

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Texas Education Agency, Open Education Resources	Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1
Subject	Grade Level
English Language Arts And Reading	Grade 5

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	15	0

Count of Publisher Submitted Changes 45

Public Feedback

Alleged Factual Errors	4
Flags for Suitability	15
Public Comments	131

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 000196](#)
- [IMRA Reviewer Positive Suitability ID 000201](#)
- [IMRA Reviewer Positive Suitability ID 000213](#)
- [IMRA Reviewer Positive Suitability ID 000249](#)

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 000196

Component: WORLD WAR II (Teacher Edition) (9798890727978)

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

Page Number(s): page 105

Location: bottom of page

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_TG_ENG_0.pdf

IMRA Reviewer Positive Suitability ID 000201

Component: RLA_G5_U9_RDR_ENG. (9798890723628)

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

Page Number(s): 1-2

Location: The information is found in the paragraphs located pages 1 and 2.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_RDR_ENG.pdf

IMRA Reviewer Positive Suitability ID 000213

Component: Teacher Guide (9798890729958)

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

Page Number(s): pg. 61-66, 101-108

Location: National Heritage: TG Unit 5: Poetry: A Collage of Words : Lesson 4 pg. 61-66, where students learn about Walt Whitman, an American poet who wrote about everyday life in America. Students read a poem where Whitman describes a time he attended an astronomer's lesson. See also Lesson 7 pg. 101-108 that shows students learning about Emily Dickinson, considered one of America's most important poets, and reading/interpreting the poem, #359.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_TG_ENG.pdf

IMRA Reviewer Positive Suitability ID 000249

Component: Teachers Guide, Unit 1, "Personal Narratives," Lesson 5 (9798890727831)

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

Page Number(s): 80 of 262

Location: Lesson 5, includes a reading selection from chapter 5, "Shinpei Mykawa: My Success in America." As students read, they will uncover trends in immigration from Japan to Texas and America. On the bottom of page 80, the materials state, "Why would Japanese immigrants seek to settle in Houston, Texas?"

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U1_TG_ENG.pdf

IMRA Reviewer Factual Errors

- None

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8590991

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Reviewer Feedback: Add some specific instructions about the purpose of the writing project

Page Number(s): 164

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_U10_TG_ENG.pdf

Publisher Response: Accept

Grade 5 Unit 10 Lesson 12 has been revised.

IMRA Reviewer Feedback ID 8102071

Component: G5: Knowledge Unit 1: Teacher Guide (9798890727831)

Reviewer Feedback: Provide some question stems for students.

Page Number(s): 171

Location: N/A

URL to Content: https://texasgateway.org/system/files/documents/RLA_G5_U1_TG_ENG_0.pdf

Publisher Response: Accept

Grade 5 Unit 1 Lesson 12 has been revised.

IMRA Reviewer Feedback ID 8136186

Component: G5: Knowledge Unit 8: Teacher Guide (9798890727053)

Reviewer Feedback: Can you add some direction for teachers to specifically address the multisyllabic words students might come across in their reading?

Page Number(s): 178

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_U8_TG_ENG.pdf

Publisher Response: Accept

Grade 5 Unit 8 Lesson 1 has been revised.

IMRA Reviewer Feedback ID 8333116

Component: G5: Knowledge Unit 8: Teacher Guide (9798890727053)

Reviewer Feedback: Have students read the words multiple times to allow for fluency practice of accuracy

Page Number(s): 195

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_U8_TG_ENG.pdf

Publisher Response: Accept

Grade 5 Unit 8 Lesson 12 has been revised.

IMRA Reviewer Feedback ID 8715821

Component: G5: Knowledge Unit 7: Teacher Guide (9798890727978)

Reviewer Feedback: transitions are mentioned in the sidebar. Please include information on transitions in the body of the lessons, not just the sidebar. This could easily be missed.

Page Number(s): 263

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_U7_TG_ENG_0.pdf

Publisher Response: Accept

Grade 5 Unit 7 Lesson 10 has been revised.

IMRA Reviewer Feedback ID 8864311

Component: G5: Knowledge Unit 7: Teacher Guide (9798890727978)

Reviewer Feedback: Statement needs to include using known phonics skills representing English language.

Page Number(s): 263

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_U7_TG_ENG_0.pdf

Publisher Response: Accept

Grade 5 Unit 7 Lesson 10 Teacher's Guide has been revised.

IMRA Reviewer Feedback ID 8395956

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Reviewer Feedback: The Preview the Text paragraph is good, but it could be a bit more explicit in directing students to identify the purpose for reading.

Page Number(s): 13

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_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 8345491

Component: G5: Knowledge Unit 8: Teacher Guide (9798890727053)

Reviewer Feedback: Add instruction for students to provide feedback about fluency (prosody)

Page Number(s): 154

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_U8_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 8691516

Component: G5: Knowledge Unit 8: Teacher Guide (9798890727053)

Reviewer Feedback: Specificity is found in the side bar for ELL students.

Please add this specificity to the body of the page.

Page Number(s): 30

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_U8_TG_ENG.pdf

Publisher Response: Reject

No revision made. The sidebar support specificity can be used in a whole group setting.

IMRA Reviewer Feedback ID 9559091

Component: G5: Knowledge Unit 7: Teacher Guide (9798890727978)

Reviewer Feedback: There was no feedback in blue, but I did notice there was a bullet mentioning italicized titles.

Page Number(s): 310

Location: N/A

URL to Content: N/A

Publisher Response: Reject

There is insufficient information to identify and address the concern.

IMRA Reviewer Feedback ID 8138231

Component: G5: Knowledge Unit 8: Teacher Guide (9798890727053)

Reviewer Feedback: Need to include either more words that honor true open syllables. The current words with open syllables only contain a schwa for open syllable.

Page Number(s): 34

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_U8_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 8329716

Component: G5: Knowledge Unit 8: Teacher Guide (9798890727053)

Reviewer Feedback: add some directions for students about using appropriate fluency when reading with a partner

Page Number(s): 35

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_U8_TG_ENG.pdf

Publisher Response: Reject

The is insufficient information to identify and address the concern.

IMRA Reviewer Feedback ID 8143791

Component: G5: Knowledge Unit 2: Teacher Guide (9798890727862)

Reviewer Feedback: More suffix examples would solidify the concept for students.

Page Number(s): 66

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_U2_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 8344526

Component: G5: Knowledge Unit 8: Teacher Guide (9798890727053)

Reviewer Feedback: Give students guidance about providing feedback on fluency (prosody)

Page Number(s): 88

Location: N/A

URL to Content: https://www.texasgateway.org/system/files/documents/RLA_G5_U8_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 8100106

Component: G5: Knowledge Unit 1: Teacher Guide (9798890727831)

Reviewer Feedback: Where is says, "Facilitate a whole-class discussion around the words and ideas students associate with it. As they respond, create a word map by writing students' responses around the word personal and connecting them with lines.", add that students should generate questions in this portion of the discussion.

Page Number(s): 9

Location: N/A

URL to Content: https://texasgateway.org/system/files/documents/RLA_G5_U1_TG_ENG_0.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 9709541

Component: Grade 5 Unit 9 Juneteenth Family Support Letter (Spanish) (9798890720849)

Change Type: Editorial Change

Current Page Number(s): 1

Location: Family Support Letter

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_FSL_SPAN.pdf

Original Text: Family Support Letter

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U9_FSL_SPAN.pdf

Updated Text:

Text edited in Family Support Letter.

Change ID 9756526

Component: Grade 5 Unit 10 The Lion the Witch and the Wardrobe Family Support Letter (English) (9798890726216)

Change Type: Editorial Change

Current Page Number(s): 1

Location: Family Support Letter

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_FSL_ENG.pdf

Original Text: Family Support Letter

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U10_FSL_ENG.pdf

Updated Text:

Text edited in Family Support Letter.

Change ID 9709436

Component: Grade 5 Unit 2 Renaissance Family Support Letter (Spanish) (9798890720771)

Change Type: Editorial Change

Current Page Number(s): 1

Location: Family Support Letter

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_FSL_SPAN.pdf

Original Text: Family Support Letter

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U2_FSL_SPAN.pdf

Updated Text:

Text edited in Family Support Letter.

Change ID 9756531

Component: Grade 5 Unit 10 The Lion the Witch and the Wardrobe 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_G5_U10_FSL_SPAN.pdf

Original Text: Family Support Letter

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U10_FSL_SPAN.pdf

Updated Text:

Text edited in Family Support Letter.

Change ID 9709536

Component: Grade 5 Unit 9 Juneteenth Family Support Letter (9798890726209)

Change Type: Editorial Change

Current Page Number(s): 1

Location: Family Support Letter

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_FSL_ENG.pdf

Original Text: Family Support Letter

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U9_FSL_ENG.pdf

Updated Text:

Text edited in Family Support Letter.

Change ID 9709431

Component: Grade 5 Unit 2 Renaissance Family Support Letter (9798890726131)

Change Type: Editorial Change

Current Page Number(s): 1

Location: Family Support Letter

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_FSL_ENG.pdf

Original Text: Family Support Letter

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U2_FSL_ENG.pdf

Updated Text:

Text edited in Family Support Letter.

Change ID 9709461

Component: Grade 5 Unit 4 Don Quixote: A Hopeful Knight's Tale Activity Book (9798890727015)

Change Type: Editorial Change

Current Page Number(s): 1-16, 63-72, 101-114, 115-120, 121-132, 145-156

Location: Lesson 1 Lesson 5 Lesson 8 Lesson 9 Lesson 10 Lesson 13

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U4_AB_ENG.pdf

Original Text: pgs. 1-16 (Lesson 1) pgs. 63-72 (Lesson 5) pgs. 101-114 (Lesson 8) pgs. 115-120 (Lesson 9) pgs. 121-132 (Lesson 10) pgs. 145-156 (Lesson 13)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U4_AB_ENG.pdf

Updated Text:

Text edited in lessons 1, 5, 8-10, and 13.

Change ID 9709546

Component: Grade 5 Unit 10 The Lion the Witch and the Wardrobe Teacher Guide (9798890726568)

Change Type: Editorial Change

Current Page Number(s): 1-5, 6-23, 24-37, 38-49, 50-65, 66-79, 80-95, 108-119, 120-133, 134-145, 146-159, 166-173

Location: Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 8 Lesson 9 Lesson 10 Lesson 11 Lesson 13

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_TG_ENG.pdf

Original Text: pgs. 1-5 (Introduction) pgs. 6-23 (Lesson 1) pgs. 24-37 (Lesson 2) pgs. 38-49 (Lesson 3) pgs. 50-65 (Lesson 4) pgs. 66-79 (Lesson 5) pgs. 80-95 (Lesson 6) pgs. 108-119 (Lesson 8) pgs. 120-133 (Lesson 9) pgs. 134-145 (Lesson 10) pgs. 146-159 (Lesson 11) pgs. 16

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U10_TG_ENG_0.pdf

Updated Text:

Text edited in Introduction, lessons 1-6, 8-11, and 13.

Change ID 9709411

Component: Grade 5 Unit 1 Personal Narratives Teacher Guide (9798890727831)

Change Type: Editorial Change

Current Page Number(s): 1-5, 6-23, 24-45, 46-59, 72-87, 98-111, 124-135, 136-151, 152-161, 162-173, 174-184, 219-226

Location: Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 5 Lesson 7 Lesson 9 Lesson 10 Lesson 11 Lesson 12 Lesson 13 Pause Point

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U1_TG_ENG.pdf

Original Text: pgs. 1-5 (Introduction) pgs. 6-23 (Lesson 1) pgs. 24-45 (Lesson 2) pgs. 46-59 (Lesson 3) pgs. 72-87 (Lesson 5) pgs. 98-111 (Lesson 7) pgs. 124-135 (Lesson 9) pgs. 136-151 (Lesson 10) pgs. 152-161 (Lesson 11) pgs. 162-173 (Lesson 12) pgs. 174-184 (Lesson 13) pgs

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U1_TG_ENG_0.pdf

Updated Text:

Text edited in Introduction, lessons 1, 2, 3, 5, 7, 9, 10-13, and Pause Point.

Change ID 9709421

Component: Grade 5 Unit 2 Renaissance Teacher Guide (9798890727862)

Change Type: Editorial Change

Current Page Number(s): 1-5, 6-39, 40-67, 68-93, 94-117, 118-149, 150-178, 179-204, 205-222, 223-250, 251-264, 265-285, 286-308, 309-325, 357-414

Location: Introduction, Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11 Lesson 12 Lesson 13 Teacher Resources

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf

Original Text: pgs. 1-5 (Introduction), pgs. 6-39 (Lesson 1), pgs. 40-67 (Lesson 2), pgs. 68-93 (Lesson 3), pgs. 94-117 (Lesson 4), pgs. 118-149 (Lesson 5), pgs. 150 - 178 (Lesson 6), pgs. 179 - 204 (Lesson 7), pgs. 205 - 222 (Lesson 8), pgs. 223 - 250 (Lesson 9), pgs. 251-

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U2_TG_ENG.pdf

Updated Text:

Text edited in the introduction, lessons 1-13, and the Teacher Resources.

Change ID 9709531

Component: Grade 5 Unit 9 Juneteenth Reader (9798890723628)

Change Type: Editorial Change

Current Page Number(s): 1-5, 6-9, 23-28

Location: "One Hundred Years of Black History" "The Emancipation Proclamation" "Letter from Birmingham Jail Part II"

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_RDR_ENG.pdf

Original Text: pgs. 1-5 ("One Hundred Years of Black History") pgs. 6-9 ("The Emancipation Proclamation") pgs. 23-28 ("Letter from Birmingham Jail Part II")

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U9_RDR_ENG_0.pdf

Updated Text:

Text edited in "One Hundred Years of Black History," "The Emancipation Proclamation," and "Letter from Birmingham Jail: Part II."

Change ID 9756516

Component: Grade 5 Unit 6 Midsummer Nights Dream Teacher Guide (9798890727091)

Change Type: Editorial Change

Current Page Number(s): 1-7 28-45 46-69 70-89 90-105 106-125 126-145 146-159 160-181 182-209 210-221 222-245 146-159 160-181 182-221 246-315

Location: Introduction Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11 Lesson 13 Lesson 14 Lesson 15 Teacher Resources

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U6_TG_ENG_0.pdf

Original Text: pgs. 1-7 (Introduction) pgs. 28-45 (lesson 2) pgs. 46-69 (Lesson 3) pgs. 70-89 Lesson 4) pgs. 90-105 (Lesson 5) pgs. 106-125 (Lesson 6) pgs. 126-145 (Lesson 7) pgs. 146-159 (Lesson 8) pgs. 160-181 (Lesson 9) pgs. 182-209 (Lesson 10) pgs. 210-221 (Lesson 11) p

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U6_TG_ENG.pdf

Updated Text:

Text edited in Introduction, lessons 2-11 and 13-15 and the Teacher Resources.

