



IMRA 2024 Comprehensive Editorial Changes Report

Publisher: Savvas Learning

ELAR, Grade K (IMRA)

Program: Texas myView Literacy (Print and Digital), Grade K

Editorial Changes

Component: Resource Download Center Writing Peer Evaluation Rubrics (ISBN: digitalonlynoISBN)

PUBLISHER EDITORIAL CHANGE:

Original Text:

NARRATIVE WRITING

Updated Text:

INFORMATIONAL WRITING

Page Number: p. 2

Location:

Title

URL to Content: [View Publisher Materials](#)

Component: myView Grade K Teacher Edition (ISBN: 9798213425307)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Student Edition p. 124 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated Text:

Student Edition p. 124 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Page Number: p. T215

Location:

Lesson 4 Column

miniature of Student Edition p. 124

URL to Content: [View Publisher Materials](#)

Component: myView Grade K Teacher Edition (ISBN: 9798213425307)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Student Edition p. 162 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated Text:

Student Edition p. 162 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Page Number: P. T285

Location:

Lesson 4 Column

miniature of Student Edition p. 162

URL to Content: [View Publisher Materials](#)

ELAR, Grade 1 (IMRA)

Program: Texas myView Literacy (Print and Digital), Grade 1

SRP Feedback

Component: Texas myView Literacy Grade 1, Teacher Edition 1.5 (ISBN: 9798213425383)

REPORTED FEEDBACK:

The intermediate ELL support encourages the use of three-cueing, which is illegal in Texas.

Publisher Response:

Thank you for taking the time to comment. We have revised this activity to clearly avoid any potential references to three-cueing, which is prohibited when students are attempting to decode a word. You can see new content on page T254 here: <https://us-school.pk12ls.com/school/90aa4aa7-ea97-48a4-bf2b-64d9e759ff8...>

Page Number: ELL Targeted Support Unit 1: Page T254

Location:

ELL Targeted Support

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: myView Grade 1 Teacher Edition (ISBN: 9798213425369)

PUBLISHER EDITORIAL CHANGE:

Original Text:

ELL Targeted Support

Confirm Understanding

Explain to students that words and visuals can support their understanding of characters in realistic fiction. Have students use a realistic fiction leveled reader. Tell partners to read the leveled reader. Have students enhance and confirm their understanding of a character by asking them to reread words, phrases, or sentences that tell about a character and point out details in the

pictures. BEGINNING

Have students enhance and confirm their understanding of a character in the leveled reader by asking them to use the pictures and context to describe the character. INTERMEDIATE

Have partners use pictures and context in the leveled reader to discuss a character. ADVANCED

Have students read the leveled reader and use pictures and context to develop and then share a short description of a character. ADVANCED HIGH

Updated Text:

ELL Targeted Support

Confirm Understanding

Explain to students that words and visuals can support their understanding of characters in realistic fiction. Have students use a realistic fiction reader. Tell partners to read the reader. Have students enhance and confirm their understanding of a character by asking them to reread words, phrases, or sentences that tell about a character and point out details in the pictures.

BEGINNING

Have students enhance and confirm their understanding of a character in the reader by asking them to use context and pictures to describe the character. INTERMEDIATE

Have partners use context and picture to discuss a character. ADVANCED

Have students read the reader and use pictures and context to develop and then share a short description of a character. ADVANCED HIGH

Page Number: p. T254

Location:

ELL Targeted Support, bottom of page

URL to Content: [View Publisher Materials](#)

Component: myView Grade 1 Teacher Edition (ISBN: 9798213425369)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Edition p. 236 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated Text:

Student Edition p. 236 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Page Number: p. T431

Location:

Bottom left of page, miniature of Student Edition p. 236

URL to Content: [View Publisher Materials](#)

Component: myView Grade 1 Teacher Edition (ISBN: 9798213425369)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Explain that digraphs are two consonant that together spell a single sound.

Updated Text:

Explain that digraphs are two consonants that together spell a single sound.

Page Number: p.T76

Location:

Lesson 2, Teach, Focus, first sentence

URL to Content: [View Publisher Materials](#)

ELAR, Grade 3 (IMRA)

Program: Texas myView Literacy (Print and Digital), Grade 3

Editorial Changes

Component: myView Grade 3 Language Awareness Handbook (ISBN: digitalonlynoISBN)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Word Study: Vowel Patterns

REVIEW Tell students that the vowel patterns ei, eigh are pronounced in a single sound, although the sound varies in different words.

GUIDE PRACTICE Write on the board: eight, weigh, weight, ceiling, receipt, either, neither, height. Underline the vowel patterns ei and eigh and model how to decode and pronounce each word, focusing on the different vowel sounds. Guide students to use their fingers to underline the vowel patterns as they pronounce each word.

ON THEIR OWN Have students decode and pronounce the words on p. 492 of the Student Interactive. Then challenge students to look for words with the vowel patterns ei, eigh in the text.

LANGUAGE OBJECTIVE Learn relationships between sounds and letters.

Updated Text:

Word Study: Vowel Patterns

REVIEW Guide students to recognize that the vowel patterns ei and eigh are pronounced as a single sound, although the sound varies in different words.

GUIDE PRACTICE Display these newly acquired vocabulary words on the board: eighty, eighteen, weigh, weightless, height, ceiling, neighbor, receive. Underline the vowel patterns ei and eigh and model how to decode and pronounce each word, focusing on the different vowel sounds. Guide students to use their fingers to underline the vowel patterns as they pronounce each word.

ON THEIR OWN take turns challenging each other to find and pronounce words with the vowel pattern. Ask: how does recognizing this vowel pattern help you read other vocabulary new to you?

LANGUAGE OBJECTIVE: Recognize vowel patterns in newly acquired vocabulary.

Page Number: p. 55 (PDF p. 64 of 250)_

Location:

Word Study: Vowel Patterns (middle of the page) and related Language Objective

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

SPEAK ABOUT CHARACTERS

By creating a strong historical fiction character, a writer helps readers get a sense of what it

was like to live in a different time. Help students use plot and character vocabulary in context to

speak about the characters in their historical fiction. Have students draw a picture of their main

character. Ask students to name their character. Use sentence frames to help them describe the

character, such as: My character lives in _____. She likes to _____. Her job is _____.

BEGINNING

Provide pairs with a list of questions that will help them describe their main character. Have partners take turns asking and answering

questions. Create questions such as: What was a regular day like for your character? What did your character do for fun? What strengths does your

character have? Work with students to incorporate some of these ideas into their stories. **INTERMEDIATE**

Challenge students to include details about their main character that show inner qualities, such as, courage, determination, or loyalty. Have students

tell a partner how these qualities will help the character solve the problem in the story. **ADVANCED/ADVANCED HIGH**

Updated Text:

SPEAK ABOUT CHARACTERS

Writers create strong historical fiction characters to help readers get a sense of what it was like to live in a different time and place. Guide students to

orally describe their historical character to a partner, using some of the high-frequency words they learned for describing a character, setting, and objects: person, friendly, clothes, independent, community, lives, responsibilities, weather.

Have students draw a picture of their historical character. Ask students to name their character. Then, have students use sentence frames to help

describe their character. My character lives in _____. This person likes to _____. My character's job is _____. **BEGINNING**

Provide pairs with a list of questions that will help them describe their historical character. Remind students that high-frequency words are words that they see, hear, or say most often. Encourage partners to refer to the list of high-frequency words as they answer questions about their character, including the character's appearance, clothes, and the setting in which they live. INTERMEDIATE

Challenge students to include specific details about their character's appearance and inner qualities, such as independent, friendly, loyal. Have students describe their character, using high-frequency words.

ADVANCED/ADVANCED HIGH

Page Number: p. T151

Location:

ELL Targeted Support, left column

URL to Content: [View Publisher Materials](#)

Component: myView Grade 3 Teacher Edition Unit 5 (ISBN: 9798213425482)

PUBLISHER EDITORIAL CHANGE:

Original Text:

EDIT FOR PUNCTUATION MARKS

Display these sentences: The rabbits ears are soft. He is furry and he is dirty. He is the babys toy. Help students replace the underlined words with the possessive nouns rabbit's and baby's. Model how to create contractions with the words he is. BEGINNING

Add this sentence to those above: I will give him a wash! Help students replace the underlined words with the possessive nouns. Model how to create contractions with the words he is and I will. INTERMEDIATE

Provide pairs with a list of three nouns and two sets of words that can be made contractions. Have them write the possessive form of the nouns and write the contractions. ADVANCED

Have individual students write a poem about an animal, using at least three possessive nouns and four c contractions. ADVANCED HIGH

Updated Text:

EDIT FOR POSSESSIVE CASE

Remind students that possessive nouns show ownership, as in the teacher's computer. Point out that the possessive case of most singular nouns, whether common or proper, is formed by adding 's. Guide students to practice writing possessive nouns by using phrases in the possessive case. Display this sentence: This is the bedroom of Amanda. Model for students how to rewrite the sentence in the possessive case. Say: In this English sentence, we can simplify the noun phrase by adding 's after Amanda and deleting the word of. Display: This is Amanda's bedroom. On the board, write: The bone of the dog. The lunch of Carmen. Have student pairs practice writing in the possessive case. BEGINNING

Have student pairs take turns rewriting the noun phrases in the possessive case. Display the following sentences: This is the paper of Sam. The parents of Dave and Jack are here. The music in the elevator is slow. After students rewrite their sentences, have them read them aloud to the partner to compare how the possessive case is made. INTERMEDIATE

Have individual students practice writing a paragraph in which they turn the following nouns and also some pronouns into the possessive case: classroom, office, story, someone, everybody. After students complete their sentences, have them switch papers with a partner to confirm accuracy. ADVANCED

Page Number: p. T285

Location:

ELL Targeted Support, right column

URL to Content: [View Publisher Materials](#)

Component: myView Grade 3 Teacher Edition Unit 4 (ISBN: 9798213425475)

PUBLISHER EDITORIAL CHANGE:

Original Text:

REVISE BY ADDING CONNECTING WORDS

Reread a familiar story. Then have students write about and discuss who their favorite character is, using connecting words to explain why.

Provide the following sentence frame: My favorite character is ____ because _____. In a class discussion, brainstorm possible answers, and then ask students to write the complete sentence by filling in the blanks with their

answers. BEGINNING

Have pairs of students write the name of one of the characters and words that describe what they like about the character. Then have partners discuss which connecting words to use to combine a few of their phrases into one or two sentences. INTERMEDIATE

Have pairs of students discuss their character, using as many connecting words as possible. Have each student write their ideas and trade with their partner for peer review of appropriate connecting words and appropriate sentence length. ADVANCED/ADVANCED HIGH

Updated Text:

REVISE BY ADDING CONNECTING WORDS

Reread a familiar story. Then have students talk about one of their favorite characters in the story, using connecting words. Display a list of connecting words for students to refer to, such as however, since, because, for example, or for instance.

Guide students to practice speaking about their favorite character, using the following sentence stems: My favorite character is _____ because_____. For example, I like when _____.

