_U5\_RDR\_ENG (9798890729613)

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

**Page Number(s):** pages 1-10

**Location:** Text, images, and captions

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U5\\_RDR\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U5_RDR_ENG.pdf)

#### IMRA Reviewer Positive Suitability ID 000212

**Component:** Teacher Guide (9798890729651)

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

**Page Number(s):** pg. 58

**Location:** Importance of Patriotism and National Heritage: TG U7: Poetry: Wondrous Words, Lesson 4, pg. 58, I Hear America Singing, students will read Walt Whitman's poem to identify how America is characterized and make inferences about what Whitman most values about the nation.

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U7_TG_ENG.pdf)

#### IMRA Reviewer Positive Suitability ID 000246

**Component:** Teacher's Guide, Unit 5, American Revolution: Building a Nation, Lesson 12 (9798890729620)

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

**Page Number(s):** pages 238-247

**Location:** Lesson 12, "Heroes and Villians" includes a reading selection from chapter 7. In the middle of page 238, the text states, "Tell students they will read to learn about nonmilitary people who supported the colonies during their war for independence." Through pages 238-247, students read the selection and at the conclusion of the reading are asked, " In what different ways did individuals prove to be heroes of the Revolution?" This question can be found at the top of page 247.

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U5\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U5_TG_ENG_0.pdf)

### IMRA Reviewer Factual Errors

- None

## IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 9168006

**Component:** G4: Knowledge Unit 3: Teacher Guide (9798890727343)

**Reviewer Feedback:** add a bullet to help students understand when to use certain volume levels when presenting

**Page Number(s):** 132

**Location:** N/A

**URL to Content:** [https://texasgateway.org/system/files/documents/RLA\\_G4\\_U3\\_TG\\_ENG.pdf](https://texasgateway.org/system/files/documents/RLA_G4_U3_TG_ENG.pdf)

**Publisher Response:** Accept

Grade 4 Unit 3 Lesson 9 has been revised.

IMRA Reviewer Feedback ID 9167901

**Component:** G4: Knowledge Unit 10: Teacher Guide (9798890726742)

**Reviewer Feedback:** Add a bullet for students to ensure that they employ a good speaking rate and appropriate volume when presenting

**Page Number(s):** 155

**Location:** N/A

**URL to Content:** [https://texasgateway.org/system/files/documents/RLA\\_G4\\_U10\\_TG\\_ENG.pdf](https://texasgateway.org/system/files/documents/RLA_G4_U10_TG_ENG.pdf)

**Publisher Response:** Accept

Grade 4 Unit 10 Lesson 12 has been revised.

IMRA Reviewer Feedback ID 9144261

**Component:** G4: Knowledge Unit 2: Teacher Guide (9798890729583)

**Reviewer Feedback:** following the directions is implied, but not explicitly stated. To clearly align with the standard instead of saying "make sure each student completes their own worksheet" the sentence can be changed to include the language of the standard. "make sure each student follows directions as they complete their own worksheet"

**Page Number(s):** 163

**Location:** N/A

**URL to Content:** [https://texasgateway.org/system/files/documents/RLA\\_G4\\_U2\\_TG\\_ENG\\_0.pdf](https://texasgateway.org/system/files/documents/RLA_G4_U2_TG_ENG_0.pdf)

**Publisher Response:** Accept

Grade 4 Unit 2 Lesson 4 has been revised.

#### IMRA Reviewer Feedback ID 9388836

**Component:** G4: Knowledge Unit 9: Teacher Guide (9798890726711)

**Reviewer Feedback:** add that the organizational pattern described in the last bullet is a descriptive pattern

**Page Number(s):** 100

**Location:** N/A

**URL to Content:** [https://texasgateway.org/system/files/documents/RLA\\_G4\\_U9\\_TG\\_ENG.pdf](https://texasgateway.org/system/files/documents/RLA_G4_U9_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 9344746

**Component:** G4: Knowledge Unit 3: Teacher Guide (9798890727343)

**Reviewer Feedback:** add 'including high frequency words' to checklist item 7 I have used correct spelling.

**Page Number(s):** 118

**Location:** N/A

**URL to Content:** [https://texasgateway.org/system/files/documents/RLA\\_G4\\_U3\\_TG\\_ENG.pdf](https://texasgateway.org/system/files/documents/RLA_G4_U3_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 9150576

**Component:** G4: Knowledge Unit 10: Teacher Guide (9798890726742)

**Reviewer Feedback:** The teacher's direction to "correct grammar as needed" is vague. Including specific look-fors or checklists that mention verb tenses would align better with the standard.

**Page Number(s):** 154

**Location:** N/A

**URL to Content:** [https://www.texasgateway.org/system/files/documents/RLA\\_G4\\_U10\\_TG\\_ENG.pdf](https://www.texasgateway.org/system/files/documents/RLA_G4_U10_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 9320756

**Component:** G4: Knowledge Unit 3: Teacher Guide (9798890727343)

**Reviewer Feedback:** Need to add specifics on genre characteristics in the teacher guidance.

**Page Number(s):** 156

**Location:** N/A

**URL to Content:** [https://texasgateway.org/system/files/documents/RLA\\_G4\\_U3\\_TG\\_ENG.pdf](https://texasgateway.org/system/files/documents/RLA_G4_U3_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 9756276

**Component:** Grade 4 Unit 10 Number the Starts Family Support Letter (9798890726117)

**Change Type:** Editorial Change

**Current Page Number(s):** 1

**Location:** Family Support Letter

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U10\\_FSL\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U10_FSL_ENG.pdf)

**Original Text:** Family Support Letter

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U10\\_FSL\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U10_FSL_ENG.pdf)

**Updated Text:**

Text edited in Family Support Letter.

Change ID 9756286

**Component:** Grade 4 Unit 1 Personal Narratives Family Support Letter (Spanish) (9798890725974)

**Change Type:** Editorial Change

**Current Page Number(s):** 1

**Location:** Spanish Family Support Letter

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U1\\_FSL\\_SPAN.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U1_FSL_SPAN.pdf)

**Original Text:** pg 1

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U1\\_FSL\\_SPAN.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U1_FSL_SPAN.pdf)

**Updated Text:**

Text edited in the Family Support Letter.

Change ID 9756296

**Component:** Grade 4 Unit 7 Poetry Family Support Letter (Spanish) (9798890720726)

**Change Type:** Editorial Change

**Current Page Number(s):** 1

**Location:** Spanish Family Support Letter

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U7\\_FSL\\_SPAN.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U7_FSL_SPAN.pdf)

**Original Text:** pg 1

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U7\\_FSL\\_SPAN.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U7_FSL_SPAN.pdf)

**Updated Text:**

Text edited in the Family Support Letter.

#### Change ID 9756281

**Component:** Grade 4 Unit 10 Number the Starts Family Support Letter (Spanish) (9798890720757)

**Change Type:** Editorial Change

**Current Page Number(s):** 1

**Location:** Family Support Letter

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U10\\_FSL\\_SPAN.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U10_FSL_SPAN.pdf)

**Original Text:** Family Support Letter

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U10\\_FSL\\_SPAN.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U10_FSL_SPAN.pdf)

**Updated Text:**

Text edited in Family Support Letter.