Change ID 9709416

Component: Grade 5 Unit 1 Personal Narratives Activity Book (9798890727848)

Change Type: Editorial Change

Current Page Number(s): 1-8, 23-33, 85-89, 169-185

Location: Lesson 1, Lesson 3, Lesson 9, Pausing Point

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U1_AB_ENG.pdf

Original Text: pgs. 1-8 (Lesson 1), pg. 23-33 (Lesson 3), pg. 85-89 (Lesson 9), pgs. 169-185 (Pausing Point)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U1_AB_ENG.pdf

Updated Text:

Text edited in lesson 1, 3, 9, and Pausing Point.

Change ID 9709486

Component: Grade 5 Unit 5 Digital Components (9798890729972)

Change Type: Editorial Change

Current Page Number(s): 1-9

Location: Lesson 1 Lesson 2 Lesson 3 Lesson 4

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_DC_ENG.pdf

Original Text: pg. 1 (Lesson 1) pgs. 2-3 (Lesson 2) pg. 4 (Lesson 3) pgs. 5-9 (Lesson 4)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U5_DC_ENG.pdf

Updated Text:

Images resequenced to align with lesson order.

Change ID 9709456

Component: Grade 5 Unit 3 Early American Civilizations: Myths, Pyramids, and Kings Activity Book (9798890727916)

Change Type: Editorial Change

Current Page Number(s): 15-28, 33-43

Location: Lesson 2 Lesson 4

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U3_AB_ENG.pdf

Original Text: pgs. 15-28 (Lesson 2) pgs. 33-43 (Lesson 4)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U3_AB_ENG.pdf

Updated Text:

Text edited in lessons 2 and 4.

Change ID 9709426

Component: Grade 5 Unit 2 Renaissance Reader (9798890727893)

Change Type: Editorial Change

Current Page Number(s): 2-11, 20-29

Location: Chapter 1, Chapter 3, Chapter 9

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf

Original Text: pgs. 2-11 (Chapter 1), pgs. 20-29 (Chapter 3), pgs. 76-87 (Chapter 9)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U2_RDR_ENG_2.pdf

Updated Text:

Text edited in chapters 1, 3, and 9.

Change ID 9709451

Component: Grade 5 Unit 3 Early American Civilizations: Myths, Pyramids, and Kings Reader (9798890727930)

Change Type: Editorial Change

Current Page Number(s): 2-7

Location: Chapter 1

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U3_RDR_ENG.pdf

Original Text: pgs. 2-7 (Chapter 1)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U3_RDR_ENG.pdf

Updated Text:

Text edited in chapter 1.

Change ID 9759966

Component: Grade 5 Unit 1 Personal Narratives Reader (9798890723611)

Change Type: Editorial Change

Current Page Number(s): 25-27

Location: Bruce McCandless II: "Stepping Into Space"

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U1_RDR_ENG.pdf

Original Text: pgs. 25-27 (Bruce McCandless II: "Stepping Into Space")

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U1_RDR_ENG_0.pdf

Updated Text:

Image edited in Bruce McCandless II: Stepping into Space.

Change ID 9756521

Component: Grade 5 Unit 7 World War II Activity Book (9798890727985)

Change Type: Editorial Change

Current Page Number(s): 27, 39-40

Location: Lesson 3 Lesson 5

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_AB_ENG.pdf

Original Text: pg. 27 (Lesson 3) pg. 39-40 (Lesson 5)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U7_AB_ENG_0.pdf

Updated Text:

Text edited in Activity 3.1 and 5.1.

Change ID 9709481

Component: Grade 5 Unit 5 Poetry Activity Book (9798890729965)

Change Type: Editorial Change

Current Page Number(s): 3-12, 13-24, 25, 26-36, 37-65, 99-108

Location: Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 11

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_AB_ENG.pdf

Original Text: pgs. 3-12 (Lesson 1) pgs. 13-24 (Lesson 2) pg. 25 (Lesson 3) pgs. 26-36 (Lesson 4) pgs. 37-65 (Lesson 5) pgs. 99-108 (Lesson 11)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U5_AB_ENG_0.pdf

Updated Text:

Text edited in lessons 1, 5, and 11, lessons 1-5 resequenced.

Change ID 9709491

Component: Grade 5 Unit 6 Midsummer Nights Dream Activity Book (9798890727084)

Change Type: Editorial Change

Current Page Number(s): 30-33

Location: Lesson 5

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U6_AB_ENG.pdf

Original Text: pgs. 30-33 (Lesson 5)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U6_AB_ENG_0.pdf

Updated Text:

Text edited in lesson 5.

Change ID 9759971

Component: Grade 5 Unit 7 World War II Digital Components (9798890726513)

Change Type: Editorial Change

Current Page Number(s): 33-35

Location: Lesson 11

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_DC_ENG.pdf

Original Text: pgs. 33-35 (Lesson 11)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U7_DC_ENG_0.pdf

Updated Text:

Text edited in lesson 11.

Change ID 9709441

Component: Grade 5 Unit 2 Renaissance Activity Book (9798890727879)

Change Type: Editorial Change

Current Page Number(s): 43-50

Location: Lesson 5

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_AB_ENG.pdf

Original Text: pgs. 43-50 (Lesson 5)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U2_AB_ENG_0.pdf

Updated Text:

Text edited in lesson 5.

Change ID 9709406

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 9709501

Component: Grade 5 Unit 7 World War II Student Reader (9798890727992)

Change Type: Editorial Change

Current Page Number(s): 71-80, 81-94, 95-102

Location: Chapter 9Chapter 10Glossary

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_RDR_ENG.pdf

Original Text: pgs. 71-80 (Chapter 9)pgs. 81-94 (Chapter 10)pgs. 95-102 (Glossary)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U7_RDR_ENG_0.pdf

Updated Text:

Text edited in chapter 9, chapter 10, and glossary.

Change ID 9709571

Component: Grade 5 Unit 10 The Lion the Witch and the Wardrobe Activity Book (9798890726575)

Change Type: Editorial Change

Current Page Number(s): p. 67

Location: Activity 13.2

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_AB_ENG.pdf

Original Text: p. 67 (Activity 13.2)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U10_AB_ENG.pdf

Updated Text:

Text edited in Activity 13.2

Change ID 9709511

Component: Grade 5 Unit 8 Chemical Matter Teacher Guide (9798890727053)

Change Type: Editorial Change

Current Page Number(s): Table of Contents 1-5, 26-41, 42-59, 84-103, 120-133, 148-169, 170-179, 180-197

Location: Table of Contents Introduction Lesson 2 Lesson 3 Lesson 6 Lesson 8 Lesson 10 Lesson 11 Lesson 12

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U8_TG_ENG.pdf

Original Text: Table of Contents pgs. 1-5 (Introduction) pgs. 26-41 (Lesson 2) pgs. 42-59 (Lesson 3) pgs. 84-103 (Lesson 6) pgs. 120-133 (Lesson 8) pgs. 148-169 (Lesson 10) pgs. 170-179 (Lesson 11) pgs. 180-197 (Lesson 12)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U8_TG_ENG.pdf

Updated Text:

Text edited in Table of Contents, Intro, lessons 2, 3, 6, 8, 10-12.

Change ID 9709476

Component: Grade 5 Unit 5 Poetry Teacher Guide (9798890729958)

Change Type: Editorial Change

Current Page Number(s): Table of Contents 1-7, 8-21, 22-37, 38-51, 52-67, 68-83, 84-95, 96-109, 110-121, 132-141, 142-153, 191-205

Location: Table of Contents Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 10 Lesson 11 Teacher Resources

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_TG_ENG.pdf

Original Text: Table of Contents pgs. 1-7 (Introduction) pgs. 8-21 (Lesson 1) pgs. 22-37 (Lesson 2) pgs. 38-51 (Lesson 3) pgs. 52-67 (Lesson 4) pgs. 68-83 (Lesson 5) pgs. 84-95 (Lesson 6) pgs. 96-109 (Lesson 7) pgs. 110-121 (Lesson 8) pgs. 132-141 (Lesson 10) pgs. 142-153 (Lesson 11)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U5_TG_ENG_0.pdf

Updated Text:

Text edited in Table of Contents, Introduction, lessons 1-8, 10, 11 and Teacher Resources; lessons 1-5 resequenced.

Change ID 9709526

Component: Grade 5 Unit 9 Juneteenth Teacher Guide (9798890726520)

Change Type: Editorial Change

Current Page Number(s): Table of Contents 1-7, 8-23, 24-26, 37-50, 51-66, 81-98, 99-113, 114-125, 142-155, 156-166, 167-180, 193-203

Location: Table of Contents Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 6 Lesson 7 Lesson 8 Lesson 10 Lesson 11 Lesson 12 Lesson 14

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_TG_ENG.pdf

Original Text: Table of Contents pgs. 1-7 (Introduction) pgs. 8-23 (Lesson 1) pgs. 24-36 (Lesson 2) pgs. 37-50 (Lesson 3) pgs. 51-66 (Lesson 4) pgs. 81-98 (Lesson 6) pgs. 99-113 (Lesson 7) pgs. 114-125 (Lesson 8) pgs. 142-155 (Lesson 10) pgs. 156-166 (Lesson 11) pgs. 167-180

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U9_TG_ENG_0.pdf

Updated Text:

Text edited in the Table of Contents, Introduction, and lessons 1, 2, 3, 4, 6-8, 10-12 and 14.

Change ID 9709506

Component: Grade 5 Unit 7 World War II Teacher Guide (9798890727978)

Change Type: Editorial Change

Current Page Number(s): Table of Contents 1-9, 70-87, 116-135, 162-189, 266-294, 295-314, 338-359

Location: Table of Contents Introduction Lesson 3 Lesson 5 Lesson 7 Lesson 11 Lesson 13 Lesson 14

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_TG_ENG_0.pdf

Original Text: Table of Contents pgs. 1-9 (Introduction) pgs. 70-87 (Lesson 3) pgs. 116-135 (Lesson 5) pgs. 162-189 (Lesson 7) pgs. 266-294 (Lesson 11) pgs. 295-314 (Lesson 13) pgs. 338-359 (Lesson 14)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U7_TG_ENG.pdf

Updated Text:

Text edited in Table of Contents, Introduction, lessons 3, 5, 7, 11, 13 and 14.

Change ID 9709446

Component: Grade 5 Unit 3 Early American Civilizations: Myths, Pyramids, and Kings Teacher Guide (9798890727909)

Change Type: Editorial Change

Current Page Number(s): Table of Contents 5-31, 64-83, 84-107, 108-125, 126-148, 149-171, 172-184, 185-214, 215-235, 258-271, 272-285, 300-302

Location: Table of Contents, Lesson 1, Lesson 3, Lesson 4, Lesson 5, Lesson 6, Lesson 7, Lesson 8, Lesson 9, Lesson 10, Lesson 12, Lesson 14, Pausing Point

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U3_TG_ENG_0.pdf

Original Text: Table of Contents pgs. 5-31 (Lesson 1) pgs. 64-83 (Lesson 3) pgs. 84-107 (Lesson 4) pgs. 108-125 (Lesson 5) pgs. 126-148 (Lesson 6) pgs. 149-171 (Lesson 7) pgs. 172 - 184 (Lesson 8) pgs. 185-214 (Lesson 9) pgs. 215-235 (Lesson 10) pgs. 258 - 271 (Lesson 12) pg

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U3_TG_ENG.pdf

Updated Text:

Text edited in Table of Contents, lessons 1, 3-10, 12, 14 and the pausing point.

Change ID 9709466

Component: Grade 5 Unit 4 Don Quixote: A Hopeful Knight's Tale Teacher Guide (9798890727022)

Change Type: Editorial Change

Current Page Number(s): Table of Contents, 28-59, 98-113, 128-153, 186-203, 226-241

Location: Table of Contents, Lesson 2, Lesson 5, Lesson 7, Lesson 10, Lesson 13

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U4_TG_ENG.pdf

Original Text: Table of Contents, pgs. 28-59 (Lesson 2), pgs. 98-113 (Lesson 5), pgs. 128-153 (Lesson 7), pgs. 186-203 (Lesson 10), pgs. 226-241 (Lesson 13)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U4_TG_ENG.pdf

Updated Text:

Text edits in table of content, lessons 2, 5, 7, 10, and 13.

Change ID 9709396

Component: All Grade 5 components (9798890723499)

Change Type: Editorial Change

Current Page Number(s): throughout

Location: All Grade 5 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 9756536

Component: Grade 5 Reading Language Arts Pacing and Scope and Sequence Guide (9798890724748)

Change Type: Error Correction

Current Page Number(s): 1-5

Location: Reading Language Arts Pacing and Scope and Sequence Guide

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_Knowledge_PSS_ENG.pdf

Original Text: Pgs. 1-5

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_PSS_ENG_1.pdf

Updated Text:

Text edited in the Pacing and Scope and Sequence Guide.

Change ID 9709516

Component: Grade 5 Unit 9 Juneteenth Teacher Guide (9798890726520)

Change Type: Error Correction

Current Page Number(s): 156-166, 167-180

Location: Lesson 11 Lesson 12

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_TG_ENG.pdf

Original Text: pgs. 156-166 (Lesson 11) pgs. 167-180 (Lesson 12)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U9_TG_ENG_0.pdf

Updated Text:

Text edited in lessons 11 and 12.

Change ID 9709471

Component: Grade 5 Unit 5 Poetry Teacher Guide (9798890729958)

Change Type: Error Correction

Current Page Number(s): 165-191

Location: Middle-of-Year Assessment

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_TG_ENG.pdf

Original Text: pgs. 165-191 (Middle of Year Assessment)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U5_TG_ENG_0.pdf

Updated Text:

Text edited in middle-of-year assessment.

Change ID 9709521

Component: Grade 5 Unit 9 Juneteenth Reader (9798890723628)

Change Type: Error Correction

Current Page Number(s): 21-28, 29-32

Location: "Letter from Birmingham Jail: Part II" "Juneteenth as a Federal Holiday"

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_RDR_ENG.pdf

Original Text: pgs. 21-28 ("Letter from Birmingham Jail: Part II") pgs. 29-32 ("Juneteenth as a Federal Holiday")

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U9_RDR_ENG_0.pdf

Updated Text:

Text edited in "Letter from Birmingham Jail: Part II" and "Juneteenth as a Federal Holiday."

Change ID 9759976

Component: Grade 5 Unit 1 Personal Narratives Teacher Guide (9798890727831)

Change Type: Error Correction

Current Page Number(s): 244

Location: Measures of Text Complexity Chart

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U1_TG_ENG.pdf

Original Text: pg. 244 (Measures of Text Complexity Chart)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U1_TG_ENG_0.pdf

Updated Text:

Text edited in Measures of Text Complexity Chart.