Brainstorm other possible responses to help students accurately and easily use connecting words. BEGINNING

Have student pairs name their favorite character from the story. Then, have partners use connecting words to describe why the character is their favorite. Have students practice speaking in longer sentences by using connecting words, such as because, however, for instance, also, and in addition. INTERMEDIATE

Have pairs discuss their character, using a variety of connecting words. First, have each student write some of their ideas on paper. Then, have students work with their partner to accurately combine ideas and details about their favorite character, using connecting words. ADVANCED/ADVANCED HIGH

Page Number: p. T287

Location:

ELL Targeted Support, left column

URL to Content: [View Publisher Materials](#)

Component: myView Grade 3 Teacher Edition Unit 4 (ISBN: 9798213425475)

PUBLISHER EDITORIAL CHANGE:

Original Text:

COLLABORATE

Have students interact with the Library of Congress Web site to identify and gather relevant information from digital texts and media on their topics.

Have students demonstrate understanding of the information gathered by taking notes and recording their results on the notecards on p. 413.

Encourage them to refer to p. 412 as they work. Students can often find more specific information by carefully selecting their search terms. As students work collaboratively with partners, have them follow agreed-upon rules, norms, and protocols.

Updated Text:

COLLABORATE

Have students interact with the Library of Congress Web site to identify and gather relevant information from a variety of digital texts and media, such as maps, photographs, and articles, on their topics. Have students demonstrate understanding of the information gathered by taking notes and recording their results on the notecards on p. 413. Encourage them to refer to p. 412 as they work. Students can often find more specific information by carefully selecting their search terms. As students work collaboratively with partners, have them follow agreed-upon rules, norms, and protocols.

Page Number: p. T370

Location:

middle of the page, Collaborate

URL to Content: [View Publisher Materials](#)

ELAR, Grade 4 (IMRA)

Program: Texas myView Literacy (Print and Digital), Grade 4

Editorial Changes

Component: myView Grade 4 Student edition (ISBN: 9798213425253)

PUBLISHER EDITORIAL CHANGE:

Original Text:

There are twenty children ____ (child) in my math class.

Updated Text:

There are twenty ____ (child) in my math class.

Page Number: p. 47

Location:

My Turn item 5

URL to Content: [View Publisher Materials](#)

Component: myView Grade 4 Student edition (ISBN: 9798213425260)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Examples: permanent, absent, convenient, violent

1. They studiend the violent eruptions of the past.
2. They confirmed the existence of extinct volcanoes.
3. Scientists have taken measurements of the lava's progress.
4. In legends, events may awaken a sleeping volcano.

Updated Text:

Examples: permanent, absent, convenient

1. They confirmed the existence of extinct volcanoes.
2. Scientists have taken measurements of the lava's progress.
3. In legends, events may awaken a sleeping volcano.

Page Number: p. 490

Location:

-ent, row three
numbering

URL to Content: [View Publisher Materials](#)

Component: myView Grade 4 Student edition (ISBN: 9798213425260)

PUBLISHER EDITORIAL CHANGE:

Original Text:

trans/form re/heat func/tion

Updated Text:

trans/form func/tion

Page Number: p. 532

Location:

middle of page ,second bullet

URL to Content: [View Publisher Materials](#)

Component: myView Grade 4 Student edition (ISBN: 9798213425260)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The letters or, ore, and oar can spell the vowel sound you hear in the word for.

Updated Text:

The letters or, ore, and oar can spell the cowel sound you hear in the word for, while the letters -ear can spell the vowel sound you hear in the word learn.

Page Number: p. 71

Location:

Intro paragraph, fourth sentence

URL to Content: [View Publisher Materials](#)

Component: myView Grade 4 Student edition (ISBN: 9798213425260)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Use what you know about r-controlled vowels to correctly spell words with the patterns ar, er, ir, ur, or, ore, and oar.

Updated Text:

Use what you know about r-controlled vowels to correctly spell words with the patterns ar, er, ir, ur, or, ore, oar, and ear.

Page Number: p. 95

Location:

Into paragraph, last sentence

URL to Content: [View Publisher Materials](#)

Component: myView Grade 4 Teacher Edition (ISBN: 9798213425505)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Minn was a warm-blooded reptile, meaning she needed warm water or air to survive.

Updated Text:

Minn was a cold-blooded reptile, meaning she needed warm water or air to survive.

Page Number: p. T180

Location:

Left column, Close Read, Analyze Plot and Setting, 4th paragraph, "Possible Response" first sentence.

URL to Content: [View Publisher Materials](#)

SLAR, Grade K (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade K

SRP Feedback

Component: N/A (ISBN: 9798213423914)

REPORTED FEEDBACK:

The word "ambiente" does not support the TEK for Spanish ELAR which is TEKS K.7.D "describir el escenario."

The vertical alignment for the word "escenario" also carries over to first grade.

Students learning the elements of a story should include the academic word "escenario."

Publisher Response:

Thank you for taking the time to comment. We have revised the activity and instruction by replacing "ambiente" with "escenario".

Page Number: Student Consumable, p. 142

Location:

Enfoque en el Género:Ficción Realista

The first sentence when introducing the word "ambiente"

URL to Content: [View Publisher Materials](#)

Component: N/A (ISBN: 9798213423914)

REPORTED FEEDBACK:

The teacher side note for the word "ambiente" is not in accordance with the TEK for "describe escenario"

"Artes del lenguaje y lectura en español.K.7.D, Se espera que el estudiante describa el escenario."

This does affect a teacher's delivery of instruction with academic vocabulary. Students should use the word "escenario" in place of "ambiente" and in these directions for the teacher it should read the opposite of what teacher

should make known to students.

It is the consistency of the word as it is in vertical alignment with grade 1 where the TEK supports the same "describe escenario."

Publisher Response:

Thank you for taking the time to comment. We have revised the teacher side notes and teacher talk by replacing "ambiente" with "escenario".

Page Number: Student Consumable, p.28

Location:

Instrucciones for TE PAGE 36 side note for teacher

URL to Content: [View Publisher Materials](#)

Component: N/A (ISBN: 9798213423914)

REPORTED FEEDBACK:

There is a misguided concept presented on these two pages.

While the word on page 28 "escenario" supports the TEK

Page 29 now mentions "ambiente."

So, student learning is supported with consistency and preventing student gaps. I am not opposed as an educator to let students know that the word "ambiente" is synonymous to "escenario"

However, The word "ambiente" does not support the TEK for Spanish ELAR which is TEKS K.7.D "describir el escenario."

Publisher Response:

Thank you for taking the time to comment. We have revised the activity and instruction by replacing "ambiente" with "escenario".

Page Number: Student Consumable, p.28-p29

Location:

Instrucciones

URL to Content: [View Publisher Materials](#)

**Component: Texas miVisión Lectura Grade K, Student Print
Consumable K.1 (ISBN: 9798213423914)**

REPORTED FEEDBACK:

This side note is not in accordance with the TEK for "describe escenario"
This does affect a teacher's delivery of instruction with academic vocabulary.
Students should use the word "escenario" in place of "ambiente" and in
these directions for the teacher it should read the opposite of what teacher
should make known to students.
It is the consistency of the word as it is in vertical alignment with grade 1
where the TEK supports the same "describe escenario."

Publisher Response:

Thank you for taking the time to comment. We have revised the activity and
instruction by replacing "ambiente" with "escenario".

Page Number: Unidad 1, Semana 1, p. 28

Location:

Instrucciones for TE PAGE 36 side note for teacher

URL to Content: [View Publisher Materials](#)

**Component: Texas miVisión Lectura Grade K, Student Print
Consumable K.1 (ISBN: 9798213423914)**

REPORTED FEEDBACK:

There is a misguided concept presented on these two pages.
While the word on page 28 "escenario" supports the TEK
Page 29 now mentions "ambiente."

So, student learning is supported with consistency and preventing student
gaps. I am not opposed as an educator to let students know that the word
"ambiente" is synonymous to "escenario"

However, The word "ambiente" does not support the TEK for Spanish ELAR
which is TEKS K.7.D "describir el escenario."

The vertical alignment for the word "escenario" also carries over to first grade.

Students learning of the elements of a story should include the academic word "escenario."

Publisher Response:

Thank you for taking the time to comment. We have revised the activity and instruction by replacing "ambiente" with "escenario".

Page Number: Unidad 1, Semana 1, p. 28

Location:

Instrucciones

URL to Content: [View Publisher Materials](#)

Component: Texas miVisión Lectura Grade K, Student Print Consumable K.1 (ISBN: 9798213423914)

REPORTED FEEDBACK:

The word "ambiente" does not support the TEK for Spanish ELAR which is TEKS K.7.D "describir el escenario."

The vertical alignment for the word "escenario" also carries over to first grade.

Students learning of the elements of a story should include the academic word "escenario."

Publisher Response:

Thank you for taking the time to comment. We have revised the activity and instruction by replacing "ambiente" with "escenario".

Page Number: Unidad 1, Semana 4, p. 142

Location:

Género: Ficción realista

The first sentence when introducing the word "ambiente"

URL to Content: [View Publisher Materials](#)

Public Comments

Component: Texas miVisión Lectura Grade K, Teacher Edition K.1 (ISBN: 9798213423617)

REPORTED PUBLIC COMMENT:

The standard selected for this lesson is K.2A. It seems as if students are expected to know the difference between a sílaba and a sound since the beginning of the school year since this is the first lesson of the school year. It concerns me that the terms are used simultaneously without being explicitly taught. My suggestion is to leave it as sounds and then talk about what is a sílaba and how students can identify the sílaba in a word. I do not consider this developmentally appropriate for students at the beginning of the school year. Also, should there be a connection between the "enfoque" part and the "ver y decir" part? The enfoque focuses on the word sonido, but the ver y decir part focuses on both sonidos and sílabas. It is also hard to identify where is the support for explicit teaching.

Publisher Response:

As a clarification, we will add more explicit instruction on what a syllable is before asking the students to identify them as they relate to sounds. The teacher addresses both concepts within the lesson, but a brief paragraph introducing what syllables are and how they form words will help introduce the concept more clearly.

Regarding the second item in the comment, the "Enfoque y demostración" section opens the lesson by laying out and explaining the content for instruction. It is followed sequentially by "Ver y decir" where the teacher explains the Student Interactive lesson and students go on to complete the lesson. The support for explicit teaching is provided throughout the Conciencia fonológica and Fonética teacher talk instruction in blue font along with the accompanying explanation.

Page Number: 62

Location:

miVisión Lectura TX, TE, GK under Conciencia fonológica

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: miVisión Texas Grade K Student Interactive, Unit 1 Week 1
(ISBN: 9798213423914)

PUBLISHER EDITORIAL CHANGE:

Original Text:

El ambiente es dónde y cuándo sucede el cuento.

Updated Text:

El escenario es dónde y cuándo sucede el cuento.

Page Number: 142

Location:

First sentence under Ficción realista

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Student Interactive, Unit 1 Week 1
(ISBN: 9798213423914)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Cuéntale a un compañero sobre el ambiente del dibujo.

Updated Text:

Cuéntale a un compañero sobre el escenario del dibujo.

Page Number: 142

Location:

Interacambiar ideas

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Student Interactive, Unit 1 Week 1
(ISBN: 9798213423914)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ambiente

Updated Text:

Escenario

Page Number: 143

Location:

Anchor chart, bottom left

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Student Interactive, Unit 1 Week 1
(ISBN: 9798213423914)

PUBLISHER EDITORIAL CHANGE:

Original Text:

El escenario es dónde y cuándo sucede un cuento.