#### Change ID 9756291

**Component:** Grade 4 Unit 7 Poetry Family Support Letter (English) (9798890726087)

**Change Type:** Editorial Change

**Current Page Number(s):** 1

**Location:** English Family Support Letter

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U7\\_FSL\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U7_FSL_ENG.pdf)

**Original Text:** pg 1

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U7\\_FSL\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U7_FSL_ENG.pdf)

**Updated Text:**

Text edited in the Family Support Letter.

#### Change ID 9756301

**Component:** Grade 4 Unit 1 Personal Narratives Family Support Letter (English) (9798890726025)

**Change Type:** Editorial Change

**Current Page Number(s):** 1

**Location:** English Family Support Letter

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U1\\_FSL\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U1_FSL_ENG.pdf)

**Original Text:** pg 1

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U1\\_FSL\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U1_FSL_ENG.pdf)

**Updated Text:**

Text edited in the Family Support Letter.

#### Change ID 9709001

**Component:** Grade 4 Unit 5 American Revolution Digital Components (9798890729606)

**Change Type:** Editorial Change

**Current Page Number(s):** 1, 14, 22, 34

**Location:** Lesson 1 Lesson 5 Lesson 9 Lesson 16

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U5\\_DC\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U5_DC_ENG.pdf)

**Original Text:** pg. 1 (Lesson 1) pg. 14 (Lesson 5) pg. 22 (Lesson 9) pg. 34 (Lesson 16)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U5\\_DC\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U5_DC_ENG.pdf)

**Updated Text:**

Digital component edited Lessons 1, 5, 9, and 16.

#### Change ID 9708956

**Component:** Grade 4 Unit 2 Eureka! The Art of Invention Teacher Guide (9798890729583)

**Change Type:** Editorial Change

**Current Page Number(s):** 1-15, 16-55, 56-89, 90-145, 146-169, 170-221, 278-305

**Location:** Introduction, Episode 1, Episode 2, Episode 3, Episode 4, Episode 5, Episode 8

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U2\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U2_TG_ENG_0.pdf)

**Original Text:** pgs. 1-15 (Introduction), pgs. 16-55 (Episode 1), pgs. 56-89 (Episode 2), pgs. 90-145 (Episode 3), pgs. 146-169 (Episode 4), pgs. 170- 221 (Episode 5), pgs. 278-305 (Episode 8)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U2\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U2_TG_ENG_0.pdf)

**Updated Text:**

Text edited in Introduction, episode 1, 2, 3, 4, 5 and 8.

#### Change ID 9708996

**Component:** Grade 4 Unit 5 American Revolution Activity Book (9798890729590)

**Change Type:** Editorial Change

**Current Page Number(s):** 1-22, 33-42, 53-60

**Location:** Lesson 1 Lesson 3 Lesson 5

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U5\\_AB\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U5_AB_ENG.pdf)

**Original Text:** pgs. 1-22 (Lesson 1) pgs. 33-42 (Lesson 3) pgs. 53-60 (Lesson 5)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U5\\_AB\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U5_AB_ENG.pdf)

**Updated Text:**

Text edited in lessons 1, 3, and 5.



## Change ID 9708946

**Component:** Grade 4 Unit 1 Personal Narratives Teacher Guide (9798890726605)

**Change Type:** Editorial Change

**Current Page Number(s):** 1-5, 6-17, 18-28, 29-42, 43-54, 68-83, 84-97, 98-110, 111-120, 121-131, 132-143, 144-163, 202-213

**Location:** Table of Contents and Introduction, Lesson 1, Lesson 2, Lesson 3, Lesson 4, Lesson 6, Lesson 7, Lesson 8, Lesson 9, Lesson 10, Lesson 11, Lesson 12, Lesson 13, Pausing Point

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U1\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U1_TG_ENG.pdf)

**Original Text:** pgs. 1-5 (Introduction), pgs. 6-17 (Lesson 1), pgs. 18-28 (Lesson 2), pgs. 29-42 (Lesson 3), pgs. 43-54 (Lesson 4), pgs. 68-83 (Lesson 6), pgs. 84-97 (Lesson 7), pgs. 98-110 (Lesson 8), pgs. 111-120 (Lesson 9), pgs. 121-131 (Lesson 10), pgs. 132-143 (Lesson

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U1\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U1_TG_ENG.pdf)

**Updated Text:**

Text edited in Table of Contents, Introduction and lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, and the Pausing Point.

## Change ID 9759956

**Component:** Grade 4 Unit 6 Treasure Island Digital Components (9798890728098)

**Change Type:** Editorial Change

**Current Page Number(s):** 14, 16, 27

**Location:** Lesson 5 Lesson 7 Lesson 14

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U6\\_DC\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U6_DC_ENG.pdf)

**Original Text:** Pg. 14 (Lesson 5) pg. 16 (Lesson 7) pg. 27 (Lesson 14)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U6\\_DC\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U6_DC_ENG.pdf)

**Updated Text:**

Text edited in Lessons 5, 7, and 14.

## Change ID 9709056

**Component:** Grade 4 Unit 9 Energy Student Reader (9798890723604)

**Change Type:** Editorial Change

**Current Page Number(s):** 14-18, 21-24, 29-37, 38-48

**Location:** The Beginnings of Oil in the United States, Big Changes, Nuclear Energy Solar, Wind, and Batteries Parts 1 & 2

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U9\\_RDR\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U9_RDR_ENG.pdf)

**Original Text:** pgs. 14-18 (The Beginnings of Oil in the United States) pgs. 21-24 (Big Changes) pgs. 29-37 (Nuclear Energy) pgs. 38-48 (Solar, Wind, and Batteries Parts 1 & 2)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U9\\_RDR\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U9_RDR_ENG_0.pdf)

**Updated Text:**

Text edited in "The Beginnings of Oil in the United States;" "Big Changes;" "Nuclear Energy", and "Solar, Wind, and Batteries Parts 1 & 2."

#### Change ID 9708986

**Component:** Grade 4 Unit 4 The Middle Ages Activity Book (9798894641744)

**Change Type:** Editorial Change

**Current Page Number(s):** 19-32, 127-140

**Location:** Lesson 2 Lesson 12

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U4\\_AB\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_AB_ENG_0.pdf)

**Original Text:** pgs. 19-32 (Lesson 2) pgs. 127-140 (Lesson 12)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U4\\_AB\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U4_AB_ENG_0.pdf)

**Updated Text:**

Text edited in lesson 2 and 12.

#### Change ID 9760006

**Component:** Grade 4 Personal Narratives and Contemporary Fiction Anthology (9798890726599)

**Change Type:** Editorial Change

**Current Page Number(s):** 2

**Location:** Student Anthology

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_ANTH\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_ANTH_ENG.pdf)

**Original Text:** p. 2

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U1\\_SA\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U1_SA_ENG_0.pdf)

**Updated Text:**

Image removed from Student Anthology.