Change ID 9709401

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 9709496

Component: Grade 5 Unit 7 World War II Teacher Guide (9798890727978)

Change Type: Error Correction

Current Page Number(s): 338-359, 360-379, 380-387

Location: Lesson 14, Pausing Point, Unit Assessment

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_TG_ENG_0.pdf

Original Text: pgs. 338-359 (Lesson 14) pgs. 360-379 (Pausing Point) pgs. 360-379 (Unit Assessment)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U7_TG_ENG.pdf

Updated Text:

Text edited in lesson 14, Pausing Point, and Unit Assessment.

Change ID 9709551

Component: Grade 5 Unit 9 Juneteenth Digital Components (9798890726551)

Change Type: New Content

Current Page Number(s): 21-23

Location: Appendix

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_DC_ENG.pdf

Original Text: pgs. 21-23 (Appendix)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U9_DC_ENG.pdf

Updated Text:

Content added to the appendix.

Change ID 9709576

Component: Grade 5 Unit 3 Early American Civilizations: Myths, Pyramids, and Kings Digital Components (9798890727923)

Change Type: New Content

Current Page Number(s): 35-37

Location: Appendix

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U3_DC_ENG.pdf

Original Text: pgs. 35-37 (Appendix)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U3_DC_ENG.pdf

Updated Text:

Content added to the appendix.

Change ID 9709561

Component: Grade 5 Unit 10 The Lion the Witch and the Wardrobe Digital Components (9798890724762)

Change Type: New Content

Current Page Number(s): 38-41

Location: Appendix

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_DC_ENG.pdf

Original Text: 38-41 (Appendix)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U10_DC_ENG.pdf

Updated Text:

Content added to the appendix.

Change ID 9709566

Component: Grade 5 Unit 7 World War II Digital Components (9798890726513)

Change Type: New Content

Current Page Number(s): 47-49

Location: Appendix

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_DC_ENG.pdf

Original Text: 47-49 (Appendix)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U7_DC_ENG_0.pdf

Updated Text:

Content added to the appendix.

Change ID 9709556

Component: Grade 5 Unit 2 The Renaissance: Art and Culture Digital Components (9798890727886)

Change Type: New Content

Current Page Number(s): 52-54

Location: Appendix

Original URL: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_DC_ENG.pdf

Original Text: 52-54 (Appendix)

Updated URL: https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U2_DC_ENG_0.pdf

Updated Text:

Content added to the appendix.

Public Alleged Factual Errors

Public Error ID 9497881

Component: N/A (N/A)

Page Number(s): p. 4

Location: Bottom of the page, paragraph under "Passing the torch" subheader

URL to Error: View Publisher Materials

Alleged Error: "Monarchs and the Christian Church established laws and a sense of order." The only Christian church in the middle ages was the Catholic church and referring to it otherwise is incorrect as well as biased.

Explanation or Suggested Correction: A historically correct passage would read "Monarchs and the Roman Catholic Church..."

Reference or Source for Suggested Correction: "Protestantism was a Christian religious movement that began in northern Europe in the early 16th century as a reaction to medieval Roman Catholic doctrines and practices."
<https://www.britannica.com/topic/Protestantism>

Submitted By: Gwynne Ash, 78752

Publisher Response: Accept

Grade 5 Unit 4 Reader has been revised. The Reader has been revised.

Public Error ID 9588051

Component: G5: Knowledge Unit 5: Teacher Guide (9798890729958)

Page Number(s): 187

Location: First and last paragraph on page 187

URL to Error: N/A

Alleged Error: In paragraph 1 on pg. 187: "To determine students skill level for ongoing Grade 5 CKLA instruction, use the results of three assessments:" 2nd CKLA reference (last paragraph on pg. 187): " You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students may benefit from the additional practice of certain grammar and morphology skills taught in CKLA.

Explanation or Suggested Correction: Remove CKLA and replace with "in this unit or Texas OER"

Reference or Source for Suggested Correction: N/A

Submitted By: Christi Wade, 75686

Publisher Response: Accept

The errant reference has been replaced.

Public Error ID 9650761

Component: G5: Knowledge Unit 9: Teacher Guide (9798890726520)

Page Number(s): 162

Location: Top of page

URL to Error: View Publisher Materials

Alleged Error: "What did Dr. Martin Luther King Jr. believe would happen if a person evaded or de ed a law?" Text is missing letters. I believe it should say "What did Dr. Martin Luther King Jr. believe would happen if a person evaded or defied a law?" Also, the answer ("He believed it would lead to anarchy.") is incorrect, or at the very least incomplete. The entire letter is advocating for breaking unjust laws using nonviolent means, and taking the consequences to bring awareness to the injustice so that it can be addressed. He does state that he is not advocating for evading or defying *all* laws (which would indeed lead to anarchy), only the unjust laws.

Explanation or Suggested Correction: The question itself should change. Suggestion: How did Dr. Martin Luther King Jr. differentiate between a just and unjust law?

Reference or Source for Suggested Correction:

https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Submitted By: Susan Nayak, 78756

Publisher Response: Accept

The errant copy-edit has been corrected.

Public Error ID 9642031

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

Page Number(s): Page 82- Unit 4

Location: Teacher's Guide- referenced throughout the whole unit

URL to Error: View Publisher Materials

Alleged Error: The essay that students are required to draft is a "persuasive" essay. The language in the TEKS is "argumentative, including opinion essays...".

Explanation or Suggested Correction: The language should be consistent with the TEKS. I noticed that 5.12C wasn't listed as one of the TEKS for the lesson, but if they are drafting a writing piece, it should align with standards.

Reference or Source for Suggested Correction: TEKS

Submitted By: Melanie Massey, 76182

Publisher Response: Reject

No revision made. The essay activity is aligned to the content.

Public Suitability Flags

Public Suitability ID SF000220

Component: Unit 9: Juneteenth And Beyond

Lesson 10: Letter From Birmingham Jail (9798890726520)

Suitability Indicator: 3. Parental Rights and Responsibilities

Suitability Sub-Indicator: 3.1

Specific or Thematic: Specific

Page Number(s): Pages 142-155

Location: Page 142: Core learning objective

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_TG_ENG.pdf

Submitted By: Susan Nayak, 78756

Publisher Response: Accept

Grade 5 Unit 9 lesson 10 has been revised.

Public Suitability ID SF000222

Component: Unit 9: Juneteenth And Beyond

Lesson 10: Letter From Birmingham Jail (9798890726520)

Suitability Indicator: 4. Prohibition on Forced Political Activity

Suitability Sub-Indicator: 4.2.3.

Specific or Thematic: Specific

Page Number(s): pages 142-155

Location: Page 144:

"Prepare students for the Exit Ticket by having them circle or underline words or phrases associated with his belief that there must be law and order even if the laws were unjust while they independently read Letter from Birmingham Jail Part I: Excerpts."

Page 150:

Exit Ticket: In one paragraph or less: How did Dr. Martin Luther King Jr. describe his belief that there must be law and order even if the laws were unjust? Cite details from the letter in your response. Write legibly in cursive.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_TG_ENG.pdf

Page Number(s):

Location:

Link:

Page Number(s):

Location:

Link:

Submitted By: Susan Nayak, 78756

Publisher Response: Accept

Grade 5 Unit 9 Lesson 10 has been revised.

Public Suitability ID SF000223

Component: Unit 9: Juneteenth And Beyond

Faith & Freedom (9798890726520)

Suitability Indicator: 3. Parental Rights and Responsibilities

Suitability Sub-Indicator: 3.1

Specific or Thematic: Specific

Page Number(s): Pages 156-166

Location: The core learning goal at the top of page 154 that "Students will compare and contrast the "Letter from Birmingham Jail" with the Book of Daniel in the Bible."

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_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 SF000187

Component: Unit 10: The Lion, The Witch, And The Wardrobe (9798890726568)

Suitability Indicator: 3. Parental Rights and Responsibilities

Suitability Sub-Indicator: 3.1

Specific or Thematic: Thematic

Page Number(s): entire unit

Location:

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_TG_ENG.pdf

Page Number(s): see above

Location: see above

Link: see above

Page Number(s): see above

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 Suitability ID SF000221

Component: Teacher Guide, Unit 2: Renaissance Art And Culture (9798890727831)

Suitability Indicator: 3. Parental Rights and Responsibilities
Suitability Sub-Indicator: 3.1
Specific or Thematic: Specific

Page Number(s): 111 of 418

Location: At the top of the page, the extended Bible verse from Matthew.

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf

Submitted By: Sharyn Vane, 78749

Publisher Response: Accept
 Grade 4 Unit 2 has been revised.

Public Suitability ID SF000098

Component: Teacher Guide - The Renaissance: Art And Culture (9798890727862)

Suitability Indicator: 3. Parental Rights and Responsibilities
Suitability Sub-Indicator: 3.1
Specific or Thematic: Thematic

Page Number(s): PDF page 85

Location: bottom half of the page

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf

Page Number(s): PDF page 86

Location: caption

Link: caption

Page Number(s): pages 109-111

Location: various locations

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf

Submitted By: Ami Courville, 78664

Publisher Response: Accept
 Grade 5 Unit 2 Lesson 4 has been revised.

Public Suitability ID SF000218

Component: Unit 2: The Renaissance: Art And Culture, Lesson 3: Making Inferences: Leonardo Da Vinci'S Ideas And Accomplishments (9798890727862)

Suitability Indicator: 3. Parental Rights and Responsibilities
Suitability Sub-Indicator: 3.1
Specific or Thematic: Specific

Page Number(s): Pages 68-93

Location:

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_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 SF000189

Component: Unit 2: The Renaissance: Art And Culture, Teacher Guide (9798890727893)

Suitability Indicator: 3. Parental Rights and Responsibilities
Suitability Sub-Indicator: 3.1
Specific or Thematic: Specific

Page Number(s): 29 of 111

Location: 2nd paragraph, following the verse from Matthew 26:20-25

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf

Submitted By: Cindy Fountain, 76033

Publisher Response: **Reject**

There is insufficient information to identify and address the concern.

Public Suitability ID SF000207

Component: The Renaissance: Patrons, Artists And Scholars (9798890727893)

Suitability Indicator: 3. Parental Rights and Responsibilities
Suitability Sub-Indicator: 3.1
Specific or Thematic: Thematic

Page Number(s): 22

Location: Last paragraph

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf

Page Number(s): 23

Location: Caption

Link: Caption

Page Number(s): 24

Location: Entire page

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf

Submitted By: Tanya Lavelle, 78613

Publisher Response: **Reject**

There is insufficient information to identify and address the concern.

Public Suitability ID SF000210

Component: The Renaissance: Patrons, Artists And Scholars (9798890727893)

Suitability Indicator: 3. Parental Rights and Responsibilities
Suitability Sub-Indicator: 3.1
Specific or Thematic: Thematic

Page Number(s): 22

Location: Last paragraph

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf

Page Number(s): 23

Location: caption

Link: caption

Page Number(s): 24

Location: entire page

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf

Submitted By: Keri Thomas, 78613

Publisher Response: **Reject**

There is insufficient information to identify and address the concern.

Public Suitability ID SF000194

Component: 5Th Grade Rla Unit 5- Poetry, Teacher'S Guide, Student Materials (9798890729958)

Suitability Indicator: 3. Parental Rights and Responsibilities

Suitability Sub-Indicator: 3.1

Specific or Thematic: Specific

Page Number(s): Page 8

Location: The program guide states, "Texas law outlines requirements for public schools to include curriculum that is well-rounded and covers varying subjects, including content from religious source material. Texas Education Code Sec. 28.002 requires that curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_TG_ENG.pdf

Submitted By: Melanie Massey, 76182

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 Suitability ID SF000185

Component: Unit 2, Lesson 3: Renaissance Art (9798890727862)

Suitability Indicator: 3. Parental Rights and Responsibilities

Suitability Sub-Indicator: 3.1

Specific or Thematic: Specific

Page Number(s): student reader 24, teacher's guide 80

Location:

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf

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 Suitability ID SF000186

Component: Unit 9, Lesson 11: Faith And Freedom (9798890726520)

Suitability Indicator: 3. Parental Rights and Responsibilities
Suitability Sub-Indicator: 3.1
Specific or Thematic: Thematic

Page Number(s): 156-166

Location:

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_TG_ENG.pdf

Page Number(s): see above

Location: see above

Link: see above

Page Number(s): see above

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 Suitability ID SF000193

Component: Grade 5, Unit 10, Lesson 4 In The Lion, The Witch And The Wardrobe Unit (9798890726568)

Suitability Indicator: 3. Parental Rights and Responsibilities
Suitability Sub-Indicator: 3.1
Specific or Thematic: Specific

Page Number(s): 58

Location:

Link: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_TG_ENG.pdf

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 Suitability ID SF000200

Component: Course Level Materials (N/A)

Suitability Indicator: 4. Prohibition on Forced Political Activity

Suitability Sub-Indicator: 4.2.3.

Specific or Thematic: Thematic

Page Number(s): 47

Location: This is a general comment, which can be taken on the whole. While I appreciate the great effort that has gone into this planning, I see that the majority of the work presented for young readers Pre K-Grade 5 comes from mostly white authors whose work has long dominated the canon. Because a majority of the students in Texas Public Schools are Hispanic, perhaps one or two widely known Hispanic authors could also be incorporated. I fear we turn students off frequently by giving them only one perspective--that of old white guys. I am an old white woman, and even I enjoy a diversity of reading material.

When I was a public school teacher in a predominately Hispanic school, I found my students thrived when reading Hispanic authors who wrote in English. The topics and experiences were those they could relate to best. As well, I incorporated the use of The New York Times newspaper in my class to share with students the broad diversity presented in the world. They loved that, and became much more eager to read and to learn.

Finally, I was grateful to see passages about Confucius but I could see nothing about Jesus Christ or Allah/Mohamed or other religious leaders. I would hope that by including comparative religions, we would get more than just boyhood stories that say little to nothing about the religions these leaders founded. As well, I would hope that students would gain knowledge of each religion equally. In other words, please do not emphasize one over the other in an attempt to persuade students to embrace a particular religion.

Link: https://www.texasgateway.org/resource/course-level-materials-1?book=184826&binder_id=184836

Page Number(s): 47

Location: Throughout the section

Link: Throughout the section

Page Number(s): 47

Location: https://www.texasgateway.org/resource/course-level-materials-1?book=184826&binder_id=184836

Link: https://www.texasgateway.org/resource/course-level-materials-1?book=184826&binder_id=184836

Submitted By: Margaret Altizer, 78230

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 9162191

Comment: I am writing to submit my feedback on the proposed curriculum changes for elementary-level ELAR courses. It is OBSCENE that a government entity is even contemplating the inclusion of a religious text in this curriculum. Texas legislators and education administrators need to come to grips with the fact that the United States Constitution GUARANTEES a separation of church and state. I am not a Christian, I am not raising my children to be Christian, and I will not sit back and allow Texas public schools to become hotbeds of religious indoctrination. This is a flagrant First Amendment violation and the TEA knows it. These attempts to force conservative Christianity on Texans will not stand.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Rachel Spires, 75043

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 9192346

Comment: This content has no place in public education. The text reads like a sermon from a Christian pulpit. The entire novel is an abomination likely to denigrate other religions and even incite antisemitism. Get this tripe out of our schools! Then go read the US Constitution.