Updated Text:

El escenario o ambiente es dónde y cuándo sucede un cuento.

Page Number: 28

Location:

Teacher Instructions, second sentence

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Student Interactive, Unit 1 Week 1
(ISBN: 9798213423914)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ambiente

Updated Text:

Escenario

Page Number: 29

Location:

Anchor chart, third item

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Explíqueles que van a encerrar en un círculo las imágenes cuyos nombres comienzan con la sílaba a.

Updated Text:

Explíqueles que van a encerrar en un círculo las imágenes cuyos nombres comienzan con el sonido /a/.

Page Number: T22

Location:

Second sentence under Ver y decir

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Explique a los estudiantes que hoy aprenderán acerca del ambiente de la ficción realista.

- El ambiente es dónde y cuándo toma lugar el cuento.
- El ambiente de la ficción realista es un lugar real.
- Los sucesos de un cuento pueden ocurrir en más de un lugar.

La ficción realista podría suceder en un parque, en la escuela o en cualquier lugar que uno puede visitar. Si no sucede en un lugar real o los sucesos no ocurren en un lugar que pudiera ser real, no es ficción realista. Conocer el ambiente ayudará al lector a comprender los sucesos y qué les sucede a los personajes.

Updated Text:

Explique a los estudiantes que hoy aprenderán acerca del escenario en la ficción realista.

- El escenario es dónde y cuándo toma lugar el cuento.
- El escenario de la ficción realista es un lugar real.
- Los sucesos de un cuento pueden ocurrir en más de un lugar.

La ficción realista podría suceder en un parque, en la escuela o en cualquier lugar que uno puede visitar. Si no sucede en un lugar real o los sucesos no ocurren en un lugar que pudiera ser real, no es ficción realista. Conocer el escenario ayudará al lector a comprender los sucesos y qué les sucede a los personajes.

Page Number: T246

Location:

Enfoque en las estrategias, first sentence, first and second bullets, last sentence

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- Agregue ambiente.
- Comente con los estudiantes algunos cuentos conocidos que hayan leído con toda la clase. Pídales que identifiquen el ambiente de cada cuento.

Updated Text:

- Agregue escenario.
- Comente con los estudiantes algunos cuentos conocidos que hayan leído con toda la clase. Pídales que identifiquen el escenario de cada cuento.

Page Number: T246

Location:

Carteles de referencia, first and second bullets

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Mientras repasa el Cartel de referencia, verifique que los estudiantes comprendan el concepto de ambiente.

- ¿Cuáles son dos partes del ambiente de un cuento?

Updated Text:

Mientras repasa el Cartel de referencia, verifique que los estudiantes comprendan el concepto de escenario.

- ¿Cuáles son las dos partes del escenario de un cuento?

Page Number: T246

Location:

Lenguaje del género

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- El ambiente es donde toma lugar el cuento. El cuento sobre Tino sucede en las montañas. Tino hace un muñeco de nieve. Esto es algo que podría suceder en las montañas. Esto me ayuda a saber que el texto es una ficción realista. Hace frío. Esto también es parte del ambiente.

Updated Text:

- El escenario es donde toma lugar el cuento. El cuento sobre Tino sucede en las montañas. Tino hace un muñeco de nieve. Esto es algo que podría suceder en las montañas. Esto me ayuda a saber que el texto es una ficción realista. Hace frío. Esto también es parte del escenario.

Page Number: T246

Location:

Demostrar y practicar, blue bullet first and last sentences

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Pídales que coloquen notas adhesivas en las imágenes y el texto que hablen sobre el ambiente.

Updated Text:

Pídales que coloquen notas adhesivas en las imágenes y el texto que hablen sobre el escenario.

Page Number: T247

Location:

Opciones de evaluación formativa, Opción 2, last sentence

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Edition pp. 142 and 143 were updated, so the thumbnail of the Student Edition pages was updated in the TE.

Updated Text:

Student Edition pp. 142 and 143 were updated, so the thumbnail of the Student Edition pages was updated in the TE.

Page Number: T247

Location:

Bottom page, miniature of Student Edition pp. 142 and 143

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

¿Pueden los estudiantes identificar los ambientes de la ficción realista?

Updated Text:

¿Pueden los estudiantes identificar los escenarios de la ficción realista?

Page Number: T247

Location:

Comprobación rápida, Notar y evaluar

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

- ¿Qué son los personajes?
- ¿Qué es el ambiente?
- ¿Cuáles son los sucesos que ocurren en el cuento?

Explique que el término escenario también se usa para describir o hablar de ambiente.

Updated Text:

- ¿Qué son los personajes?
- ¿Qué es el escenario?
- ¿Cuáles son los sucesos que ocurren en el cuento?

Explique que el término ambiente también se usa para describir o hablar del escenario.

Page Number: T36

Location:

Lenguaje del género, second bullet and last note

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

El lugar donde sucede una ficción realista, o el ambiente, es un lugar que es real, como una escuela o un parque.

Updated Text:

La ficción realista sucede en un lugar que es real, como una escuela o un parque.

Page Number: T36

Location:

Enfoque en las estrategias, second bullet

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- Incluya elementos gráficos para los personajes, el ambiente y los sucesos.
- Agregue ideas de los estudiantes sobre otros personajes que podrían ser parte de este cuento.
- Agregue ideas de los estudiantes sobre dónde y cuándo podría suceder el cuento.
- Comente con los estudiantes algunas de las cosas que podrían suceder en su cuento sobre estos personajes en este ambiente.

Updated Text:

- Incluya elementos gráficos para los personajes, el escenario y los sucesos.
- Agregue ideas de los estudiantes sobre otros personajes que podrían ser parte de este cuento.
- Agregue ideas de los estudiantes sobre dónde y cuándo podría suceder el cuento.
- Comente con los estudiantes algunas de las cosas que podrían sucederle a los personajes en este escenario.

Page Number: T36

Location:

Carteles de referencia, first and last bullets

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Explain that the term escenario is also used to describe or talk about ambiente (setting).

Updated Text:

Explain that the term ambiente is also used to describe or talk about escenario (setting).

Page Number: T36

Location:

Language of the Genre, last sentence

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Edition pp. 28 and 29 were updated, so the thumbnail of the Student Edition pages was updated in the TE.

Updated Text:

Student Edition pp. 28 and 29 were updated, so the thumbnail of the Student Edition pages was updated in the TE.

Page Number: T37

Location:

Left center of page, miniature of Student Edition pp. 28 and 29

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade K Teacher Edition, Unit 1 Week 1
(ISBN: 9798213423617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Luego, pídales que describan el ambiente y lo relacionen con un lugar que hayan visto o sobre el que hayan escuchado.

Updated Text:

Luego, pídales que describan el escenario y lo relacionen con un lugar que hayan visto o sobre el que hayan escuchado.

Page Number: T37

Location:

Opciones de evaluación formativa, Opción 2, last sentence

URL to Content: [View Publisher Materials](#)

SLAR, Grade 1 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 1

SRP Feedback

Component: N/A (ISBN: 9780328992218)

REPORTED FEEDBACK:

The word "ambiente" does not support the TEK 8.D, describe setting, as the Spanish ELAR is "describe el escenario."

Publisher Response:

Thank you for taking the time to comment. We have revised the content and activity by replacing "ambiente" with "escenario".

Page Number: Student Consumable p. 86

Location:

Lectura Atenta section of Student Consumable

URL to Content: [View Publisher Materials](#)

Component: Texas miVisión Lectura Grade 1, Student Print Consumable 1.3 (ISBN: 9798213423983)

REPORTED FEEDBACK:

Unless students have had exposure to other poems, this would be a challenging activity in order to find connections to other poems.

Suggestion to publisher: I do not see anything in the TE giving the teacher a reference back to other poems.

A note would be helpful to the teacher to refer students back to other previous poems they have encountered already in their interactive student book.

As a teacher I read the poem and the only type of literature that I could connect it with was a fairy tale of the Gingerbread Man where the fox tricks him to cross him over, "ayudarte a cruzar."

I have no knowledge of another poem.

Thank you!

Publisher Response:

Thank you for taking the time to comment.

Page Number: Unidad 3, Semana 3, p. 127

Location:

Lectura atenta

Section of the TE.. PAGE T 199- Bottom right side note "Lectura Atenta" for teacher.

URL to Content: [View Publisher Materials](#)

**Component: miVisión Texas Grade 1 Student Interactive, Unit 1, Week 2
(ISBN: 9798213423969)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

"El ambiente es el momento y lugar en que se desarrolla un cuento."

Updated Text:

"El ambiente o escenario es el momento y lugar en que se desarrolla un cuento."

Page Number: p. 86

Location:

First sentence

URL to Content: [View Publisher Materials](#)

**Component: miVisión Texas Grade 1 Teacher Edition, Unit 1, Week 2
(ISBN: 9798213423662)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Recuerde a los estudiantes que el ambiente es dónde y cuándo ocurre el cuento. En la ficción realista, el cuento se desarrolla en un lugar y tiempo que parecen reales.

- Miren las imágenes del cuento para saber dónde ocurre.
- Fíjense en el aspecto de los personajes y en lo que hacen para saber cuándo sucede el cuento.
- Identifiquen la palabras del cuento que describen el ambiente.

DEMOSTRAR Y PRACTICAR Use la Lectura en voz alta de las pp. T106–T107. Para describir el ambiente de un cuento, necesito leer para saber dónde se desarrolla el cuento."

Updated Text:

"Recuerde a los estudiantes que el ambiente o escenario es dónde y cuándo ocurre el cuento. En la ficción realista, el cuento se desarrolla en un lugar y tiempo que parecen reales.

- Miren las imágenes del cuento para saber dónde ocurre.
- Fíjense en el aspecto de los personajes y en lo que hacen para saber cuándo sucede el cuento.
- Identifiquen la palabras del cuento que describen el ambiente.

DEMOSTRAR Y PRACTICAR Use la Lectura en voz alta de las pp. T106–T107.

Para describir el ambiente o escenario de un cuento, necesito leer para saber dónde se desarrolla el cuento."

Page Number: p. T132

Location:

Enfoque en las estrategias, First sentence and Demostrar y practicar second sentence.

URL to Content: [View Publisher Materials](#)

Component: miVisión Texas Grade 1 Teacher Edition, Unit 1, Week 2 (ISBN: 9798213423662)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Edition p. 86 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated Text:

Student Edition p. 86 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Page Number: p. T133

Location:

Bottom left of page, miniature of Student Edition p. 86

URL to Content: [View Publisher Materials](#)

**Component: miVisión Texas Grade 1 Teacher Edition, Unit 3, Week 3
(ISBN: 9798213423686)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Pida a los estudiantes que resalten las ideas en "Caballito marrón" que se conecten con ideas en otros poemas."

Updated Text:

"Pida a los estudiantes que resalten las ideas en "Caballito marrón" que se conecten con ideas del otro poema, "Gina imagina".