#### Change ID 9708961

**Component:** Grade 4 Unit 2 Eureka! The Art of Invention Activity Book (9798890729545)

**Change Type:** Editorial Change

**Current Page Number(s):** 3-14

**Location:** Episode 1

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U2\\_AB\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U2_AB_ENG.pdf)

**Original Text:** pgs. 3-14 (Episode 1)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U2\\_AB\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U2_AB_ENG_0.pdf)

**Updated Text:**

Text edited in episode 1.

### Change ID 9708981

**Component:** Grade 4 Unit 4 The Middle Ages Student Reader (9798894641768)

**Change Type:** Editorial Change

**Current Page Number(s):** 37-45, 57-66

**Location:** Chapter 5, Chapter 7

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U4\\_RDR\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_RDR_ENG_0.pdf)

**Original Text:** pgs. 37-43 (Chapter 5), pgs. 57-66 (Chapter 7)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U4\\_RDR\\_ENG\\_1.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U4_RDR_ENG_1.pdf)

**Updated Text:**

Text edited in chapter 5 and 7.

### Change ID 9709041

**Component:** Grade 4 Unit 10 Number the Stars Activity Book (9798890726759)

**Change Type:** Editorial Change

**Current Page Number(s):** 45-48, 93-97

**Location:** Lesson 11 Vocabulary Glossary

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U10\\_AB\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U10_AB_ENG.pdf)

**Original Text:** pgs. 45-48 (Lesson 11) pgs. 93-97 (Vocabulary Glossary)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U10\\_AB\\_ENG\\_1.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U10_AB_ENG_1.pdf)

**Updated Text:**

Text edited in lesson 11 and Vocabulary Glossary.

### Change ID 9709051

**Component:** Grade 4 Unit 9 Energy Activity Book (9798890726728)

**Change Type:** Editorial Change

**Current Page Number(s):** 5, 29, 37, 51, 65

**Location:** 1.3, 4.1, 6.1, 8.3, 11.1

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U9\\_AB\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U9_AB_ENG.pdf)

**Original Text:** pg. 5 (1.3) pg. 29 (4.1) pg. 37 (6.1) pg. 51 (8.3) pg. 65 (11.1)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U9\\_AB\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U9_AB_ENG.pdf)

**Updated Text:**

Text edited in activities 1.3, 4.1, 6.1, 8.3 and 11.1.

### Change ID 9708976

**Component:** Grade 4 Unit 4 The Middle Ages Teacher Guide (9798894641737)

**Change Type:** Editorial Change

**Current Page Number(s):** 5-28, 29-54, 55-75, 106-117 118-146 147-175, 176-199, 200-223, 224-239, 240-263, 264-285, 286-309, 323-332

**Location:** Lesson 1, Lesson 2, Lesson 3, Lesson 5, Lesson 6, Lesson 7, Lesson 8, Lesson 9, Lesson 10, Lesson 11, Lesson 12 Lesson 13, Pausing Point

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U4\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_TG_ENG_0.pdf)

**Original Text:** pgs. 5-28 (Lesson 1), pgs. 29-54 (Lesson 2), pgs. 55-75 (Lesson 3), pgs. 106-117 (Lesson 5), pgs. 118-146 (Lesson 6), pgs. 147-175 (Lesson 7), pgs. 176-199 (Chapter 8), pgs. 200-223 (Lesson 9), pgs. 224-239 (Lesson 10), pgs. 240-263 (Lesson 11), pgs. 264-

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U4\\_TG\\_ENG\\_1.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U4_TG_ENG_1.pdf)

**Updated Text:**

Text edited in Introduction, lessons 1-3, 5-13 and Pausing Point.

Change ID 9709026

**Component:** Grade 4 Unit 8 Geology Reader (9798890726698)

**Change Type:** Editorial Change

**Current Page Number(s):** 52-61, 62-71

**Location:** Chapter 6 Chapter 7

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U8\\_RDR\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U8_RDR_ENG_0.pdf)

**Original Text:** pgs. 52-61 (Chapter 6) pgs. 62-71 (Chapter 7)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U8\\_RDR\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U8_RDR_ENG_0.pdf)

**Updated Text:**

Text edited in chapters 6 and 7.

Change ID 9708941

**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](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](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_K-5_P%26IG_ENG.pdf)

**Updated Text:**

Text edited in multiple sections.

## Change ID 9709046

**Component:** Grade 4 Unit 10 Number the Stars Teacher Guide (9798890726742)

**Change Type:** Editorial Change

**Current Page Number(s):** 6-17, 18-35, 35-49, 50-63, 64-75, 76-87, 88-97, 98-109, 110-121, 122-135, 136-147, 148-153, 193-204

**Location:** Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Pausing Point Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11 Activity Book Answer Key

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U10_TG_ENG.pdf)

**Original Text:** pgs. 6-17 (Lesson 1) pgs. 18-35 (Lesson 2) pgs. 36-49 (Lesson 3) pgs. 50-63 (Lesson 4) pgs. 64-75 (Lesson 5) pgs. 76-87 (Lesson 6) pgs. 88-97 (Pausing Point) pgs. 98-109 (Lesson 7) pgs. 110-121 (Lesson 8) pgs. 122-135 (Lesson 9) pgs. 136-147 (Lesson 10) pgs. 1

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U10\\_TG\\_ENG\\_1.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U10_TG_ENG_1.pdf)

**Updated Text:**

Text edited in Lesson 1, Lesson 2, Lesson 3, Lesson 4, Lesson 5, Lesson 6, Pausing Point, Lesson 7, Lesson 8, Lesson 9, Lesson 10, Lesson 11, and the Activity Book Answer Key.

## Change ID 9708951

**Component:** Grade 4 Unit 2 Eureka! The Art of Invention Reader (9798890729576)

**Change Type:** Editorial Change

**Current Page Number(s):** 68-70

**Location:** "The Wedge"

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U2\\_RDR\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U2_RDR_ENG.pdf)

**Original Text:** pgs. 68-70 ("The Wedge")

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U2\\_RDR\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U2_RDR_ENG.pdf)

**Updated Text:**

Text edited in "The Wedge."

## Change ID 9709021

**Component:** Grade 4 Unit 8 Geology Teacher Guide (9798890726674)

**Change Type:** Editorial Change

**Current Page Number(s):** Table of Contents 6-35, 36-61, 62-79, 80-105, 178-199, 200-227, 228-257, 288-313, 344-354, 355-422

**Location:** Table of Contents Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 8 Lesson 9 Lesson 10 Lesson 12 Pausing Point Teacher Resources

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U8\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U8_TG_ENG.pdf)

**Original Text:** Table of Contents pgs. 6-35 (Lesson 1) pgs. 36-61 (Lesson 2) pgs. 62-79 (Lesson 3) pgs. 80-105 (Lesson 4) pgs. 178-199 (Lesson 8) pgs. 200-227 (Lesson 9) pgs. 228-257 (Lesson 10) pgs. 288-313 (Lesson 12) pgs. 344-354 (Pausing Point) pgs. 355-422 (Teacher Resou

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U8\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U8_TG_ENG_0.pdf)

**Updated Text:**

Text edited in the table of contents and lessons 1, 2, 3, 4, 8, lesson 9, lesson 10, 12, Pausing Point, and Teacher Resources.