Component: N/A (N/A)

Page Number(s): p. 128 and many others

Location: Tell students that when looking at a biblical allegory applied to The Lion, the Witch and the Wardrobe, Aslan may represent Jesus. According to the Bible, Jesus offers his life to save others, dies, and is resurrected. Aslan offers his life to save Ed

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_TG_ENG.pdf

Submitted By: Timothy Ryan, 78132

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 9205651

Comment: Keep religion out of textbooks unless you plan to give a comprehensive and even overview of all major religions. I am not a Christian, my children can make up their own minds on the matter and don't need their school to indoctrinate them. Stop proselytizing in the name of religious freedom - it is the exact opposite in TX if you follow through with these materials.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Nicholas Walker, 77008

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 9330696

Comment: It is NOT acceptable for a public school teacher in any grade level or subject to teach my child religion. This curriculum violates parental rights and freedom of religion and separation of church and state. Do not approve this curriculum. You cannot have random school teachers telling my child what to believe about God, Jesus, or any other church related subject. That is the sole job of parents-NOT state sponsored religious indoctrination via curriculum.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Karen Bryant, 78404

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 9374376

Comment: You are leaving out and not addressing chunks of history, you are changing the narrative to meet your definition of what happened in Texas and the United States. You are also throwing in Stories like Letters from Heaven, what if kids and families don't believe in these things? I don't understand why we have to get political views of a small portion of Texas and bleed it into public schools? What happened to separation of Church and State? Seems like we are blurring the lines. Texas Board of Education and the Governor won't fund schools but hey lets create this "curriculum" and then tell districts the will get \$60 a kid for using it, knowing most districts are cutting people left and right because we are underfunded. This is ridiculous use of Texas money.

Component: G5: Knowledge Unit 5: Teacher Guide (9798890729958)

Page Number(s): It doesn't matter the page

Location: N/A

URL to Content: N/A

Submitted By: Helen Garcia, 78610

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 9402011

Comment: This was a wonderful unit which showed the struggles and accomplishments of African Americans in US history.

Component: G5: Knowledge Unit 9: Teacher Guide (9798890726520)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Andrew Pierce, 76655

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9487981

Comment: I have serious concerns about the inclusion of biblical lessons tied to financial incentives to use the program. Our country was founded on the principle of separation of church and state and this program violates this. Also, there is not an official religion in the United States and including only one religion violates the First Amendment. As a teacher, I appreciate being provided materials to help teach my students but not when there is a political agenda attached to it.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Kelly Semlear, 75604

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 9491536

Comment: I do not understand why public school children in Texas need to analyze poetry from the Bible. Are there other religious texts that are analyzed in this curriculum? This on page 12 is worrisome: "Remember David's varying background. His experiences can be seen reflected in his poetry." That will not activate any background knowledge for my Syrian and Afghani students in my classroom. They are Muslim, they do not know about David's varying background.

Component: G5: Knowledge Unit 5: Activity Book (9798890729965)

Page Number(s): 10, 12

Location: Lesson 1

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_AB_ENG.pdf

Submitted By: Catherine Perez, 77008

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 9499956

Comment: The entire unit is inappropriate and not aligned with social studies learning of 5th grade (it would be more appropriate for alignment with the 6th grade social studies content). It's almost as if a unit was designed specifically to be able to discuss the "Christian Church" [sic] and its role. No discussion of the "Church" being solely the Roman Catholic Church is included in the discussion (until later, when Popes and masses are discussed), which is both incorrect and seemingly aligned with a political agenda. The heading Patrons: Dollars for Scholars is both incorrect and written in an inappropriate tone to the rest of the manuscript. It clearly seems to be written by amateurs with little actual knowledge of the period and of World History. The three paragraphs on Islamic Civilization greatly underplay the role of Islam in the Renaissance, while also ignoring the Crusades as a factor in the Moors taking over Spain. Again, this appears to be written by dilettantes and amateurs with an agenda to skew the history to align with their personal beliefs. The inclusion of the Biblical narrative of Matthew as necessary to understanding the Last Supper is another clearly biased and agenda-driven choice. Perhaps if a more extensive discussion of HOW Islamic scholars influenced the Renaissance were included, it might not appear so glaringly political, but already this text is so poorly conceived and written that I would never use it to try to teach about the Renaissance. Which again, isn't a subject for 5th grade study according to the TEKS. The inclusion of Michelangelo's horned Moses (from the Basilica of San Pietro in Vincoli in Rome, not noted, p. 31) without a discussion of how those horns are there as a result of both 1) a mis-translation of the Bible (using horns for rays of light) and 2) widespread anti-semitism (which posited that Jews had secret horns) seems another choice that indicates that the writers of this text have a very shallow understanding of the Renaissance and its artists, as well as the cultural and historical elements of the period. That much of the art is censored throughout the "reader" is also a great irony. That we see only the heads of Botticelli's Venus and Michelangelo's David seems both silly and problematic as the elements of the art discussed (the connections to mythology, whether Greek or Christian), remain unseen in the art. Referring to the Medicis as "Bankers" also really suggests a poor understanding of Renaissance Florence and the Medici dynasty. Or a purposeful re-writing of history (if it is indeed known by the authors). Even the re-interpretations of Machiavelli's the Prince are weak and not grounded in current historical thought (no discussion at all of the text as satire, as most historians currently believe). It appears there were two women in the Renaissance (at least known to the authors). But they got a few more paragraphs than the Muslims. I suppose the good news is that this 100+ page "text" on the Renaissance is so boring and so poorly written that no children will probably ever even make it to the section on Dutch Renaissance painters. Let alone having children try to understand Don Quixote with no grounding in the things he was mocking. Again, this reads like it was written by AI and then edited by people who had no idea about the concepts they were discussing. I'd bet no one writing this had ever read Don Quixote because if they had, then they would know that it tells of drunkenness, whores, and bodily functions as the root of most of those knee-slapping jokes.

Component: N/A (N/A)

Page Number(s): Unit 2: Art and Culture of the Renaissance

Location: The entire unit

URL to Content: https://www.texasgateway.org/resource/k-5-rla-units-4?book=184906&binder_id=184881

Submitted By: Gwynne Ash, 78752

Publisher Response: Accept

Grade 5 Unit 2 has been revised.

Public Comment ID 9500411

Comment: No child should have to read the Bible as coursework material in schools! School is considered STATE and Bible studies are considered "church." Church and state are NOT to be mixed as per the constitution! Please remove this proposition immediately!

Component: G5: Knowledge Unit 1: Teacher Guide (9798890727831)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Dustin Baker, 11977

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 9607451

Comment: There are numerous selections in these units that are not developmentally or emotionally appropriate for 5th graders. Midsummer Night's Dream, Don Quixote, Letter from Birmingham Jail...even the depth and vocabulary from the WWII unit...are all questionable for this grade level.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Rene Jackson, 76048

Publisher Response: Reject

No revision made. These instructional materials are rigorous, relevant, and grade-level appropriate.

Public Comment ID 9609061

Comment: The science and social studies stories in the current OER RLA product need to be aligned to with the correct grade level TEKS. Science and social studies should be integrated into reading as much as possible. The current OER RLA product contains nonfictional science reading selections are not aligned to the Texas grade level TEKS. Why not make it all align?? This would be extremely helpful for teachers and would also greatly enhance student learning.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Susan Huizinga, 75486

Publisher Response: Reject

No revision made. The use of cross curricular topics within the RLA product provides opportunities to introduce or reinforce Science and Social Studies TEKS across grade levels. The RLA product is not intended to be the primary instructional resource for TEKS based instruction in these areas.

Public Comment ID 9616046

Comment: In document one, my comment would be that students will ask about the mechanisms and genocide. They left this content out. I know it's 5th graders but they see things and hear about things like shootings and gas chambers. So they should list the 6 death camps on occupied Poland as well as intro Father Patrick Desbois and The Holocaust by Bullets. In the overall course document, my comment would be they should move the Holocaust up a few units, as it were. I believe it should go right after the invasion of Poland in 1939. Then it provides an overview of sorts for the US involvement in war. Right now the Holocaust is at the end of the course after the Pacific Theater (etc.) are brought in. I'd integrate it earlier to demonstrate the urgency of the war and other issues. It looks separate from the war now. Teacher's Guide: In the questions and activities to students, there is nothing that creates empathy to the persecuted Jewish people. I would add quotes on Jewish resilience from an age-appropriate book - and ask the students why is it important that every human being remembers the Holocaust. I would take off the pictures of Holocaust museums (unnecessary) and add more pictures on Jewish life. And of course, content on who are the Jewish people.

Component: G5: Knowledge Unit 7: Teacher Guide (9798890727978)

Page Number(s): N/A

Location: N/A

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_RDR_ENG.pdf

Submitted By: Nili Alon Amit, 90048

Publisher Response: Accept

Grade 5 Unit 7 Teacher's Guide has been revised.

Public Comment ID 9617861

Comment: As a veteran who has dedicated 21 years to serving our nation, I hold truth and freedom in the highest regard. I am compelled to address the importance of understanding the unique and egregious nature of enslavement in America compared to other forms of slavery throughout history. Enslavement in America was distinctively heinous due to its systemic, race-based foundation and its perpetuation through dehumanizing laws and practices. Unlike other forms of servitude that may have been temporary or not explicitly race-based, American slavery was an inherited condition, stripping entire generations of their humanity and rights solely based on skin color. This institutionalized cruelty and the deliberate suppression of freedom and dignity are unparalleled in their brutality and long-lasting impact. Our children deserve to know the truth about this dark chapter in our history to fully appreciate the struggles and sacrifices that have been made for civil rights and equality. Only through a truthful examination of the past can we hope to build a more just and equitable future. As someone who has fought for these ideals, I urge educators and policymakers to ensure that the truth about American enslavement is not diluted or overshadowed by comparisons that fail to capture its full horror and significance.

Component: G5: Knowledge Unit 7: Teacher Guide (9798890727978)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Marquetta Wines, 77493

Publisher Response: Reject

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

Public Comment ID 9630986

Comment: The material is user-friendly. I found teacher guides quickly. I very much appreciate using a psalm of David in the poetry unit. There is an abundance of Biblical allusion in all genres of modern literature, and it is refreshing to see a curriculum that gives students access to understanding some of these allusions.

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 9631121

Comment: I object to the proposed K-5 language arts and reading materials. Overall they promote christianity over other religions and violate the church-state separation principle. Across all grade levels from Kindergarten to 5th, students would be subject to a plethora of bible lessons and stories about christianity. The messaging tells students they should view christianity as the most important and best religion in the world. This messaging does not belong in Texas public schools. Please remove all of the bible lessons and materials that promotes christianity.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Robert Norris, 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 Comment ID 9631311

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 9631331

Comment: It is a good explanation of the importance of the universal message in the psalm. I liked the connection to pop and historical references. The students will enjoy and understand the idioms, metaphors, and imagery.

Component: G5: Knowledge Unit 5: Teacher Guide (9798890729958)

Page Number(s): 10

Location: Why we selected it

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_TG_ENG.pdf

Submitted By: Pam Keel, 79703

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9631556

Comment: The majority of Texans do not support this attempt of religious indoctrination in our public schools. There are plenty of churches across the state where parents can take their children if they choose. Please reject the purposed addition of teaching Christian stories to elementary students in public schools.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: S B, 76247

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 9634806

Comment: It describes the work of Azlan being an allegory to the work of Jesus dying and resurrecting. This is proclaimed as fact when it could be debated if this is true. Is there a note that distinguishes this is a myth? Is there any religious freedom exceptions if people do not want to teach this?

Component: G5: Knowledge Unit 9: Activity Book (9798890726537)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Nicholas Hill, 76901

Publisher Response: Accept

Grade 5 Unit 9 Lesson 4 has been revised.

Public Comment ID 9638961

Comment: I think the incorporation of Christian literature into the Texas education curriculum is a huge step in the right direction for providing children with a relevant and well rounded education. Regardless of one's opinions on Christianity, the religion is at the very foundation of all western culture, especially in the United States and Texas. I believe students would be far better served spending time studying Christian literature rather than other ancient texts like Greek mythology, as Christianity has had a far greater impact on culture over the last 2,000 years. In addition over 30% of the world practices Christianity, so at the very least, incorporating education on some of the basic principals of Christianity will leave students with a greater cultural competency.

Component: G5: Knowledge Unit 2: Teacher Guide (9798890727862)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Ryan Weathers, 79705

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9640111

Comment: What's the cost of this program? It rehashes basic teaching principles used by every experienced/effective teacher or leader. There should be decades of worksheets available in teacher's existing files to share with one another to mix things up. Many more are available online for \$0. If you've taught reading to elementary students for more than a couple of years this material should be rote and programs like this unnecessary. If taxpayer dollars are being used to license this or similar programs, they why do we need degreed teachers? Every lessons has components of (1) building habit and (2) motivation.

Component: GK-5 Independent Reading Guide (9798890724380)

Page Number(s): entire program

Location: N/A

URL to Content: N/A

Submitted By: Lynn Baber, 76087

Publisher Response: Reject

There is insufficient information to identify and address the concern.

Public Comment ID 9641056

Comment: The lesson purports to be on Art, when instead it is the story of the Life of Jesus. The story is presented as history which it is not. All biblical references should be removed from the curriculum as the inclusion of religious dogma is a violation of parents, students and teachers' civil rights.

Component: N/A (N/A)

Page Number(s): N/A

Location: Grade 5, Unit 2, Lesson 3 - Art

URL to Content: N/A

Submitted By: Reed Bilz, 76132

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 9641131

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 9641136

Comment: 1. The lesson quotes the New International Version, a translation produced by evangelical scholars for use in evangelical circles. Something like the Revised Standard Version or New Revised Standard Version, both of which had religiously diverse translators, would be more appropriate in this context. 2. The curriculum writer has added his/her own theological explanation of the passage ("Specifically, Jesus wanted his followers to understand that in the same way that the body is sustained by bread, the soul is sustained by faith in Jesus.") The lesson is thus promoting a very particular religious interpretation of the story. 3. While remembrance is definitely an emphasis of the

biblical accounts of the Last Supper as well as later Eucharistic practices, the lesson's emphasis on it to the exclusion of other aspects of the ritual reflects a very, very strong particular Protestant bias. For Catholics and Orthodox, this ritual is about more than remembrance. The elements of the meal are miraculously changed in substance to the body and blood of Jesus. For Catholics especially, Jesus' sacrifice is re-realized. For both Catholics and Eastern Orthodox, the ritual is a means by which they experience God's grace. Likewise, some Protestants emphasize Jesus' "true presence" in the ritual, also an aspect that goes beyond just remembrance. In this way, too, the curriculum's explanation, with its focus solely on remembrance, reflects a very strong religious bias and preference for one interpretation over others. Its embrace of a particular Protestant interpretation is all the more inappropriate given that Leonardo was Catholic.