Page Number: p. T199

Location:

Lectura atenta, Hacer conexiones, second sentence

URL to Content: [View Publisher Materials](#)

**Component: miVisión Texas Grade 1 Teacher Edition, Unit 1, Week 2
(ISBN: 9798213423662)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Edition p. 40 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated Text:

Student Edition p. 40 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Page Number: p. T57

Location:

Bottom left of page, miniature of Student Edition p. 40

URL to Content: [View Publisher Materials](#)

SLAR, Grade 2 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 2

Editorial Changes

**Component: miVisión Texas Grade 2 Teacher Edition, Unit 4, Week 3
(ISBN: 9798213423747)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Edition p. 356 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated Text:

Student Edition p. 356 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Page Number: T237

Location:

Bottom left of page, miniature of Student Edition p. 356

URL to Content: [View Publisher Materials](#)

**Component: miVisión Texas Grade 2 Teacher Edition, Unit 5, Week 5
(ISBN: 9798213423754)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

"A continuación, pida a los estudiantes que apliquen sus conocimientos de fonética al decodificar la palabra fastástica en el cuarto párrafo."

Updated Text:

"A continuación, pida a los estudiantes que apliquen sus conocimientos de fonética al decodificar la palabra fantástica en el cuarto párrafo."

Page Number: T334

Location:

Last sentence in the Minilesson.

URL to Content: [View Publisher Materials](#)

SLAR, Grade 4 (IMRA)

Program: Texas miVisión Lectura (Print and Digital), Grade 4

Editorial Changes

**Component: miVisión Texas Grade 4 Teacher Edition, Unit 3, Week 4
(ISBN: 9798213423839)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Edition p. 165 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated Text:

Student Edition p. 165 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Page Number: T292

Location:

Left center of page, miniature of Student Edition p. 165

URL to Content: [View Publisher Materials](#)

Publisher: Texas Education Agency

ELAR, Grade K (IMRA)

Program: Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1

SRP Feedback

Component: GK: Skills Unit 5: Teacher Guide (ISBN: 9798890728319)

REPORTED FEEDBACK:

In order to properly address the TEKS it is imperative that the teacher instructions have the teacher explain/mention to students that they will be reading the phrases from left to right.

Publisher Response:

Grade Kindergarten Unit 5 Lesson 2 has been revised.

Page Number: 30

Location:

Foundational Skills TG, U5, L2, "Differentiated Instruction", [PDF p. 39]

URL to Content: [View Publisher Materials](#)

Component: GK: Skills Unit 3: Teacher Guide (ISBN: 9798890728234)

REPORTED FEEDBACK:

Add Appendix link or page number to improve teacher navigation.

Publisher Response:

Grade Kindergarten Unit 3 Lesson 4 has been revised.

Page Number: 44

Location:

Foundational Skills TG, U3, L4, "Warm-Up: Oral Blending", [PDF p. 51]

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 10: Teacher Guide (ISBN: 9798890723154)

REPORTED FEEDBACK:

Suggestion: add (build stamina throughout year by increasing periods of independent reading time.)

Publisher Response:

Grade Kindergarten Unit 10 Lesson 6 has been revised.

Page Number: 76

Location:

TG, U10, Pausing Point, "Self-Selecting Text", [PDF, p. 83]

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 11: Teacher Guide (ISBN: 9798890723208)

REPORTED FEEDBACK:

TEKS 12.B is not listed at the bottom of the page as being covered.

Publisher Response:

Grade Kindergarten Unit 11 Lesson 6 has been revised.

Page Number: 83

Location:

TG, U11, L6, "Modeling Research", [PDF p.90]

URL to Content: [View Publisher Materials](#)

Public Comments

REPORTED PUBLIC 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:

Kindergarten, Unit 7, Lesson 1. Page 17 "Two versions of the Golden Rule come from the Bible. The Bible is a collection of ancient texts that are organized as books and grouped into different parts, and its different parts are the core books of the Jewish and Christian religions. Several books of the Christian Bible describe a man who lived a long, long time ago—nearly 2,000 years ago—in a part of the world that is very far from here. The man was named Jesus. One of the books of the Bible describes Jesus giving a talk atop a small mountain. During this talk he wanted to share some very important lessons, so he climbed the mountain and spoke to a group of people who were gathered to hear him. The talks Jesus gave were called sermons. A sermon is a talk, like a lesson shared by a teacher, but the focus of the lesson is on a religious or moral subject. When Jesus talked about morals in his sermons, he was talking about the right and wrong way to act. Because Jesus shared this sermon up on a mountain, this talk is called "the Sermon on the Mount." Mount is short for mountain. The Sermon on the Mount included many different lessons. Some of these included do not judge others; do not seek revenge, or try to get even with someone; and give to the needy. Beyond the Sermon on the Mount, there are many rules included throughout the Bible. Jesus said that the Golden Rule sums up, or combines, all of the other rules described throughout the Bible into one. "So in everything, do unto others as you would have done unto you."¹ We can apply the idea of treating others the way we wish to be treated to many situations in our everyday lives. For example, if you saw someone sitting

alone at lunch, what could you do to treat that person as you would wish to be treated? [Pause for students' responses.] (Answers may vary but should support the idea that if students would not like to sit alone at lunch, they could offer to sit with someone who is sitting alone.) What if you noticed that someone in class had dropped their crayons all over the floor? How could you treat others as you would wish to be treated in this situation? [Pause for students' responses.] You could be a helper and pick up the crayons too. A helper is someone who helps someone else. Can you think of other situations where it would be important to follow the Golden Rule? [Pause for students' responses and discuss.] "Do unto others as you would have done unto you" is the version of the Golden Rule most commonly used in our country today. But there are other, similar versions. The Jewish Torah is made up of five books, and those are also the first five books of the Christian Bible. According to those books, God spoke to a man named Moses to give him laws on how people should behave. One of these laws said to " . . . love your neighbor as yourself."¹ The word neighbor has more than one meaning. It usually means someone who lives nearby. In this case, the word neighbor is used in a broad, or wide, way to mean all the people that we meet. To love your neighbor means to care for someone else and show them kindness and respect as you would wish to be treated. What are ways you can show kindness and respect to your neighbors in our classroom? [Pause for students' responses and discuss.] By being kind and respectful, someone can show love. Besides the two versions in the Bible, there are also versions of the Golden Rule in the ancient books from other religions, including Hinduism and Islam. The Golden Rule suggests that every small act of kindness matters. Most people think it is important to follow the Golden Rule. How can you use the Golden Rule today to be kind to someone you know?" The issue is not teaching this life lesson. Rather, the curriculum picks and chooses a particular religious text for a universal value that is not specific to any one religion or even religion. It sends the message to these very young children that morality comes exclusively from the Bible. The lesson would be improved by changing the language to more modern language (such as "Treat others the way you would want to be treated.") and referring to it as The Golden Rule without explicit reference to the Bible or to The Sermon on the Mount.

Publisher Response:

Grade Kindergarten Unit 7 Lesson 1 has been revised.

Page Number: N/A

Location: N/A

URL to Content: N/A

Component: GK: Knowledge Unit 10: Teacher Guide (ISBN: 9798890723154)

REPORTED PUBLIC COMMENT:

Non-factual descriptor: "Today I am going to tell you a story about a wonderful monument."

Explanation: "Wonderful" is a judgment that is not shared by everyone regarding this monument. "Huge, massive, etc." are factual descriptors. For example, the Lakota Sioux do not see the monument as wonderful. The Black Hills are sacred to the Lakota Sioux. The US government signed a treaty that acknowledged that the Sioux had rights to the land in perpetuity, which turned out to be only until gold was discovered, at which point the US broke the treaty. The monument celebrates European settlers who killed so many Native Americans and appropriated their land. Suggestion: "Today I am going to tell you a story about a massive monument."

Correction Source:

<https://www.pbs.org/wgbh/americanexperience/features/rushmore-sioux/>

Publisher Response:

Grade K Unit 10 has been revised.

Page Number: 122

Location:

Middle of page

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 8: Teacher Guide (ISBN: 9798890723109)

REPORTED PUBLIC COMMENT:

"One day, Mansa Musa decided to take a special religious journey, or long trip, to a city called Mecca. This city is known as the home of the Islamic religion and is located on the Arabian Peninsula." The problem here is not

factual error but the lack of inclusion of important material; see below.
Explanation: Other lessons that touch upon religious topics often provide extensive context about Christianity and, to a lesser extent, Judaism. This lesson should do the same for Islam; *not* including such information would reflect a lack of a balanced approach toward different religions. Given that other lessons in other unit discuss the notion of pilgrimage, that term should be used and explained here, as well. Christians, after all, are not the only group to undertake pilgrimages. Suggested edit: "One day, Mansa Musa decided to take a journey, or long trip, to a city called Mecca. This city is the home of the religion of Islam and is located on the Arabian Peninsula. Muslims, or followers of Islam, believe that at least once in a lifetime they should undertake a pilgrimage, or special religious journey, to Mecca. They call this pilgrimage the Hajj."

Publisher Response:

Grade Kinder Unit 8 Lesson 10 has been revised.

Page Number: 132

Location:

bottom paragraph

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 7: Activity Book (ISBN: 9798890723062)

REPORTED PUBLIC COMMENT:

The part mentioning "The Golden Rule" mostly describes context in the Bible with very brief mentions of other religions. It is giving weight to one religion over others, and religious context is not even necessarily helpful. Suggest using equal balance of different religions or avoiding the use of religion in explaining this rule entirely.

Publisher Response:

Grade Kindergarten Unit 7 Lesson 1 has been revised.

Page Number: 17

Location:

Unit 7 Lesson 1 ISBN 979-8-89072-305-5 Page 17

URL to Content: N/A

Component: GK: Knowledge Unit 7: Teacher Guide (ISBN: 9798890723055)

REPORTED PUBLIC COMMENT:

The section on 'The Golden Rule' almost exclusively uses the Bible with a passing mention of Judaism, Hinduism and Islam at the end. The discussion of the Sermon on the Mount is completely superfluous to the point being introduced in this section. This should either cover this idea across a few different religions with equal weight being given to each, or frame it in a non-religious context. It's not clear to me that a religious framing is even needed to introduce this idea.

Publisher Response:

Grade Kindergarten Unit 7 Lesson 1 has been revised.

Page Number: 17

Location:

Lesson 1

URL to Content: N/A

Component: GK: Skills Unit 7: Teacher Guide (ISBN: 9798890728401)

REPORTED PUBLIC COMMENT:

This unit teaches students lessons on how to be upstanding members of their community; however, the religious references in this unit's lessons indicate an overwhelming bias towards Christian teachings as all religious references in this unit are from the Christian Bible: The Sermon on the Mount, the excerpt from the Torah (which is part of the Christian Bible), and the story of the Good Samaritan (lesson 6). Further, the curriculum includes takes time to explain who Jesus is, but does not spend the same time to describe who Moses is. To reduce the religious bias in this unit, the Sermon on the Mount (pages 17-18) should be replaced, with other teachings of the Golden Rule such as in Hinduism (mentioned on page 19, Image 1A-4 paragraph) as well as spending equal time on explaining who religious

figures are. It is inappropriate for a public school to show preference towards one religion in its curriculum as it promotes one system of belief onto students who hold a wide variety of faiths.

Publisher Response:

Grade Kindergarten Unit 7 has been revised.

Page Number: 17-18

Location:

Lesson 3, Pages 17-18, Sermon on the Mount

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 7: Teacher Guide (ISBN: 9798890723055)

REPORTED PUBLIC COMMENT:

Why not include stories of the Golden rule from other religions instead of exclusively from the Bible?

Publisher Response:

Grade K Unit 7 Lesson 1 has been revised.