Change ID 9708971

**Component:** Grade 4 Unit 3 Contemporary Fiction Teacher Guide (9798890727343)

**Change Type:** Editorial Change

**Current Page Number(s):** Table of Contents, 1-5, 6-19, 20-33, 34-49, 67-77, 78-97, 98-109, 110-121, 122-133, 134-145, 146-147, 170-181, 182-188

**Location:** Table of Contents, Introduction, Lesson 1, Lesson 2, Lesson 3, Lesson 5, Lesson 6, Lesson 7, Lesson 8, Lesson 9, Lesson 10, Lesson 11, Lesson 13, Pausing Point

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U3\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U3_TG_ENG.pdf)

**Original Text:** Table of Contents, pgs. 1-5 (Introduction), pgs. 6-19 (Lesson 1), pgs. 20-33 (Lesson 2), pgs. 34-49 (Lesson 3), pgs. 64-77 (Lesson 5), pgs. 78-97 (Lesson 6), pgs. 98-109 (Lesson 7), pgs. 110-121 (Lesson 8), pgs. 122-134 (Lesson 9), pgs. 134-145 (Lesson 10)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U3\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U3_TG_ENG_0.pdf)

**Updated Text:**

Text edited in the Table of Contents, Introduction, lesson 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13 and the Pausing Point.

Change ID 9709016

**Component:** Grade 4 Unit 7 Poetry Teacher Guide (9798890729651)

**Change Type:** Editorial Change

**Current Page Number(s):** Table of Contents, 1-7, 8-21, 22-37, 52-65, 76-87, 88-99, 100-109, 110-121, 151-154

**Location:** Table of Contents Introduction Lesson 1 Lesson 2 Lesson 4 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Pausing Point

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U7_TG_ENG.pdf)

**Original Text:** Table of Contents pgs. 1-7 (Introduction) pgs. 8-21 (Lesson 1) pgs. 22-37 (Lesson 2) pgs. 52-65 (Lesson 4) pgs. 76-87 (Lesson 6) pgs. 88-99 (Lesson 7) pgs. 100-109 (Lesson 8) pgs. 110-121 (Lesson 9) pgs. 151-154 (Pausing Point)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U7\\_TG\\_ENG\\_1.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U7_TG_ENG_1.pdf)

**Updated Text:**

Text edited in the Table of Contents, Introduction, lessons 1-2, 4, 6-9, Pausing Point, and Teacher Resources.

Change ID 9709036

**Component:** Grade 4 Unit 9 Energy Teacher Guide (9798890726711)

**Change Type:** Editorial Change

**Current Page Number(s):** Table of Contents, 6-19, 32-45, 46-55, 56-67, 68-75, 76-79, 86-101, 102-113, 114-121, 128-137, 169-177

**Location:** Table of Contents Lesson 1 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Pausing Point Lesson 7 Lesson 8 Lesson 9 Lesson 11 Activity Book Answer Key

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U9\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U9_TG_ENG.pdf)

**Original Text:** Table of Contents pgs. 6-19 (Lesson 1) pgs. 32-45 (Lesson 3) pgs. 46-55 (Lesson 4) pgs. 56-67 (Lesson 5) pgs. 68-75 (Lesson 6) pgs. 76-79 (Pausing Point) pgs. 86-101 (Lesson 7) pgs. 102-113 (Lesson 8) pgs. 114-121 (Lesson 9) pgs. 128-137 (Lesson 11) pgs. 169-1

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U9\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U9_TG_ENG_0.pdf)

**Updated Text:**

Text edited in Table of Contents, lessons 1, 3, 4, 5, 6, Pausing Point, 7, 8, 9, 11 and Activity Book Answer Key.

### Change ID 9708991

**Component:** Grade 4 Unit 5 American Revolution Teacher Guide (9798890729620)

**Change Type:** Editorial Change

**Current Page Number(s):** Table of Contents, 6-31, 32-53, 54-61, 62-87, 88-101, 102-131, 132-153, 172-191, 216-235, 274-287, 348-354, 355-398

**Location:** Table of Contents, Lesson 1, Lesson 2, Lesson 3, Lesson 4 Lesson 5, Lesson 6, Lesson 7, Lesson 9, Lesson 11, Lesson 12 Lesson 13, Lesson 14, Pausing Point, Teacher Resources

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U5\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U5_TG_ENG_0.pdf)

**Original Text:** Table of Contents, pgs. 6-31 (Lesson 1), pgs. 32-53 (Lesson 2), pgs. 54-61 (Lesson 3), pgs. 62-87 (Lesson 4), pgs. 88-101 (Lesson 5), pgs. 102-131 (Lesson 6), pgs. 132-153 (Lesson 7), pgs. 172-191 (Lesson 9), pgs. 216-235 (Lesson 11), pgs. 274-287 (Lesson

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U5\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U5_TG_ENG_0.pdf)

**Updated Text:**

Text edited in the Table of Contents and lessons 1, 2, 3, 4, 5, 6, 7, 9, 11, 14, Pausing Point and Teacher Resources.

### Change ID 9709011

**Component:** Grade 4 Unit 6 Treasure Island Teacher Guide (9798890728074)

**Change Type:** Editorial Change

**Current Page Number(s):** Table of Contents, 6-31, 32-61, 62-71, 72-99, 100-115, 116-141, 142-157, 180-199, 224-247, 248-257, 280-295, 320-331, 341-348

**Location:** Table of Contents, Lesson 1, Lesson 2, Lesson 3, Lesson 4, Lesson 5, Lesson 6 Lesson 7, Lesson 9, Lesson 11, Lesson 12, Lesson 14, Lesson 17, Pausing Point

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U6\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U6_TG_ENG.pdf)

**Original Text:** Table of Contents, pgs. 6-31 (Lesson 1), pgs. 32-61 (Lesson 2), pgs. 62-71 (Lesson 3), pgs. 72-99 (Lesson 4), pgs. 100-115 (Lesson 5), pgs. 116-141 (Lesson 6), pgs. 142-157 (Lesson 7), pgs. 180-199 (Lesson 9), pgs. 224-247 (Lesson 11), pgs. 248-257 (Lesson

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U6\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U6_TG_ENG.pdf)

**Updated Text:**

Text edited in the Table of Contents; lessons 1-7, 9, 11, 12, 14, 17; and the Pausing Point.