Component: G5: Knowledge Unit 2: Activity Book (9798890727879)

Page Number(s): 24

Location: Student reader page 24: When evening came, Jesus was reclining at the table with the Twelve. And while they were eating, he said, "Truly I tell you, one of you will betray me." They were very sad and began to say to him one after the other, "Surely

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 9641156

Comment: As with other lessons about Bible stories, this lesson (unit 9, lesson 11) uses as its source the New International Version, a translation produced by evangelical Protestant scholars for use among evangelical Protestants. The curriculum's consistent use of this translation reflects religious bias.

Component: G5: Knowledge Unit 9: Activity Book (9798890726537)

Page Number(s): reader page 23

Location: N/A

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_RDR_ENG.pdf

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 9641506

Comment: The discussion is about the destruction of the First Temple in 587 BCE, but the image is of the destruction of the Second Temple in 70 CE, identifiable by its size, scale, and many columns. Explanation: Replace or delete image. Correction Source: <https://www.biblicalarchaeology.org/daily/biblical-sites-places/temple-...>

Component: G5: Knowledge Unit 9: Activity Book (9798890726537)

Page Number(s): student reader 25

Location: N/A

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_RDR_ENG.pdf

Submitted By: Mark Chancey, 75243

Publisher Response: Reject

This section of Grade 5 Unit 9 Reader is being revised based on other feedback.

Public Comment ID 9641511

Comment: The discussion rightly acknowledges the important, religiously motivated participation of Christians in the civil rights movement. But in mentioning this without also mentioning the religiously motivated opposition to the civil rights movement by other Christians, it gives the erroneous impression that Christians were only on one side of this debate. Unfortunately, that was not the case. Explanation: For balance, the curriculum should note that while some Christians supported the civil rights movement, others opposed it. Correction Source: The Bible Told Them So: How Southern Evangelicals Fought to Preserve White Supremacy <https://www.amazon.com/Bible-Told-Them-Evangelicals-Supremacy/dp/019757...>

Component: G5: Knowledge Unit 10: Activity Book (9798890726575)

Page Number(s): 23 in student reader

Location: N/A

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_RDR_ENG.pdf

Submitted By: Mark Chancey, 75243

Publisher Response: Reject

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

Public Comment ID 9641521

Comment: This heavily edited version of King's letter guts its contents and robs it of much of its force. It does not make clear the very basic fact that King was upset specifically with *white* ministers because of their reluctance to take a stand and their foot-dragging. Those portions are all omitted. As such, the edited version of the letter is misleading and gives students a very inadequate understanding of it. Instead, the point of this lesson appears to be to justify a lengthier lesson on the Book of Daniel. I would note that the reader devotes only 2 pages to King's letter but takes King's brief passing reference to the Book of Daniel and devotes 6 pages to it. Explanation: Let students read King's letter. Correction Source: https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Component: G5: Knowledge Unit 6: Activity Book (9798890727084)

Page Number(s): 21 in reader

Location: N/A

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_RDR_ENG.pdf

Submitted By: Mark Chancey, 75243

Publisher Response: Accept

The content of the teacher's guide has been revised to ensure appropriate context.

Public Comment ID 9641606

Comment: This is supposed to be an Art lesson. Instead, the lesson is on the Life of Jesus. The Bible story is presented as history, which it is not. Explanation: Remove all Biblical references from this, and all the lessons in the curriculum. Correction Source: Science, history, and reason.

Component: G5: Knowledge Unit 2: Teacher Guide (9798890727862)

Page Number(s): 25

Location: Lesson 3

URL to Content: N/A

Submitted By: Reed Bilz, 76132

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 9641621

Comment: Bible story is not pertinent to the lesson and learning objectives of the reading curriculum. Lesson purports to be on art; instead is on the life of Jesus. The Bible story is presented as history which it is not. Explanation: Eliminate all Christian references in this and all other lessons in the curriculum. It is a violation of the Constitutional rights of parents, students and teachers to stress one religion and suggest it is preferable. Correction Source: Science, history and reason

Component: N/A (N/A)

Page Number(s): N/A

Location: Grade 5, Unit 2, Lesson 3 Art

URL to Content: N/A

Submitted By: Reed Bilz, 76132

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 9641811

Comment: My name is Cindy Fountain and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a parent, person of faith, and taxpayer, I am concerned that TEA's proposed religious content misrepresents the tenets of Christianity and other religions and places undue burdens on our public school teachers to be religious educators. Parts of the proposed curriculum put a deliberate focus on Judeo-Christian traditions which violate students' and educators' religious freedom. The following passage causes me particular concern: From Grade 5, Unit 2, Chapter 3, "The Spirit of the Renaissance", the passage reads, "In the biblical narrative, Jesus gave his disciples hints that he would die. Jesus did not leave his disciples without hope, though. He also foreshadowed his resurrection, when he was raised from the dead." This passage is not

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pertinent to the lesson objective of "How is the spirit of the Renaissance represented...?" The wording promotes religious claims, even if inadvertently, and it does not demonstrate sensitivity to religious diversity. Under Texas Family Code Sec. 151.001 (a) Parents have the right to "direct the moral and religious training" of their children. Religion and faith should be addressed within the family, not as part of the public school system all Texans rely on. I urge you to reject this proposed curriculum. Thank you for your consideration.

Component: GK-5 Independent Reading Guide (9798890724380)

Page Number(s): 29

Location: 2nd paragraph, following the Bible verse Matthew 26:20-25

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf

Submitted By: Cindy Fountain, 76033

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 9642026

Comment: The rubric that is listed for persuasive essay is not aligned with the rubric on STAAR.

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

Page Number(s): 32

Location: Teacher guide

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U4_TG_ENG.pdf

Submitted By: Melanie Massey, 76182

Publisher Response: Reject

No revision made. The rubric aligns with the instruction.

Public Comment ID 9644076

Comment: I am a concerned Texas parent deeply invested in the future of our state's education system. I am writing to you today to strongly urge you to oppose any legislation that includes trying to teach Bible stories as historical fact in our public schools. Save that for Sunday school! It has no place in our public institutions. The state law that created this curriculum explicitly grants immunity to teachers from accusations of violating the Establishment Clause of the United States Constitution -- also known as the separation of church and state. Our public education system is the cornerstone of our state's prosperity, equipping Texas students with the knowledge, skills, and values necessary for a successful future. Furthermore, introducing school vouchers would undermine this foundation and have detrimental effects on our students and workforce regardless of the size. Please oppose the Christian take over of our public schools as well as school vouchers.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Virginia Wells, 78727

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 9644096

Comment: Do not approve teaching Bible in our public schools. Focus on desired curriculum, not Religion.

Component: G5: Knowledge Unit 3: Activity Book (9798890727916)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Michael Crone, 76013

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 9644146

Comment: No religion indoctrination in curriculum. Stop with Christian bias and extremism.

Component: G5: Knowledge Unit 2: Teacher Guide (9798890727862)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Susan Cochran, 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 9644176

Comment: Allowing Bible to be taught in public schools is in clear violation of church and state. This is outrageous!!!!!!

Component: GK-5 Independent Reading Guide (9798890724380)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Alicia Serrano, 75062

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 9644316

Comment: I wanted to write a short submission for cause of concern. My children attend public schools here in PFISD. I want to express my opposition of the indoctrination of my children, of religious materials during school hours. My children are being raised in a religious free home. Do we have conversations and support our children, should they wish to one day practice a religion? Yes. Why? Because the Bible teaches us that men are gifted free agency by God. I would never condemn my child for making a life decision that differs from mine. Why does the Government get to decide that we obligate our children into learning one religion, when the world has a plethora to learn from? Why is your Christian Bible the right one to be taught in school. Please remember there is a separation of church and state. My tax dollars are not paid, for my child to learn about the Bible. I send my children to school to learn tolerance for others, to learn a broad spectrum of educational tools for life. Religion is a personal matter. One that should be left taught by parents within their home, or at the religious institute of their choice. Not by a teacher who went to school to actually teach pertinent matters like how to read, write, add, subtract.. it is not a teacher's job to read a Bible to my child.

Component: N/A (N/A)

Page Number(s): N/A

Location: Austin, TX

URL to Content: N/A

Submitted By: Sarah Guzman, 78660

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 9644741

Comment: Hello! I have a Master of Education in Curriculum and Instruction and a BA in history. I am a product of public schools and public universities. Theology and religion should not be taught in public schools. When talking about the place of religion in society or history, the curriculum should not solely focus on Christianity and ignore Judaism, Islam, Hinduism, Buddhism, etc. No public education teacher should be forced to preach or teach theology. This goes against the Establishment Clause. Public schools are for everyone, regardless of their race, ethnicity, or religious background. If Christian parents want to indoctrinate their own children in their religious beliefs, they can send them to Sunday school, catechism classes, confirmation classes, vacation bible school, etc. Public schools are not Sunday school.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Katie Dahlquist, 78727

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 9645041

Comment: Please don't teach any religious content in schools. Religious education is the responsibility of parents and their faith groups. Putting any one religion over another within Texas schools is both unconstitutional and places undue burden on any students that are not of that specific faith. Texas education should focus on fundamentals of reading, math, science and other subjects that will best prepare our students to be critical thinkers and ready to succeed in the work force or in higher education. Leave religious education to religious institutions.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Jeffery Martin, 78681

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 9645191

Comment: The program information above is incorrect. This comment is to send my absolute opposition to teaching the Bible in public schools. Other than serving as a reference to greater ELA readings, the Bible, Christianity and any religion has NO PLACE in the public school classroom. Ever. I swear, Texas is trying to drive me and my children out of the state.

Component: G5: Knowledge Unit 3: Teacher Guide (9798890727909)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Shannon Kelly, 78023

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 9645301

Comment: Why is there money to pay for kids to learn about bible myths, but not for funding teachers for math, science, and other vital subjects... let alone the arts and school lunch programs. If kids want to learn about the Bible, they can go to any number of churches and learn about it of free, spending school time on myths so that Gregg Abbott can feel good about himself isn't going to work. My kid will not be a political football and will not participate in this farce. Do not approve this bs.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Taylor Williams, 78750

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 9645391

Comment: I was a former teacher in Texas that taught in both PFISD and Manor ISD. I am absolutely appalled by Texas government trying to teach the Bible as historical fact! I have 2 master's degree one of them being in history! The only mention of Jesus outside of the Bible is only mentioned once by the historian Josephus! There is no documentation of the Bible holding any historical fact. I am appalled also by the fact the Texas government is trying to remove anything about other religions such as Hinduism, Islam and other non-Christian religions. This excludes the diversity of our student population who are not all Christian!

Component: GK-5 Independent Reading Guide (9798890724380)

Page Number(s): N/A

Location: This is regards to history/social studies k-5 .

URL to Content: N/A

Submitted By: Maria Malacara, 96785

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 9645531

Comment: Public Education is not Sunday School. Please honor the separation of church and State.

Component: G5: Knowledge Unit 1: Activity Book (9798890727848)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Marcus Marsden, 76248

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 9645741

Comment: I'm Christian (Catholic), but I found it outrageous that you guys want to introduce bible study at school. I don't want my child to be indoctrinated. Where is the separation of church and state? This violates the First Amendment. The founding fathers and first settlers fled England because of religious prosecution and now you guys are trying to force religion down the throat of children who don't even follow Christianity? If you guys plan to go ahead with this, I'm going to suggest to the school board to give examples of people who violate the teachings of the bible (or the 10 commandments), like politicians who stole tax dollars, fraudsters, those who cheated on their spouses and so on. I think that would be a great way of teaching the kids not to grow up like them.

Component: GK-5 Independent Reading Guide (9798890724380)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Diogo Araujo, 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 9645931

Comment: Including Bible stories with directions to teach them as fact is unconstitutional and will guarantee years in court and is a waste of public resources. Do better.

Component: G5: Knowledge Unit 1: Teacher Guide (9798890727831)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Cynthia McCollum, 78723

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 9646251

Comment: This curriculum would be fine if someone hadn't decided to sneak biblical references and references to Christian beliefs, morals, superiority, etc. TEXAS PUBLIC SCHOOLS ARE NOT CHRISTIAN SCHOOLS

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

Page Number(s): All

Location: All of the components.

URL to Content: N/A

Submitted By: Amy Custer-Ramsey, 76109

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 9646281

Comment: This comment is in regard to the proposed use of the Christian bible as a teaching tool in our public-school curriculum. I do not feel that this is warranted or appropriate. As a Christian myself, I do not believe that this is respectful to all other children and parents of differing beliefs. There are no proposed requirements for all other religious texts being implemented, so neither should Christian texts. The teaching of biblical lessons is up to each family individually and best left to those parents. Texas teachers do not need and should not be delegated that task. This decision very much clouds the appropriate separation of church & state as a bedrock of our way of our country.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Tim Rabroker, 0

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 9646396

Comment: The entire Texas OER curriculum is incredible. I served 18 years as Executive Director of Curriculum & Instruction for a small school district. Since 2011 when the SBOE gave the approval of instructional materials back to the districts, schools have been in chaos. Teachers are pulling from any and everything they can to put together lessons. The result is that learning is fractured and unstructured. Our students are missing many things because we have not had a curriculum that covered the TEKS 100%! Thank you for putting the Bible back into curriculum. Our students need to know the significance it has played in the shaping of our nation. Many are not being taught at home, so we must teach them at school.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

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 9646461

Comment: Please keep the separation of church and state in our education. Leave the Bible out of public education books. This is coming from a Christian mom. We must uphold the constitution. Make a good example for our kids.

Component: G5: Knowledge Unit 10: Activity Book (9798890726575)

Page Number(s): 238?

Location: N/A

URL to Content: N/A

Submitted By: Jennifer Bachman, 75010

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 9646556

Comment: Freedom of religion is also freedom FROM religion-incorporating the Bible into curriculum is inappropriate and should not occur.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Amy Seiders, 76006

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 9646566

Comment: I like the Texas OER curriculum. It is certainly better than what my teachers had when I was in school.