Page Number: 17-19

Location: N/A

URL to Content: N/A

Component: GK: Knowledge Unit 7: Teacher Guide (ISBN: 9798890723055)

REPORTED PUBLIC COMMENT:

Add material. We recommend adding specific content noting the Hindu and Islamic sources for versions of the Golden Rule to help balance the lesson and emphasize for students the existence of the concept in a variety of faith traditions.

Publisher Response:

Grade Kindergarten Unit 7 Lesson 1 has been revised.

Page Number: 18

Location:

Lesson 1: Helping Our Neighbors, pg. 18, Show Image 1A-4: The Golden Rule

URL to Content: N/A

Component: GK: Knowledge Unit 7: Teacher Guide (ISBN: 9798890723055)

REPORTED PUBLIC COMMENT:

Move Section Comments: We recommend presenting the version of the Golden Rule found in Leviticus before the source from the Book of Matthew since Leviticus precedes the Book of Matthew. While the formulation found in the sermon on the mount is commonly used, the version from the Torah would have been the basis of Jesus's use of the idea. There also was a famous Jewish scholar called Hillel who lived before Jesus who is credited as having applied the Leviticus quote to universal values when he said: "What is hateful to you, do not do to your fellow. This is the whole entire Torah; the rest is its explanation. Go and learn."

Publisher Response:

Grade Kindergarten Unit 7 Lesson 1 has been revised.

Page Number: 18

Location:

Lesson 1: Helping Our Neighbors, pg. 18, Show Image 1A-3: Love Your Neighbor

URL to Content: N/A

Component: N/A (ISBN: N/A)

REPORTED PUBLIC COMMENT:

There is a picture depicting the Spanish control. This picture is incorrect. Spanish control went well into Texas and areas not covered in this picture. They were also well into California.
Explanation: You will need to add an accurate picture of the Spanish control and remove this inaccurate information.

Publisher Response:

Grade K Unit 6 image has been revised.

Page Number: 2 A11 Flipbook

Location:

In the Unit on Colonialism and Native Americans

URL to Content: N/A

Component: GK: Knowledge Unit 8: Teacher Guide (ISBN: 9798890723109)

REPORTED PUBLIC COMMENT:

Formatting issue in text at the top of the page -- there's an extra paragraph return after the word "that".

Explanation: Remove extra paragraph return.

Publisher Response:

The errant copy-edit has been corrected.

Page Number: 26

Location:

Top of the page

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 11: Activity Book (ISBN: 9798890723215)

REPORTED PUBLIC COMMENT:

The art should not just focus on that of Christianity and should include other religions.

Publisher Response:

Grade K Unit 11 Lesson 2 has been revised.

Page Number: 29-33

Location:

Entire selection of pages

URL to Content: N/A

Component: GK: Knowledge Unit 11: Teacher Guide (ISBN: 9798890723208)

REPORTED PUBLIC COMMENT:

Original Version: "The word genesis means the origin of something. The word originated with the book of Genesis, which is the first book in the Jewish Torah and the Old Testament of the Christian Bible." Recommended Version: "The word genesis comes from a Greek word which means the origin of something. The word was given to the first book of the Torah in the Greek translation of the Hebrew Bible. Genesis is also the first book in the Christian Bible." Comments: Our recommended edits improve coverage of the origin of the term "Genesis" and its use in modern English translations of the Hebrew and Christian Bibles. The term originally comes from Greek, and was first used when the Hebrew Bible was translated into Greek. We recommend referring to the Hebrew and Christian Bibles respectively, since Jews and Christians both have Bibles. While the Christian Bible includes the Hebrew Bible, the Christian Bible includes books that are not part of Jewish scriptures. Referring to the Hebrew and Christian Bibles honors the sacred texts of both religions, and provides greater clarity for students of all backgrounds.

Publisher Response:

Grade Kindergarten Unit 11 Lesson 3 has been revised.

Page Number: 36

Location:

Lesson 3: Creation, Pg. 36, Essential Background Information and Terms, Background for Teacher

URL to Content: N/A

Component: GK: Knowledge Unit 11: Teacher Guide (ISBN: 9798890723208)

REPORTED PUBLIC COMMENT:

Original Version: "Genesis is the first book in the Bible and the Jewish Torah. The Book of Genesis includes a description of creation. Creation means the act of making or producing something that is new. Many artists have found inspiration for creating art from the words and stories in religious books.

This means that religious books gives artists ideas. They want to retell the stories they read with vivid, or bright, colors and lines. Let's find out how Roelandt Savery used the creation story from the Book of Genesis as inspiration for his painting. To do this, we will read from the story that inspired him."

Recommended Version: "Genesis is the first book in the Torah, the first part of the Hebrew Bible. The Book of Genesis includes a description of creation of the world. Creation means the act of making or producing something that is new. Creation stories help people understand their place in the world. Many artists have found inspiration for creating art from the words and stories in religious books. They want to retell the stories they read with vivid, or bright, colors and lines. Let's find out how Roelandt Savery used the creation story from the Book of Genesis as inspiration for his painting. To do this, we will read from the story that inspired him."

Comments: We recommend rephrasing the first sentence to explain that the Torah is the first part of the Hebrew Bible. We also recommend clarifying the purpose of religious creation stories. These stories contain the worldview and value system of the society which tells them, and the artists covered in the lesson are inspired to express these same themes themselves. This addition will help students better understand the relationship between religious stories and the artistic work based on them. The second sentence about artists and religious books is repetitive with the first sentence so we recommend deletion.

Publisher Response:

Grade Kindergarten Unit 11 Lesson 3 has been revised.

Page Number: 39

Location:

Lesson 3: Creation, Pg. 39, Show Image 3A-2: Roelandt Slavery's The Garden of Eden, par. 2

URL to Content: N/A

Component: GK: Knowledge Unit 11: Teacher Guide (ISBN: 9798890723208)

REPORTED PUBLIC COMMENT:

Original Version: "Later on, the Book of Genesis story starts to describe how the early Earth looked." Recommended Version: "Later on, the Book of Genesis starts to describe the next steps of creation." Comments: The phrasing of this sentence suggests that Genesis describes the early geological history of the earth. Our recommended edits describe the rest of the Book of Genesis in terms that provide a respectful treatment of religious belief, while maintaining a distinction between religious belief and historical or scientific facts.

Publisher Response:

Grade Kindergarten Unit 11 Lesson 3 has been revised.

Page Number: 40

Location:

Lesson 3: Creation, Pg. 40, Show Image 3A-4: Aoki Shigeru's Let There Be Light, par. 1

URL to Content: N/A

Component: GK: Knowledge Unit 11: Teacher Guide (ISBN: 9798890723208)

REPORTED PUBLIC COMMENT:

Original Version: "The Book of Genesis explains that after God created the world, he created humanity in his own image." Recommended Version: "According to the Book of Genesis, after God created the world, he created humanity in his own image." Comments: We recommend adding language to emphasize to students that the account of creation they are learning about is part of the Biblical narrative.

Publisher Response:

Grade Kindergarten Unit 11 Lesson 3 has been revised.

Page Number: 41

Location:

Lesson 3: Creation, Pg. 41, Show Image 3A-6: Roelandt Savery's The Garden of Eden, par. 1

URL to Content: N/A

Component: GK: Knowledge Unit 8: Teacher Guide (ISBN: 9798890723109)

REPORTED PUBLIC COMMENT:

The footer says "Solomon: The Wise King" instead of the actual lesson name.
Explanation: Update the footer with the correct lesson name.

Publisher Response:

The errant copy-edit has been corrected.

Page Number: 5-125

Location:

Footer of all odd-numbered pages from 5-125

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 1: Teacher Guide (ISBN: 9798890728739)

REPORTED PUBLIC COMMENT:

Page 7 - Why would we want young children to look into the lives of current royalty? Many do not actually govern their nation, live off the country's money, and are more like spoiled celebrities with bad behavior. The lessons in this unit should be an introduction to historical kings for historical background purposes only. Page 20 - The current definition of "disadvantages" speaks of having to go to bed before adults. This isn't accurate or helpful to parents. We could define a disadvantage of being a child is that they require more sleep than adults so their body can grow and be as healthy as possible....something with a positive outcome.

Publisher Response:

Grade Kindergarten Unit 8 Lesson 1 has been revised.

Page Number: 7 and 20

Location:

Page 7 - Universal Access Section Page 20 - Definition of "Disadvantages"

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 8: Teacher Guide (ISBN: 9798890723109)

REPORTED PUBLIC COMMENT:

"Renowned for his wisdom, King Solomon has been described as the wisest man who ever lived." This wording does not mention that this description is limited to particular religious circles. Presenting it this way encourages the teacher to pass along a description about Solomon that is essentially a religious claim not shared by all people (or by historians).

Publisher Response:

Grade Kindergarten Unit 8 Lesson 6 has been revised.

Page Number: 70

Location: N/A

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 8: Teacher Guide (ISBN: 9798890723109)

REPORTED PUBLIC COMMENT:

Quran is described s core text of the Muslim faith. It should also be referred to as a "bible." Refers to "Jewish Hebrew Scriptures,"--this is the Hebrew Bible. The materials are inconsistent in how they refer to these texts. Also, Huckleberry Finn and Dante's Inferno are unsuitable references for Kindergarteners

Explanation: Correction: His story is found in the books of 1 Kings and 2 Chronicles from the Hebrew Bible (DELETE the Jewish Hebrew Scriptures,) which are also included in the (DELETE Old Testament of the) Christian Bible. Solomon is also described in the Quran, the (DELETE core text) Bible of the Muslim faith. (DELETE Literary works as diverse as Mark Twain's Huckleberry Finn and Dante's Inferno allude to Solomon,...)

Publisher Response:

Grade Kinder Unit 8 Teacher's Guide has been revised.

Page Number: 74

Location: N/A

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 8: Teacher Guide (ISBN: 9798890723109)

REPORTED PUBLIC COMMENT:

One sentence refers to "Jewish Hebrew Scriptures." This is incredibly awkward, non-standard phrasing. Why not just say "Jewish Bible"?

Publisher Response:

Grade Kindergarten Unit 8 Lesson 6 has been revised.

Page Number: 74

Location: N/A

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 8: Teacher Guide (ISBN: 9798890723109)

REPORTED PUBLIC COMMENT:

The story of King Solomon here is explicitly presented as a religious story, which not only privileges one religion over others, but also serves as an ineffective lesson of what wisdom is. The religious details of the story do not serve to reinforce the point of wisdom - would strongly recommend an example from some other tradition or a non-religious one.

Publisher Response:

Grade K Unit 8 Lesson 6 has been revised.

Page Number: 76

Location:

Lesson 6

URL to Content: N/A

Component: GK: Knowledge Unit 8: Teacher Guide (ISBN: 9798890723109)

REPORTED PUBLIC COMMENT:

Original Version: "How did King David inspire his son to be a great leader? (King Solomon watched his father show wisdom by doing what was right for all people. King David led with honesty and faithfulness to his God, so King Solomon followed his father's example.)" Recommended Version: "How did King David inspire his son to be a great leader? (King Solomon watched his father show wisdom by doing what was right for all people. King David led with honesty and devotion to justice, so King Solomon followed his father's example.)" Comments: We recommend replacing faithfulness to God with devotion to justice as the relevant mark of David's wisdom in this question. While it is not inaccurate to state that King David was faithful to God in the Biblical narrative, this relationship may not be easily grasped by students

who do not come from a background in one of the Abrahamic faiths. Devotion to God is equated with devotion to justice in the Hebrew Bible, and is a much more accessible concept for students from all backgrounds.