#### Change ID 9708931

**Component:** All Grade 4 components (0)

**Change Type:** Editorial Change

**Current Page Number(s):** throughout

**Location:** All Grade 4 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 9756471

**Component:** Grade 4 Reading Language Arts Pacing and Scope and Sequence Guide (9798890724656)

**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\\_G4\\_Knowledge\\_PSS\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_Knowledge_PSS_ENG.pdf)

**Original Text:** pgs. 1-6

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_PSS\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_PSS_ENG_0.pdf)

**Updated Text:**

Text edited in the Pacing and Scope and Sequence Guide.

#### Change ID 9759961

**Component:** Grade 4 Unit 7 Poetry Teacher Guide (9798890729651)

**Change Type:** Error Correction

**Current Page Number(s):** 166

**Location:** Measures of Text Complexity Chart

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U7\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U7_TG_ENG.pdf)

**Original Text:** pg. 166 (Text Complexity)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U7\\_TG\\_ENG\\_1.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U7_TG_ENG_1.pdf)

**Updated Text:**

Text edited in Measures of Text Complexity Chart.



#### Change ID 9708936

**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](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](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_K-5_P%26IG_ENG.pdf)

**Updated Text:**

Text edited in "Writing about Reading."

#### Change ID 9709006

**Component:** Grade 4 Unit 6 Treasure Island Teacher Guide (9798890728074)

**Change Type:** Error Correction

**Current Page Number(s):** 32-61, 116-141

**Location:** Lesson 2 Lesson 6

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U6\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U6_TG_ENG.pdf)

**Original Text:** pgs. 32-61 (Lesson 2) pgs. 116-141 (Lesson 6)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U6\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U6_TG_ENG.pdf)

**Updated Text:**

Text edited in lessons 2 and 6.

#### Change ID 9708966

**Component:** Grade 4 Unit 3 Contemporary Fiction Teacher Guide (9798890727343)

**Change Type:** Error Correction

**Current Page Number(s):** 6, 122-133, 189-201

**Location:** Lesson 1, Lesson 9, Teacher Resources

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U3\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U3_TG_ENG.pdf)

**Original Text:** pgs. 6-19 (Lesson 1), pgs. 122-133 (Lesson 9), pgs. 189-201 (Teacher Resources)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U3\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U3_TG_ENG_0.pdf)

**Updated Text:**

Text edited and images updated in lesson 1, Lesson 9 and the Teacher Resources.

#### Change ID 9709031

**Component:** Grade 4 Unit 9 Energy Teacher Guide (9798890726711)

**Change Type:** Error Correction

**Current Page Number(s):** 6-19, 178-179

**Location:** Lesson 1 Measures of Text Complexity Chart

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U9\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U9_TG_ENG.pdf)

**Original Text:** pgs. 6-19 (Lesson 1) pgs. 178-179 (Measures of Text Complexity)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U9\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U9_TG_ENG_0.pdf)

**Updated Text:**

Text edited in lesson 1 and Measures of Text Complexity Chart.

#### Change ID 9709061

**Component:** Grade 4 Unit 2 Eureka! The Art of Invention Digital Components (9798890723642)

**Change Type:** New Content

**Current Page Number(s):** 11-13

**Location:** 13-Nov

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U2\\_DC\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U2_DC_ENG.pdf)

**Original Text:** pgs. 11 - 13 (Appendix)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U2\\_DC\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U2_DC_ENG.pdf)

**Updated Text:**

Content added on pages 11-13.

#### Change ID 9709066

**Component:** Grade 4 Unit 4 The Middle Ages Digital Components (9798894641751)

**Change Type:** New Content

**Current Page Number(s):** 31-33

**Location:** 31

**Original URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U4\\_DC\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_DC_ENG.pdf)

**Original Text:** pgs. 31-33 (Appendix)

**Updated URL:** [https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA\\_G4\\_U4\\_DC\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U4_DC_ENG.pdf)

**Updated Text:**

Content added on pages 31-33.

#### Public Alleged Factual Errors

- None

#### Public Suitability Flags

Public Suitability ID SF000099

**Component:** Unit 4: The Middle Ages, Teacher Guide (9798894641737)

**Suitability Indicator:** 3. Parental Rights and Responsibilities

**Suitability Sub-Indicator:** 3.1  
**Specific or Thematic:** Thematic

**Page Number(s):** PDF page 219

**Location:** final bullet on page

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U4\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_TG_ENG_0.pdf)

**Page Number(s):** PDF page 17

**Location:** sub-bullet 2/3

**Link:** sub-bullet 2/3

**Page Number(s):** PDF page 33

**Location:** discussion question 4

**Link:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U4\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_TG_ENG_0.pdf)

**Submitted By:** Ami Courville, 78664

**Publisher Response:** Accept

Grade 4 Unit 4 Lesson 9 has been revised.

## Public Comments

### Public Comment ID 9472216

**Comment:** As parent of 3 elementary school children I object the proposal of featuring religious materials and texts taken from the Bible in particular in school textbooks. We live in a democratic country and expect our politicians, educators and leaders keep state separate from church and not add religious texts into school textbooks.

**Component:** GK-5 Independent Reading Guide (9798890724380)

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Adel Altynbaeva, 75044

**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 9572901

**Comment:** I am deeply concerned about biblical references in the curriculum. I am a Christian and I believe in separation of church and state.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Lynn Moore, 77019

**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 9607396**

**Comment:** I currently believe the classical approach is the best way to teach our children. I viewed several lessons at various age levels. I like the lessons that emphasize "The Golden Rule", historical lessons I learned as a child, and basic American cultural ideas that have not been watered down in order to be inclusive to all ideas. I believe that our children have not been introduced to basic concepts that unite our society in America. I am an educator and we have tried to introduce so many ideas from around the world, we haven't time to cover the basic ideas of being a good citizen and to understand how our country has developed due to these ideas. My grandchildren are home schooled through Classical Connections Curriculum and I am ashamed for the children in public school that will never understand how our society developed through the spiritual concepts taught through classical literature. I am also ashamed that we no longer recognize the ideas of great minds from throughout history that has influenced our country's development.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Pat Randolph, 79053

**Publisher Response: Accept without change**

Thank you for your feedback.

**Public Comment ID 9609711**

**Comment:** As a teacher, when presented with religious material I am required to teach, I will simply say to students, "none of this is proven to be true." I doubt most parents will want me teaching their child religion in any form or context. The school is not a place for indoctrination.

**Component:** GK-5 Independent Reading Guide (9798890724380)

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Sisha Ward, 75840

**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 9630236

**Comment:** I would like to strongly oppose the new curriculum. There is no reason that biblical text needs to be used to increase the vigor of education. I live in a very diverse district with many religions. I strongly believe that as a parent I should be responsible for my children's religious education. I also object to this curriculum because it removes the ability for the teacher to use their judgement, creativity, and expertise to develop their own plans. Great teachers will not flourish with these guidelines and will not be drawn to our state. We will lose teachers and students with the adoption of these guidelines. Rural districts will suffer the most.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Krislyn Mann, 78717

**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 9631306

**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 9632276

**Comment:** Nope, this is not the one. My students would not be engaged with this curriculum. I need there to be more than 2 choices of complete curriculum. This and Savvas can't be the only 2 out there. The other choices seem like only phonics - which we just adopted. Ugh. I'm frustrated.