Component: G5: Knowledge Unit 6: Teacher Guide (9798890727091)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Collin Morgan, 76258

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9646731

Comment: Providing incentives to teach a Christian based material in public schools, in one of the most diverse states in the country, is discriminatory and unfair to those not of the Christian faith.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Catherine Eubank, 78707

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 9647011

Comment: I support the Open Education Resources created by TEA. As a former English teacher, I know that all too often teachers are thrown into the classroom with a textbook and told to come up with a curriculum and find instructional materials on their own. This has led to teachers searching the internet for unvetted IM or forced them to take the time and effort to create their own. As an education policy analyst, I know that this system has resulted in a patchwork of even instruction across the state, with some reports claiming that only 19% of lessons are on grade level. Only around 50% of students in Texas meet grade level standards on the STAAR exam. The OER aims to solve these problems by providing rigorous, on-grade level instructional materials for teachers. With high quality IM, Texas students will be prepared to succeed academically in school and beyond.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Matthew McCormick, 78701

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9647351

Comment: I am reporting prevalent errors related to the inclusion of religious content in the proposed new curriculum. The OER Grade 5 RLA Unit 2 Reader entitled The Renaissance: Art and Culture is just 1 example. In this specific reader, the "Last Supper" is discussed in exceedingly religious terms, focusing more on Jesus and religious dogma than the artist or the actual historical significance of the painting. This is one of many obvious and frequent errors referring to religion in public school, something that is a violation of the constitution's separation of church and state. It appears that, instead of actually attempting to update the TX public school curriculum based on nationally-accepted and vetted standards, TEA is simply attempting to inject religion, specifically Christianity, into the curriculum of our state's publicly-funded primary schools. There are a huge number of problems with this, primarily that (despite what TEA claims) the proposed religious additions have no positive impact on student performance. Adding references to the bible does not improve math comprehension. Instructing Christian morality does not help a child learn to read. Christianity is not what's missing from the curriculum taught in the state that ranks 47th in the country for educational outcomes. Additionally, there is no consideration of the impacts these changes will have on teachers, and whether or not they are comfortable or feel prepared to teach this content. We already ask so much of our teachers, many of whom are underpaid and underappreciated. Forcing them to teach a curriculum with the potential to make them, and their students, uncomfortable is inappropriate. What is more, TEA claiming that adoption of this new curriculum is voluntary is dishonest - there is per student funding attached to this and schools are so underfunded that many will have no choice but to teach a curriculum unfit for their students. Finally, I am the tax-paying matriarch of a Jewish family. I spend a lot of time teaching my children about morality according to the tenants of our religion, and I choose to send them to Sunday school to receive a religious education. There are other places children can learn religion; however, children cannot learn their ABCs or multiplication tables anywhere else. It is truly shameful that TEA spends time, energy, and resources injecting religion into the public school curriculum, and not focusing on what our kids actually need - like help with math and reading. I sent my oldest child to kindergarten yesterday, and did so with a heavy heart not because he's growing up, but because he might feel alienated and alone for being Jewish in his public school. No policy that makes a child feel that way should ever be considered. These curriculum changes do not serve Texas children, and are therefore a failure.

Component: G5: Knowledge Unit 2: Activity Book (9798890727879)

Page Number(s): 22-25

Location: The discussion of the painting "The Last Supper," including the caption on pg 23

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf

Submitted By: Tanya Lavelle, 0

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 9647711

Comment: The unit on the Renaissance completely ignores the significant influence of Muslims and Islamic Civilization on Europe's renewed interest in the sciences and humanities. Disregarding this part of history does a disservice to our students. It is hurtful to students with Turkic, Arabic, North African heritages, even students with Muslim background from Central, South, or Southeast Asia. It also harms the "normal" (with heritage from North/Northwestern Europe, Christian, English-as-a-first-language) students, as it makes it harder for them to see their current classmates and future co-workers as equal humans with a rich heritage of their own.

Component: G5: Knowledge Unit 2: Activity Book (9798890727879)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Margaret Fontaine, 75135

Publisher Response: Accept

Grade 5 Unit 2 has been revised.

Public Comment ID 9647876

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: Fifth Grade ELA: The unit on the Renaissance completely ignores the significant influence of Muslims and Islamic Civilization on Europe's renewed interest in the sciences and humanities. This is a huge disservice to the many Muslim students in Texas. It also harms students whose cultures would be celebrated if included (North Africa, South Europe, Eastern Mediterranean, Arabian Peninsula, Persia). It also harms the students who fall into the "majority" or "normal" (previously called WASP-White Anglo-Saxon Protestant) as it makes it harder for them to see the rich humanity of students with other backgrounds. Therefore, increasing the challenge of working with students and future coworkers from diverse backgrounds. Furthermore, the novel "The Lion, the Witch, and the Wardrobe" is well-known as a Christian salvation allegory. While this is a valuable story, there are many other novels that are age-appropriate and considerate of various belief systems. This story is excellent for a choice among many on the classroom and school library shelves but less so as the only novel read closely as a class. Pro-Christian books should be available and accessible to all, but not forced on anyone. 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 9647956

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: GK-5 Independent Reading Guide (9798890724380)

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 9647981

Comment: I think the Open Education Resources is fantastic and long overdue. I support the entire product. Please pass this curriculum on behalf of all Students!! I really like the use of Biblical Scripture a primary source.

Component: G5: Knowledge Unit 1: Teacher Guide (9798890727831)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Paul Christman, 7570

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9648016

Comment: I support this program because Texas children need a standard education. I support the use of Biblical Scripture for primary source material.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Paul Christman, 75701

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9648056

Comment: This unit ties on a text that is based on the Bible- this violates separation of church and pushes Protestant religion on all children, which also violates the separation of church and state. The state should not be mandating which text to use when teaching an overarching theme, this limits student choice. Also, this specific text and the vocabulary taught with it is clearly pushing the Protestant religion which violates a separation of church and state in a public school.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): 1

Location: N/A

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_TG_ENG.pdf

Submitted By: Jaynelle Wagliardo, 78641

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 9648256

Comment: The vocabulary list and highlighted words within the text are worthy, though why only nine words? Perhaps ten to twelve would be appropriate. The text is filled with rich information with appealing photographs, diagrams, and illustrations that pique interest and curiosity.

Component: G5: Knowledge Unit 2: Activity Book (9798890727879)

Page Number(s): 9

Location: No error, just a comment on the number of vocabulary words in the list.

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_AB_ENG.pdf

Submitted By: Janet Stutts, 75254

Publisher Response: Reject

No revision made. The content is appropriate in its current form.

Public Comment ID 9648411

Comment: I am concerned about the dissolution of the wall between church and state. Public schools have no business teaching, preaching or dealing with topics that include religion, apart from their history. As a lifelong Episcopalian and son and grandson of Episcopal ministers I find the incursion of Evangelical Christianity into public schools to be a dangerous path. Please leave God, Jesus, and the Ten Commandments where they belong: in church.

Component: G5: Knowledge Unit 10: Activity Book (9798890726575)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Preston WILES, 75209

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 9648601

Comment: The proposed new elementary school reading curriculum teaches Bible stories as historical fact in our public schools. This is wrong and discriminatory; Starting with separation church and state and keeping in mind that the Bible is not a source of historical fact and does not represent nearly 30% of the population that you are supposed to be creating this curriculum for. Please reconsider this horrible decision.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Robert Waring, 78633

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 9648941

Comment: I am writing to express my deep concern regarding the pervasive inclusion of religious content in the proposed new Texas curriculum. As an atheist parent, I am alarmed by the blatant disregard for the constitutional principle of separation of church and state. The OER Grade 5 RLA Unit 2 Reader, "The Renaissance: Art and Culture," serves as a prime example of this issue (specifically pages 22-25 regarding the Last Supper). While the Last Supper is undoubtedly a significant piece of art history, the excessive focus on Jesus and religious dogma in this lesson eclipses the artistic and historical merit of the painting. This is not an isolated incident but a recurring pattern throughout the proposed curriculum. It is evident that the Texas Education Agency (TEA) is prioritizing the infusion of religion, specifically Christianity, into our public schools rather than adhering to nationally accepted and proven

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educational standards. This blatant attempt to indoctrinate our children is unacceptable. The claim that incorporating religious content enhances student performance is unfounded and misleading. There is no empirical evidence to support the notion that religious references improve math skills or reading comprehension. Conversely, there is overwhelming data indicating that Texas' educational system is failing our students. Focusing on irrelevant religious material diverts valuable resources and attention away from core academic subjects. Our public schools should be places of learning, critical thinking, and inclusivity, not religious indoctrination. I urge the TEA to prioritize the academic success of all Texas students by developing a curriculum that reflects the diversity of our state and nation. Matters of religion should be left to parents to teach at home or at religious private schools and other church-affiliated programs. These topics should not be included in tax-funded public education programs particularly when Texas is ranked 47th in public education outcomes. I send my child to school to learn core subjects like reading, science, history and math, but matters of religion and morality should be left to parents.

Component: N/A (N/A)

Page Number(s): pages 22-25

Location: The discussion of the painting "The Last Supper," including the caption on pg 23

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_RDR_ENG.pdf

Submitted By: Keri Thomas, 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 9649221

Comment: Texans do not want Christian lessons pushed through public schools. Teaching about world religions is one thing, teaching Christian Sunday school lessons is another. It is inappropriate to inject favoritism to Christian teachings via public school curriculum.

Component: G5: Knowledge Unit 2: Teacher Guide (9798890727862)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Mendi Tackett, 76110

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 9649246

Comment: Get the Bible out of the curriculum. I send my kids to public schools, not Bible study.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Kent Fischer, 76244

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 9649646

Comment: The entirety of K-5 ELA proposed materials are infused with Christian Nationalism verbiage to influence the thinking skills of ISD children...beginning from a very early age. Children who come from all different ethnic, religious and socioeconomic backgrounds. The Governing body of Texas, in their zeal to further and uphold White Male GOP dominance over all those not them, is taking over early childhood development solely to enrich themselves. Overthrowing the Rule of Law, Parental Rights over their children, and the U.S. Constitution. By design, these programs and materials mean to diminish the value of a once excellent State Education department for the sole purpose of controlling Schoolchildren & their families, in order that they conform to a very narrow demographic's will: White Christian Nationalism. To call it wrong and evil is a massive understatement.

Component: G5: Knowledge Unit 1: Teacher Guide (9798890727831)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Gina Hamilton, 75093

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 9650031

Comment: The SBOE needs to support the separation of church and state under the Constitution of the United States. No Sunday School in public education!

Component: G5: Knowledge Unit 5: Teacher Guide (9798890729958)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Sandra Crosby, 78611

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 9650091

Comment: Teaching elements of the Bible make a lot of sense from the standpoint of both cultural literacy and history. In America's first hundred years two things were widely read and served as common touchstones: the works of Shakespeare, and the Bible. Not having basic Bible literacy means leaving a large hole in an understanding of America and its founding principles.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Charles Devore, 78620

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650121

Comment: In this Poetry Unit, the first poem studied is a Psalm of David. The teacher is instructed to tell the students that "The Book of Psalms contains 150 individual Psalms composed by various writers. David is identified as the writer of 73 of these psalms. Other writers include Moses as well as David's son, King Solomon. Students may be familiar with these Biblical figures from lessons in earlier grades." None of the other poems studied are from religious texts other than the Bible and so it seems this unit shows favoritism toward Jewish and Christianity religions. Students are instructed to read A Psalm of David. Which translation are they going to use to read this scripture? In answer to questions posed in the Teacher's Guide, the teacher is instructed to answer or to explain as follows, "David feels that not only would God protect him, but he would also celebrate him and honor him. David believes that his Lord will take care of him and watch over him." In no instances of the other poems studied, is the teacher instructed to explain or tell the students how the author was feeling or what he believed or to interpret the poem for the students. These are presented as factual. The story of David and Goliath is also included in this study of this psalm which is irrelevant to the poem. This seems have a decidedly religious agenda promoting beliefs that pertain to only one religion. As a Christian grandparent, I would suggest removing this poem from the unit. I would be very uncomfortable with any class discussion that might naturally occur about these particular beliefs in God as it holds only one interpretation of how David believes and feels about God. This discussion seems much more suited to a Sunday School class, in particular a Jewish or Christian class where theology can be explored under the guidance of someone trained in that theology. Additionally, the Jewish faith does not say the work "God" and this study may be very offensive or confusing to Jewish students, particularly since the teacher tells the students that this is from the Hebrew Bible.

Component: G5: Knowledge Unit 5: Teacher Guide (9798890729958)

Page Number(s): Unit 5, page 17 - 20

Location: Grade 5, Poetry Unit

URL to Content: N/A

Submitted By: Debra Ann Hughey, 76210

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 9650161

Comment: I approve of the classical format and broad historical narrative including biblical references. This is a great overview of ideas that shaped America. I like that the curriculum speaks positively about our nation.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Lynsey Patrick, 76513

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650176

Comment: I fully support the curriculum that includes references and connections to the addition of religious texts such as the Bible. It is the most influential piece of literature in the world and yet it is completely neglected in public education for political reasons. It is important for students to have a general knowledge in order to make application such as symbolism and other literary devices. Students go out into the world ignorant of such basic concepts which makes their education incomplete.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Jill Dabney, 76571

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650251

Comment: Absolutely 100% behind the OER's. I presented this Unit as the Key Note Speaker for the Galveston Juneteenth Celebration. It was very well received by the community that is the home to Juneteenth. The Unit was classical in nature, historically accurate, well researched, teacher friendly, and has student engagement throughout,

Component: G5: Knowledge Unit 9: Teacher Guide (9798890726520)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Terri Leo Wilson, 77554

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650311

Comment: As a grandparent, a member of the United women of Faith, and a devoted Christain, the curriculum specific to the reading of The Lion, The Witch and The Wardrobe is of concern. For example, on page 32, the teacher is to tell the students that Edmund could represent what the Bible says about temptation faced by Eve in the Garden. This Biblical story is taught in the third-grade art class, thus students who are in 5th grade, who did not use this curriculum in 3rd grade are going to need help in understanding that story. Will the teacher stop and explain that story to this student? If the teacher is not of the Christian or Jewish faith, how will the teacher explain that story? In Lesson 3, the teacher "should tell students that the character of Aslan was purposefully included by C.S. Lewis as part of his biblical allegory, to explain to students that Aslan is a lion and remind students that lions are often called "king of the Jungle", then explain that, in the Bible, Jesus was referred to as King of Kings. During the Think-Pair-Share section the teacher asks the question, "What's the most likely reason the author made Asylum a lion?" Again, if the teacher is not of Christian or Jewish faith, how is that going to be explained? What if a child asks, "Who was Jesus?". What if a discussion begins among students of other faiths or no faith at all, around who Jesus was or if he existed or didn't exist.? How will the teacher manage that conversation? I believe these stories are best discussed in my church with my pastor or my grandchildren's Sunday School teacher or at home with their parents or with us as their grandparents, not in a classroom with a teacher who has not been trained the specific theology the Teacher's Guide is pointing towards. These are just a few of the many examples in the Teacher's guide that point to Jesus and the Bible.

Component: G5: Knowledge Unit 5: Teacher Guide (9798890729958)

Page Number(s): Unit 10

Location: Unit 10, the entire instructional guide for teachers in general.