Publisher Response:

Grade Kindergarten Unit 8 Lesson 6 has been revised.

Page Number: 80

Location:

Lesson 6: Solomon: The Wise King, pg. 80, Comprehension Question 1.

URL to Content: N/A

Component: GK: Knowledge Unit 10: Teacher Guide (ISBN: 9798890723154)

REPORTED PUBLIC COMMENT:

This presentation is misleading. The curriculum should note whatever their misgivings about slavery and general, both Washington and Jefferson owned slaves. The earlier lessons on Washington and Jefferson in this unit should also note this fact. Students should learn that it took a while for our nation and even some of our greatest leaders to apply the ideal of liberty and equality to enslaved people.

Publisher Response:

Grade Kindergarten Unit 10 Lesson 6 has been revised.

Page Number: 83

Location:

Tell students that many of the Founding Fathers, like Washington and Jefferson, realized that slavery was wrong and founded the country so that Americans could be free. However, when the country was founded, slavery still existed in most countries in the world, including America.

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 3: Teacher Guide (ISBN: 9798890728784)

REPORTED PUBLIC COMMENT:

"Do unto others as you would have them do unto you." is explained as "one of the core values presented in the Bible." "The saying comes from Jesus's Sermon on the Mount Students will study this text more in-depth in Unit 7." This incorrectly states the origins of this teaching. It actually originates in the Hebrew Bible, Leviticus 19:18 "Love your neighbor as yourself." Christianity is presented as the place where this core value is taught. It comes from Judaism, not Christianity. Christianity is presented as the only religion that teaches this value. Jews, Muslims, Christians all teach it. Muslims: Quoran verse 4:36 says "do good to parents, kinsfolk, orphans, those in need, neighbors who are near, neighbors who are strangers..." There is no need to reference religion at all here since this is a universal value. There is no need to mention Jesus sermon on the mount as the principle does not have origins in Jesus nor is it only found in Christianity. The reference is also incorrect as it states it is from "the Bible." If you are quoting Jesus, you are quoting the "Christian Bible." The term "bible" could be Hebrew Bible, Christian Bible, Quoran, etc.

Explanation: DELETE the following: "Do Unto Others as You Would Have Them Do Unto You • Say the phrase Do unto others as you would have them do unto you, and have students repeat it. • Explain to students that the saying do unto others as you would have them do unto you means you should treat other people with the same kindness, respect, and consideration with which you would like to have them treat you and is one of the core values presented in the Bible. • Teacher Note: The saying comes from Jesus's Sermon on the Mount. Students will study this text more in-depth in Unit 7" Instead, use a more modern, universal phrasing, and delete the rest of the incorrect references. Treat others as you would want to be treated is a universal value.

Correction Source: <https://www.thetorah.com/article/love-your-neighbor-how-it-became-the-g...>

Publisher Response:

Grade Kindergarten Unit 3 Lesson 7 has been revised.

Page Number: 90

Location:

URL to Content: [View Publisher Materials](#)

Component: GK: Knowledge Unit 3: Teacher Guide (ISBN: 9798890728784)

REPORTED PUBLIC COMMENT:

Original Version: "Explain to students that the saying do unto others as you would have them do unto you means you should treat other people with the same kindness, respect, and consideration with which you would like to have them treat you and is one of the core values presented in the Bible."

Recommended Version: "Explain to students that the saying do unto others as you would have them do unto you means you should treat other people with the same kindness, respect, and consideration with which you would like to have them treat you and is one of the core values presented in the Hebrew and Christian Bibles." Comments: As elsewhere, we recommend clarifying the difference between the Hebrew and Christian Bibles and emphasizing that the Golden Rule is a fundamental principle of both.

Publisher Response:

Grade Kindergarten Unit 3 Lesson 7 has been revised.

Page Number: 90

Location:

Lesson 7: Goldilocks and the Three Bears, pg. 90, Sayings and Phrases, second bullet.

URL to Content: N/A

Component: GK: Knowledge Unit 3: Teacher Guide (ISBN: 9798890728784)

REPORTED PUBLIC COMMENT:

"Do unto others as you would have them do unto you" is not a moral unique to the Bible, yet it is being introduced here exclusively as something from the Bible. This privileges one religion over all others. Would strongly

recommend adding examples of the same concept from other religions or doing away with the religious framing altogether.

Publisher Response:

Grade Kindergarten Unit 3 Lesson 7 has been revised.

Page Number: 90

Location:

Lesson 7

URL to Content: N/A

Component: GK: Knowledge Unit 3: Activity Book (ISBN: 9798890728777)

REPORTED PUBLIC COMMENT:

"Do unto others as you would have them do unto you" is a concept that is discussed in many other books and religions, but is being shown here as only mentioned in the Bible. This is prioritizing one religion over others. Should either remove the religious context or include examples of this idea from other religions.

Publisher Response:

Grade Kindergarten Unit 3 Lesson 7 has been revised.

Page Number: 90

Location:

Unit 3 Lesson 7 ISBN 979-8-89072-878-4 Page 90

URL to Content: N/A

Component: GK: Knowledge Unit 7: Teacher Guide (ISBN: 9798890723055)

REPORTED PUBLIC COMMENT:

The introduction to this unit states that ..."Students first understand that they are members of the broader communities such as churches..." This assumes that every child is a member of a church. What about the children

who are not members of a church? The teaching of the Good Samaritan mentions Jesus teaching from the Sermon on the Mount, putting one religion above another since this a universal concept included in many religions.

Publisher Response:

Grade Kindergarten Unit 7 Lesson 1 has been revised.

Page Number: p.17,18

Location:

Middle of the page The text for today's story of the Golden Rule features references from the Book of Matthew, a book of the New Testament of the Christian Bible, and Leviticus, a Book of the Jewish Torah and the Old Testament of the Christian Bible, along with references to Islam and Hinduism. The Book of Matthew features a famous sermon, commonly referred to as "The Sermon on the Mount." "Do unto others as you would have done unto you" is a common English phrase to treat people like you would want them to treat you. This lesson helps students understand its origin and it also conveys an important lesson about respecting and caring for other people. • Ask students if they have ever heard of the "Golden Rule": Do unto others as

URL to Content: [View Publisher Materials](#)

Component: N/A (ISBN: N/A)

REPORTED PUBLIC COMMENT:

The teaching "do unto others as you would have them do unto you" is a general moral principle and a fundamental tenet of many belief systems around the world, for example in Buddhism and Confucianism. I would ask that the lesson demonstrate the universality of this teaching as opposed to portraying it as arising solely from the Bible.

Publisher Response:

Grade Kindergarten Unit 3 has been revised.

Page Number: Unit 3, Lesson 7, Page 90

Location: N/A

URL to Content: N/A

Editorial Changes

Component: Grade K Unit 11 Exploring Art Family Support Letter
(English) (ISBN: 9798890724885)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 7 Serving Our Neighbors Family Support
Letter (English) (ISBN: 9798890724670)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 11 Exploring Art Family Support Letter (Spanish) (ISBN: 9798890726346)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 7 Serving Our Neighbors Family Support Letter Spanish (ISBN: 9798890726308)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 8 Skills Teacher Guide (ISBN: 9798890728456)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs 1-13 (Introduction) pgs 14 - 26 (Lesson 1) pgs 27 - 37 (Lesson 2) pgs 38 - 48 (Lesson 3) pgs. 39 - 57 (Lesson 4) pgs. 68 - 79 (Lesson 6) pgs. 99 -107 (Lesson 9) pgs. 119 - 126 (Lesson 11) pg 138 - 148 (Lesson 13) pgs 172 - 181 (Lesson 16) pgs. 182 - 192 (Lesson 17) pgs. 193 - 201 (Lesson 18) pgs. 202 - 211 (Lesson 19) pgs. 212 - 219 (Lesson 20)

Updated Text:

Text edited in lessons 1-4, 6, 9, 11, 13, and 16-20.

Page Number: 1-13, 14 - 26, 27 - 37, 38 - 48, 39 - 57, 68 - 79, 99 -107, 119-126,138-148,172-181,182-192,193-201,202-211,212-219

Location:

Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 6 Lesson 9 Lesson 11 Lesson 13 Lesson 16 Lesson 17 Lesson 18 Lesson 19 Lesson 20

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 2 The Five Senses Teacher Guide (ISBN: 9798890729033)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 5-15 (Lesson 1)

Updated Text:

Text edited in lesson 1.

Page Number: 1-15

Location:

Lesson 1

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 1 Skills Teacher Guide (ISBN: 9798890728203)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 100-112 (Pausing Point)

Updated Text:

Text edited in Pausing Point.

Page Number: 100-112

Location:

Pausing Point

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 6 Skills Teacher Guide (ISBN: 9798890728357)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 13-27

pgs. 133 - 143

Updated Text:

Text edited in lessons 1 and 11.

Page Number: 13-27, 133-143

Location:

Lesson 1 Lesson 11

URL to Content: [View Publisher Materials](#)

**Component: Grade K Unit 1 Nursery Rhymes and Fables Teacher Guide
(ISBN: 9798890728739)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 14-22 (Lesson 1B)

pgs. 61-68 (Lesson 4B)

pgs. 116-123 (Lesson 8A)

pgs. 131-140 (Lesson 9)

pgs. 150-159 (Lesson 11)

Updated Text:

Text edited in lesson 1B, 4B, 8A, 9, and 11.

Page Number: 14-22, 61-68, 116-123, 131-140, 150-159

Location:

Lesson 1B, Lesson 4B, Lesson 8A, Lesson 9, Lesson 11

URL to Content: [View Publisher Materials](#)

**Component: Grade K Unit 10 America Our Great Country Flip Book
(ISBN: 9798890723185)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

1A-5, 8A-7

Updated Text:

Image added.

Page Number: 1A-5, 8A-7

Location:

Lesson 1 and Lesson 8

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 7 Serving Our Neighbors Digital Component
(ISBN: 9798890723079)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2

Updated Text:

Text edited in the Digital Components.

Page Number: 2

Location:

2

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 8 Kings and Queens Teacher Guide (ISBN:
9798890723109)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg. 2 (Intro)

pgs. 5-17 (Lesson 1)

pgs. 18-31 (Lesson 2)

pgs. 70-84 (Lesson 6)

pgs. 89-100 (Lesson 7)

pgs. 101-111 (Lesson 8)

pgs. 126-138 (Lesson 10)

pg. 140 (Unit Review)

Updated Text:

Text edited in introduction and lessons 1, 2, 6-8, 10 and the Unit Review.

Images updated in Lessons 7 and 10.

Page Number: 2, 5-17, 18-31, 70-84, 89-100, 101-111, 126-138, 140

Location:

Intro Lesson 1 Lesson 2 Lesson 6 Lesson 7 Lesson 8 Lesson 10 Unit Review

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 4 Skills Teacher Guide (ISBN: 9798890728272)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 20-31 (Lesson 2)

Updated Text:

Text edited in Lesson 2.

Page Number: 20-31

Location:

Lesson 2

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 5 Skills Teacher Guide (ISBN: 9798890728319)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 23-34 (Lesson 2)

Updated Text:

Text edited in lesson 2.