**Component:** G4: Knowledge Unit 1: Activity Book (9798890726612)

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Wendy Hoot, 77304

**Publisher Response:** Reject

There is insufficient information to identify and address the concern.

#### Public Comment ID 9640126

**Comment:** I am happy the textbook publisher is using AD and BC for the dating system. This is an important part of our heritage. Some people will say Jesus is offensive and not inclusive, however Jesus is mentioned in the Koran 25 times, is worshipped by some Hindus as a god, and made such an enormous impact on human history the dating system was divided by his birth. Others will say students will run into the bce and ce dating systems in college so they must use this system, however as a high school teacher who is certified in social studies I can teach them bce and ce in minutes to prepare them for college since they already know the BC & CE foundation. I thank you for including AD and BC in the dating system and I urge you to keep it throughout all the texts.

**Component:** G4: Knowledge Unit 4: Teacher Guide (9798894641737)

**Page Number(s):** 5

**Location:** The Middle Ages Page 5 Lesson 1

**URL to Content:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U4\\_TG\\_ENG\\_0.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_TG_ENG_0.pdf)

**Submitted By:** Andrew Pierce, 76655

**Publisher Response:** Accept without change

Thank you for your feedback.

#### Public Comment ID 9641126

**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. 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 9641476

**Comment:** I am very thankful to see the new traditional values like the Golden Rule being woven into the lessons in our public's schools. All history is important! What a great model to use.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Amanda Gilmore, 76689

**Publisher Response:** Accept without change

Thank you for your feedback.

#### Public Comment ID 9644066

**Comment:** Public schools are not the place to teach religion. I highly object to the current attempts to include religious teaching into our public schools.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** John Shaddock, 75252

**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 9645331

**Comment:** In regards to using the Christian Bible for public school lessons, I respect those who want to learn Bible stories and make lessons from them, but that activity should be reserved for religious leaders and scholars to be delivered in an appropriate religious place of worship, or a non-secular academic institution. A non-secular public school should operate as just that. Furthermore, what I would really like to see is a greater investment into online educational resources for all public school students that they can access from home to improve their executive function skills, reading skills, and math/logic skills. The modern workplace demands a higher mastery of these skills and we need to deliver the modern resources our students need to meet those demands.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Yvonne Hernandez, 77007

**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 9645691

**Comment:** Anything related to reading Bible verses and encouraging singing songs about the Bible need to be take out of this curriculum. We are NOT a Christian country and I teach students of all faiths from all walks of life. Unless you are going to encourage us to sing songs or read about Hinduism, Islam, or even Paganism, this goes against everything we stand for in the United States.

**Component:** G4: Knowledge Unit 3: Activity Book (9798890727336)

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

**Location:** Anything related to reading Bible verses and encouraging singing songs about the Bible

**URL to Content:** N/A

**Submitted By:** Viktora Henderson, 79762

**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 9646511

**Comment:** I am an overall supporter of this curriculum! It provides the structure and framework that has been lacking in our schools for many years! Thank you for returning the Bible as a foundational document in our schools! I believe our state will be blessed because of this!

**Component:** G4: Knowledge Unit 4: Teacher Guide (9798894641737)

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Hudson Morgan, 76047

**Publisher Response:** Accept without change

Thank you for your feedback.

#### Public Comment ID 9647336

**Comment:** Please do not promote teaching of the Christian Bible in schools in Texas. As a Catholic and Christian, I do not believe that there is a role for public schools being involved in religious instruction and indoctrination.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** John Carwile, 77356



**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 9647536

**Comment:** Religious texts should not be included regardless of the religious source or framing.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Donald Jamison, 75165

**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 9647556

**Comment:** I want to give a full-throated endorsement for the OER materials submitted. I did not review every lesson for every grade but did review many English units for all the grades. Though I realize no set of curriculum materials is ever perfect, I am so pleased for this State Board of Education and the future of Texas education that this day has come. The SBOE that I served on for eight years never had this chance to directly impact the classroom with high-quality instructional material owned by Texas and supervised by the SBOE. We could only make suggestions to for-profit publishers. Sometimes they listened, sometimes not. These IMs take advantage of the classroom hours spent in ELAR skill-building to use source material rich in history and science in every lesson for every grade, diverse and engaging stories from around the world from varying cultures and time periods that children will enjoy, more Texas-centric content, home activities to engage parents (also given full access to IMs) to support classroom work, numerous and much needed writing opportunities, and great classroom materials provided for educators. More and more educational research is showing how very important knowledge building year after year is for every child, particularly the most disadvantaged children. We have a definite knowledge gap. Curriculum material should not waste time, in language arts classrooms particularly, using lessons that are almost completely skill focused with little attempt at also using knowledge building content as the building block for developing skills. All districts, no matter their school budget challenges, can take advantage of these high quality, content rich IMs covering 100% of TEKS. This IM was built based on the experience and voluminous feedback from Texas classroom educators. These OER materials are free for all and will hopefully be approved and held accountable by the State Board of Education. Wow! What a privilege you have. Thank you for your service.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Donna Bahorich, 77024

**Publisher Response:** Accept without change

Thank you for your feedback.

#### Public Comment ID 9647701

**Comment:** In the unit on inventions, there is a glaring absence of contributions from South Asian, African, Arab, and South American cultures. And, with the sole exception of paper from Asia, there is a lack of Asian contributions to the global increase of technology.

**Component:** G4: Knowledge Unit 2: Activity Book (9798890729545)

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Margaret Fontaine, 75135

**Publisher Response:** Reject

No revision made. Suggested content is included across the product.

#### Public Comment ID 9647706

**Comment:** The novel Number the Stars centers around a Northwestern European, Christian family saving their Jewish neighbor during the Nazi reign of terror. While this example of self-sacrifice is noble, I reiterate that it comes among a variety of Euro-centric stories that completely ignore other cultural iterations of similarly beneficial themes. Our students come from a variety of backgrounds and we want all of them to resonate with stories of high morality. Texas has huge numbers of students with African, Asian, and Latino backgrounds and there are wonderful, age-appropriate stories that demonstrate self-sacrifice as well, or better than this one.

**Component:** G4: Knowledge Unit 9: Activity Book (9798890726728)

**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 9647771

**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: Fourth Grade ELA: In the unit on inventions, there is a glaring absence of contributions from Arab, South Asian, African, and South American cultures, with the sole exception of paper from Asia. Additionally, in the unit on the Middle Ages, the curriculum discusses Christianity's influence on European culture but fails to reference other ways of living and their influences on our history. This one-sided view does not provide our students with a comprehensive understanding of history and culture. Also, the novel Number the Stars centers around a White, Christian family saving their Jewish neighbor. While self-sacrifice is noble, I reiterate that it comes among a variety of Euro-centric stories that completely ignore other cultural iterations of similarly beneficial themes. 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 9647961

**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:** G4: Knowledge Unit 1: Activity Book (9798890726612)

**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 9648046

**Comment:** I support this TX OER product in its entirety in public school classrooms. I also support biblical scripture as a primary source.