URL to Content: N/A

Submitted By: Debra Ann Hughey, 76210

Publisher Response: Accept

Grade 5 Unit 10 has been revised.

Public Comment ID 9650376

Comment: In each 90-minutes lesson the teacher relies on telling the student, reminding the student, describing for the student versus self-discovery. A question is asked and answered and there is very limited movement other than occasionally getting up and moving around to find a partner to discuss a question. the teaching model seems to be more of a sit-and-get mythology with the teacher doing most of the word versus the student. For the average fifth grader, sitting for 90 minutes while the teacher talks at them would not be conducive to learning. Having home schooled a student during the COVID shut down, after about 20 minutes, she needed to take a break and move around. Not all students are able to sit for 90 minutes, especially students with different learning abilities. This model assumes all students are able to learn in the same way which is not an average classroom model.

Component: G5: Knowledge Unit 5: Teacher Guide (9798890729958)

Page Number(s): Unit 10

Location: The entire Unit

URL to Content: N/A

Submitted By: Debra Ann Hughey, 76210

Publisher Response: Reject

No revision made.

Public Comment ID 9650381

Comment: In each 90-minutes lesson the teacher relies on telling the student, reminding the student, describing for the student versus self-discovery. A question is asked and answered and there is very limited movement other than occasionally getting up and moving around to find a partner to discuss a question. the teaching model seems to be more of a sit-and-get mythology with the teacher doing most of the word versus the student. For the average fifth grader, sitting for 90 minutes while the teacher talks at them would not be conducive to learning. Having home schooled a student during the COVID shut down, after about 20 minutes, she needed to take a break and move around. Not all students are able to sit for 90 minutes, especially students with different learning abilities. This model assumes all students are able to learn in the same way which is not an average classroom model.

Component: G5: Knowledge Unit 5: Teacher Guide (9798890729958)

Page Number(s): Unit 10

Location: The entire Unit

URL to Content: N/A

Submitted By: Debra Ann Hughey, 76210

Publisher Response: Reject

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

Public Comment ID 9650391

Comment: Original Version: "The Bible is a collection of ancient texts organized as books. The books of the Bible are foundational to the Christian faith." Recommended Version: "The Hebrew Bible is a collection of ancient texts organized into books. Most of the books of the Hebrew Bible make up what Christians call the Old Testament, and, together with the Christian New Testament, are foundational to the Christian faith." Comments: As in other units in the RLA curriculum, we recommend emphasizing that the Christian Bible is based around the collection of texts which comprise the Hebrew Bible, and the two are not identical. The edits we recommend here will help students understand similarities and differences between Jewish and Christian scriptures.

Component: G5: Knowledge Unit 2: Teacher Guide (9798890727862)

Page Number(s): 80

Location: Lesson 3: Making Inferences: Leonardo da Vinci's Ideas and Accomplishments, pg. 80, sidebar note

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 5 Unit 2 has been revised.

Public Comment ID 9650401

Comment: Original Version: "Note: The Bible is divided into two main divisions, the Old Testament and the New Testament. The first four books of New Testament are also called the Gospels. The account of Jesus's last supper before his crucifixion can be found in all four of the Gospels. This version of the account comes from the book of Matthew, the first book of the New Testament." Recommended Version: "Note: The Christian Bible is divided into two main divisions, the Old Testament and the New Testament. The first four books of the New Testament are also called the Gospels. The account of Jesus's last supper can be found in all four of the Gospels. This version of the account comes from the book of Matthew, the first book of the New Testament." Comments: As elsewhere, we recommend specifying which Bible is being discussed. Also, please note the missing "the" in the second sentence. Last edit made for consistency with other suggested edits earlier.

Component: G5: Knowledge Unit 2: Teacher Guide (9798890727862)

Page Number(s): 80

Location: Lesson 3: Making Inferences: Leonardo da Vinci's Ideas and Accomplishments, pg. 80, inset Matthew 26:20-25, footnote

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 5 unit 4 Lesson 3 has been revised.

Public Comment ID 9650406

Comment: Original Version: "Tell students that they will listen to a poem from the Hebrew Scriptures, which are also organized as the Old Testament of the Bible. The poem was written by King David, who is described in the Hebrew Scriptures as the second king of Israel." Recommended Version: "Tell students that they will listen to a poem from the Hebrew Bible, which Christians call the Old Testament. Many Christians and Jews believe the poem and most of the other Psalms were written by King David, who is described in the Hebrew Bible as the second king of Israel." Comments: We suggest using the more normative language, used above, Hebrew Bible rather than Hebrew Scriptures for clarity and consistency. As noted previously, there is not one Bible, so our edits to the second sentence help students understand what Jewish and Christian Bibles have in common in this example. We recommend noting that the attribution of authorship of the Psalms to King David is the perspective of the Jewish and Christian religious traditions, and not historical scholarship.

Component: G5: Knowledge Unit 5: Teacher Guide (9798890729958)

Page Number(s): 14

Location: Lesson 1: A Psalm of David, pg. 14, Building Blocks of Poetry, Introducing Terms for Poetry Structure, Bullet 1

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 5 Unit 5 Lesson 1 has been revised.

Public Comment ID 9650411

Comment: Original Version: "One critical element to analyzing The Lion, the Witch and the Wardrobe is considering how biblical allegories were used by C.S. Lewis to convey messages. Thus, analysis of the author's purpose for these allegories involves multiple lessons with content that references the Bible. For more information on religious source material in reading/language arts, consult the program guide." Recommended Version: "One critical element to analyzing The Lion, the Witch and the Wardrobe is considering how biblical allegories were used by C.S. Lewis to convey messages. Thus, analysis of the author's purpose for these allegories involves multiple lessons with content that references the Hebrew and Christian Bibles. For more information on religious source material in reading/language arts, consult the program guide." Comments: We recommend specifying which Biblical allusions are found in the Hebrew Bible and differentiating them from those drawn from the Christian New Testament. Not only are the themes discussed throughout the teacher guide treated differently in different Biblical texts, they are read differently by Jews and Christians. For this reason, the teacher guide should note from which Bible the sources are drawn.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): 2

Location: Introduction, pg. 2, Why the Lion, The Witch, and the Wardrobe is Important, par. 2

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 5 unit 10 introduction has been revised.

Public Comment ID 9650416

Comment: Original Version: "In this case, the symbols are associated with the Bible and will be used to consider important literary themes, such as bravery, friendship, hope, childhood, forgiveness, and good versus evil." Recommended: "In this case, the symbols are associated with the Hebrew and Christian Bibles and will be used to consider important literary themes, such as bravery, friendship, hope, childhood, forgiveness, and good versus evil." Comments: As elsewhere, we recommend differentiating between the Hebrew and Christian Bibles.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): 13

Location: Lesson 1: The Wardrobe, pg. 13, first bullet

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 5 Unit 10 Lesson 1 has been revised.

Public Comment ID 9650421

Comment: Original Version: "Answers may vary but could include a discussion about Edmund representing a betrayer character. Alternatively, Edmund could represent what the Bible says about temptation faced by Eve in the Garden of Eden. In this case, the Turkish Delight would represent the apple from the tree of the knowledge of good and evil in the Bible." Recommended Version: "Answers may vary but could include a discussion about Edmund representing a betrayer character. Alternatively, Edmund could represent what the Hebrew Bible says about

Page **65** of **82**

temptation faced by Eve in the Garden of Eden. In this case, the Turkish Delight would represent the apple from the tree of the knowledge of good and evil in the Book of Genesis." Comments: As elsewhere, we recommend specifying which Bible is the source of references in the text.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): 32

Location: Lesson 2: Lucy and Edmund, pg. 32, discussion question 3, answers

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 5 Unit 10 Lesson 2 has been revised.

Public Comment ID 9650431

Comment: Original Version: "Students will explain how the connections between ideas in The Lion, the Witch and the Wardrobe and the Bible contribute to the author's message." Recommended Version: "Students will explain how the connections between ideas in The Lion, the Witch and the Wardrobe and the Hebrew and Christian Bibles contribute to the author's message." Comments: As elsewhere, we recommend differentiating between the Hebrew and Christian Bibles. Please also make this change on pg. 42.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): 38

Location: Lesson 3: Logic, pg. 38, Primary Focus of Lesson, Reading, second bullet

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 5 Unit 3 Lesson 10 Teacher's Guide has been revised.

Public Comment ID 9650436

Comment: Original Version: "Tell students that the character of Aslan...Remind students that lions are often called "Kings of the Jungle." Then explain that, in the Bible, Jesus was referred to as the King of kings.'" Recommended Version: "Tell students that the character of Aslan...Remind students that lions are often called "Kings of the Jungle." Then explain that, in the Christian Bible, Jesus was referred to as the King of kings." Comments: As noted elsewhere since there are Jewish and Christian Bibles, this addition is important as Jesus is referred to this way in the Book of Revelation in the Christian Bible. Jews refer to God as the king of kings.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): 58

Location: Lesson 4: p. 58, second bullet from the top

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 5 Unit 10 has been revised.

Public Comment ID 9650441

Comment: Original Version: "Explain how the Old Testament of the Bible had many prophecies about a future savior that are written as fulfilled in the New Testament by Jesus. There are also prophecies in the New Testament by Jesus. There are prophecies in the Bible about a future where Jesus returns to the world to make wrong right."

Recommended Version: "Explain how the Hebrew Bible had many prophecies about the restoration of a Jewish kingdom and the rebuilding of the Temple. Many Christians believe that prophecies in the Hebrew Bible were fulfilled by Jesus, and that Jesus also made prophecies in the New Testament. Some of the prophecies in the Christian Bible are about a future where Jesus returns to the world to make wrong right." Comments: As written, this support note implies that prophecies in the Hebrew Bible specifically presage Jesus. Our suggested edits remove this devotional implication by differentiating between Biblical prophecies as they are understood by both Jews and Christians. These changes ensure that both religions are presented faithfully and as understood by their adherents, and they also ensure that students of all backgrounds can understand the religious underpinnings of this book.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): 58

Location: Lesson 4: The Beavers, pg. 58, Support sidebar

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 5 Unit 10 Lesson 4 has been revised.

Public Comment ID 9650446

Comment: Original Version: "Tell students that when looking at a biblical allegory applied to The Lion, the Witch and the Wardrobe, Aslan may represent Jesus. According to the Bible, Jesus offers his life to save others, dies, and is resurrected. Aslan offers his life to save Edmund, the traitor. Aslan is mocked, beaten, and killed, only to rise again."

Recommended Version: "Tell students that when looking at a biblical allegory applied to The Lion, the Witch and the Wardrobe, Aslan may represent Jesus. According to the Christian Bible, Jesus offers his life to save others, dies, and is resurrected. Aslan offers his life to save Edmund, the traitor. Aslan is mocked, beaten, and killed, and rises again." Comments: See our comments to Lesson 4. Edits to the last sentence make the tone more academic and clear.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): 128

Location: Lesson 9: Aslan, pg. 128, fourth bullet on the page

URL to Content: N/A

Submitted By: Emily Bourgeois, 78731

Publisher Response: Accept

Grade 5 unit 10 Lesson 9 has been revised.

Public Comment ID 9650461

Comment: As a grandparent of three children in the public school system, a United Women in Faith member and a devoted Christian, I'm concerned about the theology on page 58. The teacher is instructed to "help students make the connection between prophecies in the book about Narnia and prophecies written about people in the Bible. Explain that prophecies can be predictions for the future. In Narnia, The Gold Age prophecy said that there would be a time

Page **67** of **82**

when wrong would be made right and spring returns. Explain how the Old Testament of the Bible had many prophecies about a future savior that are written and fulfilled in the New Testament by Jesus. There are also prophets in the New Testament by Jesus. There are prophecies in the Bible about a future where Jesus returns to the world to make wrong right." This, to me, is teaching the Bible versus teaching about the novel. It shows clear favoritism toward Christianity. There are other prophets in other religions that are not referenced, and it seems to have a decidedly religious agenda. As a Christian, this seems more like a sermon heard in a Christian church rather than discussion about a book in a secular public school. Children, such as my grandchildren who go to Sunday School regularly, are going to understand these references much more readily than a child of a different faith or of no faith, thus it seems to favor those students who are Christian and who regularly attend church. While the concept of prophecy is pertinent to Lewis's allegory, there are many ways this can be highlighted rather than diving into Jesus as a prophet who is going to make all wrongs right. This also seems to put an inordinate burden on the teacher to be up to date on Christian theology and the New Testament to be able to answer questions, and personally, I would prefer that those questions again, be answer in our church setting rather than a public school.

Component: G5: Knowledge Unit 5: Teacher Guide (9798890729958)

Page Number(s): Unit 10, Lesson 6 Page 58

Location: In the notes section notes section on the left-hand side

URL to Content: N/A

Submitted By: Debra Ann Hughey, 76210

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 9650491

Comment: A curriculum that includes the Christian Bible stories while excluding other religions as the original included is indoctrination. Separation of church and state is a basic tenant of our country. This denigrates others' religions so if you insist on breaking the law, make sure you include religious stories from world religions. Evangelical thinking is NOT the nation.

Component: G5: Knowledge Unit 3: Activity Book (9798890727916)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Amanda Burgin, 79925

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 9650636

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 9650651

Comment: I support the ELAR K-5 curriculum. (The menu forced a single grade selection). Please ensure our public school students have grade appropriate rigor and pro-USA learning modules.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Jane Aguirre, 76504

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650741

Comment: The lesson involves having to read actual Biblical scripture for a lesson about MLK. This level of detail seems unnecessary, and having students read explicitly religious texts for class appears to fly in the face of the First Amendment.

Component: G5: Knowledge Unit 9: Teacher Guide (9798890726520)

Page Number(s): 159

Location: Lesson 11

URL to Content: N/A

Submitted By: Archit Chakravarti, 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 9650766

Comment: Joe Kennedy does not belong in the list of people students have a choice of researching - the merits of his case are far from clear and there is a good argument to be made that his case was presented and argued deceptively in court.

Component: G5: Knowledge Unit 7: Teacher Guide (9798890727978)

Page Number(s): 165

Location: Lesson 11

URL to Content: N/A

Submitted By: Archit Chakravarti, 78613

Publisher Response: Accept

Grade 5 Unit 7 Lesson 11 has been revised.

Public Comment ID 9650776

Comment: I support adoption of these materials because "These materials will intentionally highlight materials that promote American patriotism and democracy, and guide students to become thoughtful, informed citizens in a free enterprise society, while preventing radical progressive ideologies from infiltrating our classrooms."

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Susan Swindle, 76557

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650816

Comment: The Family Support Letters for all of the RLA and Foundational Skills units are a such a great way to have more transparency and partnership with parents and families regarding what their child is learning, and also for practicing at home the concepts that were learned in the classroom. Texas children and families will greatly benefit from this connection between the classroom and home!