Page Number: 23-34

Location:

Lesson 2

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 9 Seasons and Weather Teacher Guide (ISBN: 9798890729125)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 23-36 (Lesson 2)

Updated Text:

Text edited in Lesson 2.

Page Number: 23-36

Location:

Lesson 2

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 8 Kings and Queens Activity Book (ISBN: 9798890723116)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg. 27 (UA.2)

Updated Text:

Image updated.

Page Number: 27

Location:

UA.2

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 6 Colonial and Native Americans Flip Book
(ISBN: 9798890723031)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2A-11, 7A-7

Updated Text:

Image updated and one image removed, subsequent image numbers updated.

Page Number: 2A-11, 7A-7

Location:

2A-11, 7A-7

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 5 Farms: From the Ground Up Flip Book
(ISBN: 9798890729064)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2A-3, 2A-4

Updated Text:

Images edited in lesson 2.

Page Number: 2A-3, 2A-4

Location:

Lesson 2

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 11 Exploring Art Teacher Guide (ISBN: 9798890723208)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 32-45 (Lesson 3) pgs. 174-181 (Lesson 15)

Updated Text:

Text edited in lessons 3 and 15.

Page Number: 32-45, 174-181

Location:

Lesson 3 Lesson 15

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 11 Exploring Art Flip Book (ISBN: 9798890723239)

PUBLISHER EDITORIAL CHANGE:

Original Text:

3A-6-3A-7

Updated Text:

Images edited in 3A-6-3A-7.

Page Number: 3A-6-3A-7

Location:

Lesson 3

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 5 Farms: From the Ground Up Teacher Guide (ISBN: 9798890729088)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 5-16 (Lesson 1)
pgs. 17-26 (Lesson 2)
pgs. 27-39 (Lesson 3)
pgs. 40-49 (Lesson 4)
pgs. 50-63 (Lesson 5)
pgs. 87-97 (Lesson 8)
pgs. 98-107 (Lesson 9)

Updated Text:

Text edited in Lesson 1, 2, 3, 4, 5, 8, and 9.

Page Number: 5-16, 17-27, 27-39, 40-49, 50-63, 87-97, 98-107

Location:

Lesson 1
Lesson 2
Lesson 3
Lesson 4
Lesson 5
Lesson 8
Lesson 9

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 4 Plants: How do they Grow? Teacher Guide
(ISBN: 9798890728586)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 5-16 (Lesson 1) pgs. 27 - 38 (Lesson 3)

Updated Text:

Text edited in lesson 1 and 3.

Page Number: 5-16, 27-38

Location:

Lesson 1, Lesson 3

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 6 Colonial and Native Americans Teacher Guide (ISBN: 9798890723017)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

pgs. 5-18 (Lesson 1) pgs. 19-32 (Lesson 2)

pgs. 49-63 (Lesson 4) pgs. 67-79 (Lesson 5)

pgs. 94-107 (Lesson 7) pgs. 108-120 (Lesson 8)

Updated Text:

Text edited in lesson 1-2, 4, 5, 7 and 8.

Page Number: 5-18, 19-32, 49-63, 67-79, 94-107, 108-120

Location:

Lesson 1

Lesson 2

Lesson 4

Lesson 5

Lesson 7

Lesson 8

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890724373)

PUBLISHER EDITORIAL CHANGE:**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. 80-81 (Additional References)

Updated Text:

Text edited in multiple sections.

Page Number: 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

URL to Content: [View Publisher Materials](#)

Component: Grade Kinder Unit 10 America Our Great Country Teacher Guide (ISBN: 9798890723154)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Front Matter pgs. 6-22 (Lesson 1) pgs. 23-34 (Lesson 2) pgs. 35-48 (Lesson 3) pgs. 49 - 60 (Lesson 4) pgs. 61-74 (Lesson 5) pgs. 78-91 (Lesson 6) pgs. 92-106 (Lesson 7) pgs. 106-116 (Lesson 8) pgs. 117-130 (Lesson 9)

Updated Text:

Text edited in unit front matter and lessons 1-9; image added in lesson 1.

Page Number: 6-22, 23-34, 35-48, 49-60, 61-74, 78-91, 92-106, 106-116, 117-130

Location:

Front Matter Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9

URL to Content: [View Publisher Materials](#)

**Component: Grade K Unit 7 Serving Our Neighbors Teacher Guide
(ISBN: 9798890723055)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 7-10 (Introduction) pgs. 11-23 (Lesson 1)
pgs. 51-66 (Lesson 4) pgs. 84-96 (Lesson 6)
pgs. 97-110 (Lesson 7) pgs. 111-124 (Lesson 8)
pgs. 125-137 (Lesson 9) pgs. 138-151 (Lesson 10)

Updated Text:

Text edited in introduction, lessons 1, 4, 6, 7, 8, 9, and 10.

Page Number: 7-10, 11-23, 51-66, 84-96, 97-110, 111-124, 125-137, 138-151

Location:

Introduction Lesson 1
Lesson 4 Lesson 6
Lesson 7 Lesson 8
Lesson 9 Lesson 10

URL to Content: [View Publisher Materials](#)

**Component: Grade K Unit 8 Kings and Queens Flip Book (ISBN:
9798890723130)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

7A-1

Updated Text:

Image updated.

Page Number: 7A-1

Location:

Lesson 7

URL to Content: [View Publisher Materials](#)

Component: Grade K Unit 3 Fairy Tales and Folktales Teacher Guide
(ISBN: 9798890728784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg. 90 (Lesson 7), pgs. 104-106 (Unit Review)

Updated Text:

Text edited in Lesson 7 and the Unit Review.

Page Number: 90, 104-106

Location:

Lesson 7, Unit Review

URL to Content: [View Publisher Materials](#)

Component: All Grade K components (ISBN: 9798890723444)

PUBLISHER EDITORIAL CHANGE:

Original Text:

OER K-5 Reading Language Arts branded throughout

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.

Page Number: throughout

Location:

All Kindergarten components

URL to Content: [View Publisher Materials](#)

Component: K-3 Skills Unit Coach Internalization Guide (ISBN: 9798890724434)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Throughout

Updated Text:

Text edited throughout.

Page Number: Throughout

Location:

Throughout

URL to Content: [View Publisher Materials](#)

Component: K-2 RLA Unit Level Coach Internalization Guide (ISBN: 9798890724410)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Throughout

Updated Text:

Text edited throughout.

Page Number: Throughout

Location:

Throughout

URL to Content: [View Publisher Materials](#)

Component: K-2 Unit Level Teacher Internalization Guide (ISBN: 9798890724403)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Throughout

Updated Text:

Text edited throughout.

Page Number: Throughout

Location:

Throughout

URL to Content: [View Publisher Materials](#)

ELAR, Grade 1 (IMRA)

Program: Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1

SRP Feedback

Component: G1: Knowledge Unit 3: Teacher Guide (ISBN: 9798890727725)

REPORTED FEEDBACK:

Before students turn and talk, have the teacher remind students during turn and talk to use ReadAloud or unit vocabulary in their responses and speak clearly and at an appropriate pace.

Publisher Response:

Grade 1 Unit 3 Lesson 7 has been revised.

Page Number: 100

Location:

TG, U3, L7, "Essential Background Information or Terms"; Turn and Talk

URL to Content: [View Publisher Materials](#)

Component: G1: Knowledge Unit 3: Teacher Guide (ISBN: 9798890727725)

REPORTED FEEDBACK:

Put more details about what story they are going to be accessing prior knowledge with.

Publisher Response:

Grade 1 Unit 3 Lesson 10 has been revised.

Page Number: 39

Location:

TG, K U3, L10, EBS sidebar: Reading/Evaluating Language Choices

URL to Content: [View Publisher Materials](#)

Component: G1: Skills Unit 3: Activity Book (ISBN: 9798890727640)

REPORTED FEEDBACK:

Tell students they are also decoding words with initial consonant blends

Publisher Response:

Grade 3 Unit 3 Lesson 3 has been revised.

Page Number: 40

Location:

Preview Spellings

URL to Content: [View Publisher Materials](#)

Public Comments

Component: N/A (ISBN: N/A)

REPORTED PUBLIC COMMENT:

Reader 1st grade Foundations Skills 1 Reader On page 31 the book has a picture of the girl in bed with her mom. The book states, "Nate and I had a lot of fun. Then, Mom and I slept in a bed next to Nate's bed" This is inappropriate. Why are we introducing boyfriend and girlfriend relationships, embraced by the parent with them sleeping in the same room? This is in line with sexualizing children and teaching the next generation that this is normal. This is not normal for mom to pay for a ticket to go to a foreign country after meeting someone at camp. This looks like a girlfriend and boyfriend. They embrace on page 28. This will cause inappropriate discussion in the classroom and the teacher will be having to spend time on appropriate hugs and when you should be doing that with a boy. That is the parent's job and we should not be placing the teacher in the position to be parent or to address this because we inserted it into the curriculum. I am also not sure why there needs to be a bed scene for first graders. They fly across the world to see a friend she met at camp and then they sleep in the same room. Look at the mom's face in the picture. p. 31 What does that say to you as an adult? Furthermore, it introduces concepts and themes that are unnecessary to discuss with first graders. These pages need to be struck entirely from the books. In the instruction for specialization in reading I received in college, the idea behind the picture book is that the pictures are telling a message. This is not a picture book, but the pictures are telling a story. Why did the author choose these pictures as content in this book? Children and teachers alike in the foundational reading years spend time learning to comprehend and develop skills of comprehension through pictures. We were taught to see the deeper meaning and understanding of the pictures. This content in pictures is representing a message. In regard to the marketing, this is not a global product and a Texas product. This book if it were a Texas product would be trips around Texas. It reminds me of the TEKS that were not brought forward where global themes were represented in the lower grades instead of community, Texas and United States. I don't see our great Texas places being represented in the product. There are stories and TEKS in the OER, but this goes beyond and creates new unofficial TEKS of global themes. In conclusion, this inappropriate content with relationships for first graders. The OER is pitched as a Texas theme. This is not Texas and is continuing global over community, state and country from grade to grade. The bedroom scene and the hug scene need to be removed from the book.

Publisher Response:

Grade 1 Unit Reader has been updated.