**Component:** G4: Knowledge Unit 5: Teacher Guide (9798890729620)

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** JoAnn Batis, 75701

**Publisher Response:** Accept without change

Thank you for your feedback.

#### Public Comment ID 9648076

**Comment:** I am a parent to three children in Texas public schools, a former principal and principal supervisor in Austin ISD, and I currently work for an educational nonprofit. If Texas adopts a curriculum that teaches the Bible as content, we will lose teachers, traumatize children, and break the law. Do not ignore the constitutional right staff, students, parents and other guardians have to separation of church and state!

**Component:** G4: Knowledge Unit 1: Teacher Guide (9798890726605)

**Page Number(s):** Na

**Location:** Na

**URL to Content:** [https://en.m.wikipedia.org/wiki/Separation\\_of\\_church\\_and\\_state](https://en.m.wikipedia.org/wiki/Separation_of_church_and_state)

**Submitted By:** Emily Bush, 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 9648241

**Comment:** Portions of these lessons adequately address how the Roman empire transitioned from polytheism to monotheism, yet it does seem excessive description is given to stories from the Bible in a few places. For example, it would be simpler to just state that during the Roman census a child was born who was believed to be the Jewish Messiah. This story forms the beginning of the Christian belief system, as opposed to relaying the details of the angels and manager. Similarly, I'm not sure how the story of Simon becoming a follower of Jesus is necessary to understanding the concept that Christians work to spread their faith. I would recommend that the text state Jesus is sentenced to death and not mention crucifixion as those who are not Christian will require the teacher to define this term. If included, it would be wise to provide teachers with a way to handle this in an appropriate way for 8 year old children of various backgrounds. The paragraph under Image U4.L10.9 also seems unnecessary as it addresses that Christianity is still practiced today, but the next lesson skips back to ancient Rome. In Lesson 11, much detail is also

given to the story of Paul/Saul, yet it only states what was mentioned in the previous section. The roads around Rome allowed Christianity to spread. If the information is kept regarding the Christian faith, I hope the same detailed attention is given to the history of the Islamic faith, as those who practiced it preserved and advanced Greek/Roman learning and invention throughout the Middle Ages (in the 5th grade unit). Otherwise, it would appear this text has a faith-based bias.

**Component:** G4: Knowledge Unit 4: Teacher Guide (9798894641737)

**Page Number(s):** 236-255; 263-265

**Location:** Middle of Lessons 10 and 11

**URL to Content:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G3\\_U1\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G3_U1_TG_ENG.pdf)

**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 9648286

**Comment:** Excellent teaching curriculum for teachers and wonderful lessons, activities and literature for students. I can't wait for this to be in our Texas classrooms.

**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 9648701

**Comment:** Love the novel selections.

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

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

**Location:** Love the novel selections included in this curriculum.

**URL to Content:** N/A

**Submitted By:** Tammy Morgan, 76258

**Publisher Response:** Accept without change

Thank you for your feedback.

### Public Comment ID 9648816

**Comment:** Teaching Bible stores in public school is against the law and wrong. Teachers are not preachers, and you are indoctrinating children to one religion. Vote NO on this curriculum.

**Component:** G4: Knowledge Unit 5: Teacher Guide (9798890729620)

**Page Number(s):** All pages

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Sarah Horn, 78550

**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 9650021

**Comment:** As a representative of the business community, I am impressed with the rigorous content of these materials. I believe this type of curriculum is critical to future of Texas economic development. If we don't challenge our students we will not have the workforce needed to preserve the Texas miracle.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Caroline Simmons, 78703

**Publisher Response:** Accept without change

Thank you for your feedback.

### Public Comment ID 9650361

**Comment:** Original Version: "Between 1095 and 1291 AD, there were nine crusades, or attempts to recapture Jerusalem. Despite these periods of confrontation, trading relationships developed between Europe and the Middle East." Recommended Version: "Between 1095 and 1291 AD, there were nine crusades, or attempts to recapture Jerusalem. On their way to the Holy Land, many crusaders persecuted and killed Muslims and Jews. Despite these periods of violence, trading relationships developed between Europe and the Middle East." Comments: The lesson presents the Crusades without acknowledging the persecution which many crusaders visited on Muslim and Jewish communities during the course of their campaigns. Without this addition, students would not be aware of the painful and deadly impact the Crusades had on some communities. This sentence acknowledges the persecution in a grade-appropriate way, which supports future learning about the Middle Ages.

**Component:** G4: Knowledge Unit 4: Teacher Guide (9798894641737)

**Page Number(s):** 255

**Location:** Lesson 11: King Henry II, pg. 255, Inset, Student reader, The Crusades

**URL to Content:** N/A

**Submitted By:** Emily Bourgeois, 78731

**Publisher Response:** Reject

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

#### Public Comment ID 9650386

**Comment:** Original Version: "If You Were a Crusader - As a young crusader, you would have traveled to faraway lands. This could have been your experience. Your eyes are red and itchy! It is difficult to see through the cloud of dust that has been kicked up by the many horses galloping across the dry desert land. Your mouth is parched and dry. Two years have passed since you left your father's country home and the beautiful rolling hills of your homeland. In that time, you have been traveling across land and sea. You have experienced incredibly hot and cold. You have recovered from disease--you are one of the lucky ones for sure. You wear a red cross on your shirt of armor, and you carry a flag that bears the same emblem. Some of the men you travel with fought alongside King John's brother, Richard the Lion-Hearted. Like all Christian crusaders, it is your intention to help recapture the city of Jerusalem in the Holy Land. As you and your fellow knights rest and water your horses, you can see the city of Jerusalem in the distance. When the time comes, you and your fellow knights will fight to the death to recapture this holy place. But before that moment comes, you kneel down in the warm sand and pray for victory." Recommended Version: " The Journey of a Crusader - Many crusaders left their homes in Europe and traveled to faraway lands. Their journey took them around two years, and led across land and sea. Many of the places crusaders passed through had climates very different from their native Europe. Diseases were also common along the route. Crusaders often wore a symbol of some kind on their shirt of armor, and would sometimes carry a flag that displayed the same emblem. These were used to identify where they came from. The destination for all crusaders was the city of Jerusalem in the Holy Land. Many medieval Christians, following the Pope, believed that Jerusalem should only be controlled by Christians. When the Pope began the Crusades to take Jerusalem from the Muslims who ruled there at the time, many crusaders came to believe that they were given permission to persecute and kill non-Christians. Unfortunately, this happened to many Jewish and Muslim communities on the journey to Jerusalem and once the crusaders arrived. A large number of them, however, would never make it all the way. It took a lot of resources to fund a journey to Jerusalem, and not all were able to keep up the journey." Comments: Given the nature of the Crusaders' goals and activities, we recommend changing this section of the student reader from first to third person in order to avoid the students identifying with them. There is some literature on the use of historical simulations and first person perspectives in education. Some studies suggest these techniques, when used to help students understand multiple sides of an issue, can be helpful, but they also flag hazards to using such approaches, including trivializing history or misleading students into interpreting past events through modern perspectives. Since this passage in the student reader is not being used to introduce an issue with multiple perspectives, we recommend rewriting it to simply describe the experience of a crusader, and we recommend including a more well rounded account of the crusades' impact on others. (For more information, see: 1. Handle with care: Using historical simulations to teach history, Canadian Historical Society; <https://cha-shc.ca/teachers-learning-bl/handle-with-care-using-historic...> 2. Using Simulations to Teach Middle Grades U.S. History in an Age of Accountability, Institute of Education Sciences; <https://files.eric.ed.gov/fulltext/EJ974946.pdf>