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 9650841

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. The following passage causes me particular concern: Example: Grade 5, Unit 2, Lesson 3 on Renaissance Art & Culture: "Listed as Page 78, (pdf notes it as page 85): The Last Supper painting - the lesson starts with the preface that Leonardo Da Vinci is the spirit of the Renaissance and highlights his painting the last supper with detailed religious backstory of Jesus, his disciples, and passover. Emphasized vocab words - disciples, covenant; Listed as Page 80 (pdf notes it as page 87); Cont. of Last Supper - includes bible quote Matthew 26:20-25 and concludes the background story of Jesus and the Last Supper. Also states that Leonardo chose the scene due to its "importance to the Christian practice of communion." Emphasized vocab words - betrayal (as referred to Judas betraying Jesus)"; In the reader: "In the biblical narrative, Jesus gave his disciples hints that he would die. Jesus did not leave his disciples without hope, though. He also foreshadowed his resurrection, when he was raised from the dead. At the dinner, Jesus goes on to describe how participation in this last supper would symbolize his sacrificial death and how his followers could honor his sacrifice in the future." This teaching belongs in Christian Sunday Schools but not public schools. It is not necessary to go into this kind of detail about the Biblical text in order to teach this Renaissance painting. Also, the way it is presented makes it seem like all these events - including the resurrection - are historical events rather than tenets of the faith.

Component: G5: Knowledge Unit 2: Teacher Guide (9798890727862)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Amanda Tyler, 75206

Publisher Response: Accept

Grade 5 Unit 2 has been revised.

Public Comment ID 9650891

Comment: I myself am one, as well as knowing many others, that believe that including an understanding of the Bible in public schools and education will give the kids the academic Christian knowledge they need to understand our literature, laws, and traditions.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Rodney Mahaffey, 78412

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9650911

Comment: I am in support of this resource.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Courtney Fairchild, 78681

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651031

Comment: The inclusion of the Psalm of David is very important for students to study poetry and prose. King David is an ancient classic, and his writings are not only uplifting, but well-structured for poetic studies.

Component: G5: Knowledge Unit 5: Activity Book (9798890729965)

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 9651076

Comment: I believe it is very important to educate students on the biblical Judeo - Christian foundations and principles that our country was founded on. Regardless if raised Christian or some other religion, students need to understand why our founders came to America escaping tyranny from religious freedoms and liberties. Public schools and therefore students have lost so much ever since removing historical biblical worldview education materials from the curriculum. I believe there are over 90 Bible lessons in K-5 English classes in this new curriculum which is wonderful! It is also important that this new curriculum is in pencil & paper form. Getting students off of electronic devices and getting teachers back to teaching is so very important to the majority of students. It is pro-Texas. pro-America. It is high rigor and uses the Bible for actual instruction book.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Marcia Strickler-Watson, 78717

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651081

Comment: How exciting that our students have the opportunity to study The Lion, The Witch, and The Wardrobe! This book is foundational in classic literature, and it is inspiring to all audiences!

Component: G5: Knowledge Unit 10: Activity Book (9798890726575)

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 9651176

Comment: A firm foundation in Judeo-Christian ethics and morals built this country and this tradition must continue if our country is to survive another 250 years. Biblical stories have helped countless generations form necessary moral and ethical frameworks for their lives.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: John Keagy, 78664

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651196

Comment: I am writing this letter as a concerned parent, in response to a legislator's request for support in moving religious content to curriculum. I strongly urge the SBOE to vote against such a proposal, as it is not suitable for our public schools. Our legislature's dismissal of public opinion and the efforts of organizations such as the Texas Public Policy Foundation is deeply concerning. As parents of Texas, we demand the immediate repeal of HB1605 and vote against OER in order to address the deficiencies in the current educational system. I implore the state board members to collaborate with parents, work towards the repeal and reform of existing legislation, and implement policies that prioritize educational accountability.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Maria Davis, 78701

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 9651271

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

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

Page Number(s): 3, 10, 24

Location: Why this poetry unit is important Why We Selected It About the poet/biography of the author

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U5_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 9651286

Comment: Religious indoctrination and a violation of me and my students' first amendment rights. (Choose another book...)

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): Multiple

Location: Throughout unit

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_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 9651351

Comment: I am pleased to hear and completely supportive of the idea of including curriculum where the Bible will be used along with some teaching about our nations Judeo-Christian heritage.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Dan Cummins, 78413

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651391

Comment: I support inclusion of Bible stories and other Judeo-Christian lessons in public school curriculum

Component: G5: Knowledge Unit 10: Activity Book (9798890726575)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Cornelius Winchester, 78414

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651441

Comment: As a parent of Texas students, I support this program as well as the full OER product. Please adopt this product so that it might be available for any interested district.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Beth Shields, 78746

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651466

Comment: I found Grade 5 Unit 2 interesting, and my hope is that it will spur the students to want to learn more about not only these eras but also art, architecture, and education as a means of upward mobility. After reviewing Grade 5 Unit 6, I am just thrilled that finally inner-city students will be exposed at a young age to Shakespeare in such meaningful and strategically planned units. I am so proud of the efforts of TEA Commissioner Morath in seeing beyond the traditional stereotypes and challenging students to meet their potential. Bravo!

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Eva Guzman, 77056

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651501

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: Penny Forrest, 78664

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651566

Comment: I strongly encourage the curriculum to include biblical history and facts. As I read through Genesis every story was relevant to our lives. That we are created male and female. That if anyone curses Abraham they will be cursed. And God saw that men were wicked, and he judged them. Sodom and Gomorrah show the depravity of man if left to themselves and God shows a way out even in our sin. Our founding fathers said that our children should learn from the Bible first. We are not honoring God or our founders if we take out the Bible. It is wrong and judgment will continue to come upon this land. I pray that you will consider for your sakes and for the sake of this nation the right thing to do. And you may even want to go back and read Genesis 1-20 and see what God says. God bless you for making this a top priority. It is of utmost importance.

Component: GK-5 Independent Reading Guide (9798890724380)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Clarissa Grindle, 78681

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651581

Comment: I object to our students going to a digital course format, even if it is printed onto paper for them. Digital texts are too prone to changes being made to the primary source without anyone noticing. We can all thoroughly review the texts one year, then the source code can have edits universally applied to certain words (with a quick key stroke) to change their meaning through the course, with no one really noticing. Think of the re-writing of the meaning of words in the prophetic book "1984." What was just an idea then is a very real possibility now. And the mass recording of student's work with the data available for sale is also facilitated by digital curriculum. This concept of a single supplier of digital materials than can be manipulated over time and be digitally assigned by Artificial Intelligence Teachers instead of real live ones, is one of the concepts being pushed by the UN and the WEF to create workers in a global economy. It will eventually replace human teachers and indoctrinate students into being good citizens in a tyrannical World. Please go back to a true Classical education for our Texas children.

Component: GK-5 Independent Reading Guide (9798890724380)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Amanda Bohm, 78737

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 9651631

Comment: I have a general comment related to Judeo-Christian knowledge imparted to children which is part of America's tradition and heritage. I wholeheartedly support it. Without any doubt our Founding Fathers were moral men and, in many documents, including many assemblies and acts, acknowledge and give thanks to God. This God to which they refer is no nebulous relative imaginary figure, but the One True God of the Bible to which they refer. Children need to understand this critical underpinning of faith which is foundational to our Nation's laws and traditions. For far too long, our children have not had access to the Bible in school. I'm not promoting that we proselytize and promote religion but given the state of our society sharing good moral stories, American stories at that, can only serve to promote the good of our state and nation.

Component: G5: Knowledge Unit 6: Activity Book (9798890727084)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Gary Hazelip, 75033

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651666

Comment: As a retired high school English teacher, I cannot stress strongly enough how important it is for students to have an understanding of Biblical and historical concepts. Those who don't have any concept of Biblical principles are at a disadvantage when studying literature.

Component: G5: Knowledge Unit 10: Activity Book (9798890726575)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Sheila Colwell, 0

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651766

Comment: I fully support the inclusion of biblical and historically accurate stories and accounts of our Judeo-Christian roots of America, and the removal of these would be disastrous for the future generations if they don't see the connection between freedom and the biblical viewpoints of humanity. We must ensure the teaching and understanding of why it's so vital that America remains as it was founded. Our God given inalienable rights which, if taken away, will lead the world in ruin and bondage. Please know that there are many in Texas that support the Christian-leaning founding of our nation and it's laws, and to remove that history would be an injustice to our foundation and all those who have come before us. Thank you.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Victoria Dipple, 78665

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651801

Comment: As a 5th grade teacher for almost a decade and now as a middle and high school teacher, it has become abundantly clear to me that quality English Language Arts instruction is essential to student success. This is true as they enter higher grades and seek success after graduation. Texas students and teachers deserve the best curriculum and resources available to succeed in the increasingly competitive higher education and job markets.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Brad Deitzen, 75077

Publisher Response: Reject

There is insufficient information to identify and address the concern.

Public Comment ID 9651811

Comment: I support biblical studies in Texas public schools. Our country was founded on Judeo-Christian values and our children should be taught about the Bible. After all, it is the oldest history book and the best selling book of all time, across the world. Why wouldn't we teach our children about the Bible? It is a compilation of truthful, positive and influential information from which our children can learn. Thank you!

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Stephanie West, 78415

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9651826

Comment: After viewing the novel study unit at the end of 5th grade, I noticed that aside from some of the poems the literary text in the unit features older, classical texts. Would it make sense to replace the novel study with a more contemporary text than The Lion, the Witch, and the Wardrobe? It would balance the unit better and could introduce students to modern authors.

Component: G5: Knowledge Unit 10: Teacher Guide (9798890726568)

Page Number(s): All

Location: Comment is a question below about the selection of text.

URL to Content: https://www.texasgateway.org/resource/k-5-rla-units-4?book=184906&binder_id=184881

Submitted By: Vito Ruiz, 78154

Publisher Response: Reject

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

Public Comment ID 9651836

Comment: I want instructional materials that parents can access and see lesson plans.

Component: G5: Knowledge Unit 7: Teacher Guide (9798890727978)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Bayan Kanaanian, 76548

Publisher Response: Reject

There is insufficient information to identify and address the concern.

Public Comment ID 9651896

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 9651911

Comment: I would like to offer my full support for any and all curriculum that contains passages and lessons from the Bible. Judeo-Christian Values and the Holy Scriptures were fundamental to the founding of the United States of America, and the founding fathers knew that our constitution would only survive if we remained a moral people. The Declaration of Independence rightfully refers to the Laws of Nature and Nature's God, yet children are currently not learning about who God is and why he was so important to our forefathers. Do not be deceived by those who falsely claim that teaching the Bible violates the establishment clause of the First Amendment. The intent of the authors can be found in the Annals of Congress, and nowhere is the phrase "separation of church and state". Thomas Jefferson, who penned those words, did not write the US Constitution, nor did he write the Bill of Rights. There is no reason why the Bible cannot be taught to Texas students. Educators who are unfamiliar with the Bible will also benefit from learning about the impact of the Bible on America's founding, and they can certainly refer any student's spiritual questions to the child's parents or pastor. Texas kids will benefit greatly from these lessons. Thank you for your willingness to put God back into schools.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Christie Slape, 78664

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9652051

Comment: The classic novels, stories, poetry, art, and WWII history studied in these 5th grade units is excellent! The classical works and historical, patriotic content is so refreshing to see and greatly needed in the education of our youth. The next generation of students desperately need this and will greatly benefit from the critical thinking, reading and writing skills developed in these high quality learning materials.

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 9652171

Comment: We support including an understanding of the Bible in Texas Public School education. Please put the teaching of God back into schools. We say in the Pledge of Allegiance, "One Nation Under God," and our schools should adhere to that teaching being available to children.

Component: N/A (N/A)

Page Number(s): N/A

Location: N/A

URL to Content: N/A

Submitted By: Miranda Little, 75943

Publisher Response: Accept without change

Thank you for your feedback.

Public Comment ID 9652221

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 9652241

Comment: My name is Mike Davis, and I am writing to express my concerns regarding the TEA's proposed elementary reading and language arts curriculum. As a Texas citizen who respects all beliefs, races, and traditions, I am concerned about parts of the curriculum that reference or insert religious content. The inclusion of religious content places undue and inappropriate burdens on our public school teachers to be religious educators. Moreover, the extent of the references made in the section on which I'm commenting here causes me concern about a violation of church-state separation. The following passages cause me particular concern: From Pages 78-81 of the Reading and Language Arts curriculum, Grade 5, Unit 2, and Lesson 3, there is extensive verbatim quotation of Scripture (Matthew 26:20-25) and other explanation of the events surrounding The Last Supper. The extent of coverage of The Last Supper goes well beyond what is historically relevant and appropriate. Religion and faith should be addressed within the family, not as part of the public school system all Texans rely on. Even using the State Board of Education Instructional Materials Review and Approval: Suitability Rubric (page 5 of 10), this material goes beyond the state's guidelines that specify that parents should "direct the moral and religious training" of their children. Religious freedom and public education are cornerstones of our Texas culture and democracy. Moreover, the overall content of the proposed curriculum too often highlights Christian tenets while ignoring the historical contributions of other beliefs and traditions. I appreciate and support the inclusion of religion only to the extent that they are historically relevant. I urge you to reject this proposed curriculum. Having created a statistical program using the R language, I can attest that the routine preferences for Christian teachings are far too prevalent compared to other beliefs and values. As an indication of the imbalance of this one unit, I searched for the following terms: Jesus, God, Bible, church, pray, worship, faith, Islam, atheist, and Jewish. These were the respective frequencies: Bible (19), church (66), faith (7), God (10), Islam (2), Jesus (81!), and Jewish (6). There is clearly a religious and Christian bias in the

proposed curriculum. I am a Christian minister and have been a healthcare chaplain for over thirty-five years. I would not want students from atheist, agnostic, Islamic, Buddhist, or Jewish traditions to be subjected to the Christian bias present in the proposed curriculum. Thank you for considering my request, Kind regards, Mike Davis, Th.M., BCC (SCA), CWMF (Mindful Leader)

Component: G5: Knowledge Unit 2: Teacher Guide (9798890727862)

Page Number(s): 78-81 (of 418 in the PDF)

Location: Lesson 3: Leonardo da Vinci's Ideas and Accomplishments

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf

Submitted By: Michael Davis, 75098

Publisher Response: Accept

Grade 5 Unit 2 has been revised.

Public Comment ID 9653086

Comment: 418 is a blank page. It appears as though the content on page 417 is too far down on the page, which then pushed it down far enough to create the blank page 418. Explanation: Fix formatting on pages 417 and 418

Component: G5: Knowledge Unit 2: Teacher Guide (9798890727862)

Page Number(s): 417-418

Location: N/A

URL to Content: https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_TG_ENG.pdf

Submitted By: Susan Nayak, 78756

Publisher Response: Accept

Grade 5 Unit 2 has been revised.