**Component:** G4: Knowledge Unit 4: Teacher Guide (9798894641737)

**Page Number(s):** 256

**Location:** Lesson 11: King Henry II, pg. 256-257, Inset, Student reader, If You Were a Crusader

**URL to Content:** N/A

**Submitted By:** Emily Bourgeois, 78731

**Publisher Response: Accept**

Grade 4 Unit 4 Lesson 11 has been revised.

Public Comment ID 9650621

**Comment:** Thank you for your work on IMRA new curriculum. Keep it up!!

**Component:** G4: Knowledge Unit 1: Teacher Guide (9798890726605)

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Tonya Gilliam, 79424

**Publisher Response: Accept without change**

Thank you for your feedback.

Public Comment ID 9650626

**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 9650881

**Comment:** I am for this program.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Candace Williams, 78729

**Publisher Response: Accept without change**

Thank you for your feedback.

Public Comment ID 9650936

**Comment:** I support OER curriculum!!

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

**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 9651016

**Comment:** I recommend and approve of this curriculum! I would like to provide feedback on the following grades and units: Kindergarten Unit 3, These lessons are foundational, a good place to start. Grade 1 Unit 6, All lessons appear accessible and level-appropriate. Grade 1 Unit 3, I like the coverage of early civilizations of the Americas. I think this is highly appropriate for Texas students. I acknowledge, however, that there are some adults who might disagree. Grade 2, Unit 5 Accessible and level-appropriate. Amazing pictures. Grade 3 Unit 1: The Wind in the Willows---Classic, universal stories. Kindergarten Unit 10, Tactful and age-appropriate treatment of slavery. Grade 1 Unit 8, Appropriate build on Kinder materials. Kindergarten Unit 10, Tactful and age-appropriate treatment of how Native Americans have been treated. Grade 4 Unit 1, Like the diversity of of the stories, and how unique they are as human experiences. Will be very perspective-broadening for suburban and urban children. Grade 4 Unit 5, Very fair, sensitive, and yet positive treatment of the U.S. Revolution. Grade 5 Unit 2, I learned much just reviewing this material. Very well integrated: language arts, fine arts, with math & science. Grade 5 Unit 6, Very good and thorough experience with Shakespeare. I especially appreciate the extensiveness of the efforts to help students understand the language style.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Marvin McNeese, 77005

**Publisher Response:** Accept without change

Thank you for your feedback.

#### Public Comment ID 9651106

**Comment:** I would like to make it known that I support Biblical references in education. I am not against teachings on other religions. But I definitely support education on the United States' Christian traditions and roots. This would give children the academic Judeo-Christian knowledge they need to understand our literature, laws, and traditions. I want children of all ages to be knowledgeable of the Biblical traditions that shaped the nation they live in.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Tina Mahaffey, 78412

**Publisher Response:** Accept without change

Thank you for your feedback.

#### Public Comment ID 9651186

**Comment:** Texas Values supports materials that present classical form education and are free from anti-American and anti-family ideologies. We do not endorse any particular materials at this time, but we support classical education that includes the bible and religious texts to provide historical and cultural context.

**Component:** GK-5 Independent Reading Guide (9798890724380)

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Megan Benton, 78701

**Publisher Response:** Accept without change

Thank you for your feedback.

#### Public Comment ID 9651256

**Comment:** Religious indoctrination and a violation of me and my students' first amendment rights.

**Component:** G4: Knowledge Unit 10: Teacher Guide (9798890726742)

**Page Number(s):** 82

**Location:** Lesson 6: Chapters 9 and 10: To Be Brave Reading

**URL to Content:** [https://d1yqpar94jqbqm.cloudfront.net/documents/RLA\\_G4\\_U10\\_TG\\_ENG.pdf](https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U10_TG_ENG.pdf)

**Submitted By:** Julian Jones, 78613

**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 9651556

**Comment:** I strongly support education that gives kids the truth about the beginnings of our country. It is founded in Christian-Judeo laws and traditions. It IS a HUGE part of our history and they should be taught those FACTS. Omitting that is hiding the truth.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Robert Forrest, 0

**Publisher Response:** Accept without change

Thank you for your feedback.

### Public Comment ID 9651791

**Comment:** Return to how Indiana taught me. Paper pencil book, and great teachers. Homework, accountability, neighborhoods, smaller schools. My mom taught and she was lived by her students, they knew she had authority over their grade- and they knew they mattered to her. Do better OER is worse than my state/ w Kinsey- you will regret it.

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

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

**Location:** Bible scripture included in curriculum. Regardless of where, or how, this is NOT the role of education. This is a families domain. When, how and where. We emancipated from The Crown so there was not an imposed religion. Further it seems unconstitutional.

**URL to Content:** N/A

**Submitted By:** Scott Lowe, 76034

#### **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 9651901

**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 9652181

**Comment:** Our nation has a heritage rooted in Judeo Christian values and it is important that children are educated in such a way to include Judeo Christian biblical passages and stories. Please do not remove the biblical stories or references.

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

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Jennifer Schober, 78660

**Publisher Response: Accept without change**

Thank you for your feedback.

**Public Comment ID 9652201**

**Comment:** The classic novel studies, poetry, history and science are wonderful and very well laid out! The science is fun, engaging, and interesting! The OER curriculum is very well done and so needed in our Texas classrooms. Texas children will greatly benefit from this!

**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 9652216**

**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 9139786**

**Comment:** The first amendment of the United States advocates for the separation of church and state. The founders of the United States of America escaped religious persecution under the tyrant King George, and established the United States under this principle. "God" was never involved in the formation of the United States. If Texas Government chooses to establish that the Christian Bible is taught in elementary schools and inserted into your educational programs with the motivation for more funding being allotted to schools that accept this curriculum, then We the People demand that other religions are taught in your curriculum. All of them. Yes, even the Satantic Temple. "Empathy, Reason, and Advocacy": The Guiding Tenants of the Satantic Temple, core values that Texas Government officials lack. Instead, Texas Government prefers "Fake Sympathy, Blind Faith, and Suppressing Other Religions including the freedom to have no religion". <https://thesatanictemple.com/pages/about-us>

**Component:** G5: Knowledge Unit 4: Teacher Guide (9798890727022)

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

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Anon O'Moose, 73301

**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."