Page Number: N/A

Location:

Flipbook Unit One

URL to Content: N/A

Component: G1: Knowledge Unit 5: Teacher Guide (ISBN: 9798890729316)

REPORTED PUBLIC COMMENT:

Corrections and concerns about K-5 ELR skills adopted by TEA English version letter to Families for K-5 ELA materials. 1st paragraph, 2nd sentence. Fragment: Knowledge that sparks curiosity and wonder and enables all children to discover the world. ←omit the word that, so you will have a complete sentence rather than a fragment. K-5 Independent Reading Guide Page 5, 1st paragraph, 1st sentence. Remove plural to create subject verb agreement in this sentence: Step into OER K-5 Reading Language Arts Independent Reading KINDERGARTEN-GRADE 2: GROWING AND LEARNING In the early grades, OER K-5 Reading Language Arts instructional materials focuses on vocabulary and listening comprehension development through carefully sequenced, content-rich Read-Alouds as well as systematic instruction in reading and writing skills. ←should read: instructional materials focus on vocabulary and listening comprehension . . . 3rd to last paragraph, last sentence into 4th paragraph: Each paragraph must maintain its original topic. This paragraph is split, yet the topic is carried forward. It enables us to become better citizens. However, in order to become successful and engaged independent readers, students need tools to evaluate and select texts on their own. ←should read: It enables us to become better citizens; however, in order to become successful and engaged independent readers . . . Page 6 2nd paragraph, 2nd sentence: This resource includes best practices and strategies for English Language Learners, Gifted/Talented Students, Dual Language Students, and students with disabilities that can be integrated into your independent reading practice. ←reword to avoid confusion. This reads as if students with disabilities can be integrated into the reading practice. Should read: This

resource includes best practices and strategies that can be integrated into your independent reading practice for English Language Learners, Gifted/Talented Students, Dual Language Students, and students with disabilities. Step 3 Page 12 Discussion and Debate–Debate suggests/ implies a winner. Rather than “pitting” students against each other in a Debate, why not offer Discussion and Dialogue, whereby students feel like they are all working together to view the pros, cons, and concerns a book may present? Discussion is spoken, but dialogue can be spoken or written. I write with minor concerns regarding some of the grammar errors I have noted above. As a retired high school English and journalism teacher and later a college and university professor, I applaud the work you are doing. Nevertheless, we all need a good editor now and then. I am hoping these minor corrections are noted.

Publisher Response:

Grade 1 Unit 5 has been revised.

Page Number: N/A

Location:

I have included the description of the locations in my comments.

URL to Content: N/A

Component: G1: Knowledge Unit 1: Teacher Guide (ISBN: 9798890722867)

REPORTED PUBLIC COMMENT:

On page 103, it says "Remind them that this saying is called the Golden Rule; it comes from the Bible when Jesus gave the Sermon on the Mount." This statement is inaccurate. As previously stated in my comments on the golden rule in the kindergarten curriculum, this is an unnecessary reference to Christianity. Furthermore, the golden rule is present in other religions besides Christianity, yet they are not mentioned.

Publisher Response:

Grade 1 Unit 1 Lesson 8 has been revised.

Page Number: 103

Location:

URL to Content: [View Publisher Materials](#)

Component: G1: Knowledge Unit 10: Teacher Guide (ISBN: 9798890729774)

REPORTED PUBLIC COMMENT:

The conclusion of the Prodigal Son shares a wonderful theme of unconditional love. I noticed that it gave the example of a parents love for a child, which was clear in the text. Unfortunately in some households, this does not hold true. I think the sentence should be kept in the text, but maybe add an asterisk for teachers to consider student circumstances, just to prepare for what may be a tough topic for some children. :(

Publisher Response:

Grade 1 Unit 10 has been revised.

Page Number: 117

Location:

End of the page

URL to Content: [View Publisher Materials](#)

Component: G1: Knowledge Unit 7: Teacher Guide (ISBN: 9798890729729)

REPORTED PUBLIC COMMENT:

As an experienced classroom teacher, I understand the importance of background knowledge. For example, when studying Da Vinci's "The Last Supper" referring to the Bible to understand the event depicted, makes sense. However, when studying the Liberty Bell, stating that it "reminded [the Founding Fathers] of how God helped free the Hebrew people in the Bible" which is subjective, is a whole other thing. Finding ways to insert Christian theology into a public school curriculum is wrong headed. We need a balanced teaching space for our kids. And I mean all kids – Christians, Muslims, Jews, those who practice any, all or no religion in their home. Using the importance of background knowledge as way to open the

door to teach Christianity violates the rights of a whole lot of parents. Referring to a Bible passage for perspective is way different than references that include the parable of the good Samaritan in a social studies unit and the teaching of “do unto others as you would have them do unto you” in a kindergarten unit about fairy tales and folktales. The materials note that the golden rule is a “core teaching of the Bible” that comes from “Jesus’ sermon on the mount.” Those are straight up Bible school lessons. Amplify, a curriculum publisher that crafted the latest piloted state curriculum, which according to TEA showed student gains in schools in the pilot program, refused to insert more biblical content without balancing it with other religious references. So TEA sought out Hillsdale College and Texas Public Policy Foundation – both conservative Christian vendors, one of which tried to require that the Ten Commandments be posted in public school classrooms, to create our statewide curriculum. We have to ask why? Why leave a non-religiously affiliated vendor who has produced a successful curriculum and seek out two very conservative Christian vendors? This is not hard to understand. I find it offensive that some legislators are claiming the curriculum provides teachers with a break in lesson planning. No teacher ever has opened up a teacher’s guide and just taught. No good teacher. In any case, teachers are not leaving education because they spend too much time on curriculum. They are leaving because they are undervalued and underpaid. Maybe our legislators got it wrong. Instead of spending millions of dollars of public funds on Bible lessons for our public schools how about paying teachers a professional salary and fully funding our schools? Now comes the carrot, the per student funding amount, the ADA, has not increased since 2019. We all understand inflation over the last 5 years. The state legislature did not pass the public school funding bill in the last session because it was tied to the school voucher requirement which was voted down. Right now, school districts across the state are laying off teachers and staff due to funding deficits. School districts that choose to adopt this curriculum will receive an extra \$60 per student. Let that sink in. Cash strapped districts will have to choose between a religious based curriculum and the money they desperately need because our governor and many legislators are sitting on \$32.7 billion dollar surplus rather than adequately funding our kids’ schools. As our State Board of Education members, you are tasked with choosing educational materials that meet the needs of and are in the best interests of all of our kids. This curriculum does not meet those standards. It is rooted in politics and controversy, not best educational practices. Please do not adopt this divisive curriculum. We have better choices.

Publisher Response:

Grade 1 Unit 7 Lesson 12 has been revised.

Page Number: 16

Location:

Kindergarten Unit 7 Helping Our Neighbors - Teacher's Guide page 16

URL to Content: [View Publisher Materials](#)

Component: G1: Knowledge Unit 8: Teacher Guide (ISBN: 9798890722911)

REPORTED PUBLIC COMMENT:

The notes for the teacher in this paragraph seem to imply that one of the reasons for the American Revolution was religious control by the British. This is not factual as the religious control by the British was the reason for colonization, not the revolution. The curriculum should be clear on the difference between reasons for colonizing and reasons for starting a revolution as to not confuse the students.

Publisher Response:

Grade 1 Unit 8 Lesson 12 has been revised.

Page Number: 175

Location:

Unit 8, lesson 12, page 175, paragraph 2

URL to Content: [View Publisher Materials](#)

Component: G1: Knowledge Unit 8: Teacher Guide (ISBN: 9798890722911)

REPORTED PUBLIC COMMENT:

"You learned about our Founding Fathers in earlier lessons. Remember that they worked together to create a new government and believed the nation's people should be free and united. They did not like being controlled by the

British government. Do you remember what the British were trying to control? [Remind students that one of the many things they tried to control was their religious beliefs. Remind students that this means the British tried to control their thoughts about God, how to pray, and where to go to church.]"

Explanation: 1. The focus here on religious freedom is factually inaccurate. The two Continental Congresses before the Revolution did **not** focus on religious freedom as a major issue. They tackled a whole host of other issues. Why doesn't the curriculum address issues that the Founders actually discussed instead of making one up? 2. The two religion-related matters the Continental Congresses **did** address were complaints that Britain had "established" the Roman Catholic church in Quebec (it hadn't) and complaints that one of the colonies, not the British, was interfering with religious freedom. Massachusetts Baptists complained about the colonies established church and the use of tax money to support it. Important Founders dismissed the concern. At this point, the most immediate threats to religious freedom in the colonies were the colonies' own established churches. 3. At this point, a variety of churches existed in the Colonies. The British were not trying to "control their thoughts about God, how to pray, and where to go to church."

Correction Source: <https://www.law.cornell.edu/constitution-conan/amendment-1/continental-...>

Publisher Response:

Grade 1 Unit 8 Lesson 12 has been revised.

Page Number: 175

Location: N/A

URL to Content: [View Publisher Materials](#)

Component: G1: Knowledge Unit 8: Teacher Guide (ISBN: 9798890722911)

REPORTED PUBLIC COMMENT:

"The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a

long time ago in ancient Egypt."

Explanation: 1. The Liberty Bell was not "designed to celebrate our freedom from being controlled by the British and our freedom to pray." A Pennsylvania colonial legislator ordered it in 1751, long *before* Americans had won their freedom. So the current wording is inaccurate and anachronistic. 2. The British had never denied colonists the right to pray per se, so that wording is confusing, nor to my knowledge is there any evidence the creator of the bell ever specified that as the reason for the inscription. 3. The Liberty Bell's inscription was not widely known in the Revolutionary period or the early Republic. 4. The wording reserves the use of the term "Bible" for the Christian Bible while declining to use it in reference to the Jewish Bible, reflecting religious bias. Perhaps the wording "was inspired by a story in the Bible" would be sufficient. 5. Perhaps the curriculum could note the specific context of the biblical passage from which the inscription comes, Leviticus 25. That passage prescribes debt relief and the freeing of enslaved people every 50 years.

Correction Source: <https://www.nps.gov/inde/learn/historyculture/stories-libertybell.htm> <https://www.bibleodyssey.net/articles/jubilee-year/>

Publisher Response:

Grade 1 Unit 8 Teacher's Guide has been revised.

Page Number: 175-176

Location: N/A

URL to Content: N/A

Component: G1: Knowledge Unit 8: Teacher Guide (ISBN: 9798890722911)

REPORTED PUBLIC COMMENT:

While explaining the quote on the Liberty Bell, the curriculum goes in depth in the story of Exodus. However, the image for this section is Washington's Bible, which not mentioned at all and the majority of the details of the story are unnecessary to explain the quote on the Liberty Bell. In fact, the paragraph 2 on page 176 is sufficient to describe this quote. To spend time going over this religious story distracts from the lesson and touts the line of religious instruction. Also this section includes this sentence: "The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray." which is factually incorrect. The

Liberty Bell was originally created to celebrate the founding of Pennsylvania, and later become a symbol of general freedom. It was not designed for "our freedom to pray" and later became of symbol of more than just religious liberty

Publisher Response:

Grade 1 Unit 8 Lesson 12 has been revised.

Page Number: 175-176

Location:

Unit 8, Lesson 12, pages 175-176

URL to Content: [View Publisher Materials](#)

Component: G1: Knowledge Unit 8: Activity Book (ISBN: 9798890722928)

REPORTED PUBLIC COMMENT:

The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled "Exploring America's Symbols." On p. 170, teachers are told to "Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe." Later in the lesson, on pp. 175-76, teachers are instructed to show a photograph of George Washington's Bible, while reading, "The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in

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

Explanation: The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled “Exploring America’s Symbols.” On p. 170, teachers are told to “Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of the Founding

Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe.” Later in the lesson, on pp. 175-76, teachers are instructed to show a photograph of George Washington’s Bible, while reading, “The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. It was called the Promised Land because they believed God had promised it to their forefather many years before. Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow—laws that were designed to help ensure that the Hebrew people lived in peace in the freedom of their new land.” Then, on p. 176, teachers are told to show a photograph of the Liberty Bell while reading, “The motto on the Liberty Bell was one of those laws and it states: ‘Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.’ The Founding Fathers chose to put that law as a motto on the Liberty Bell because it reminded them of how God helped free the Hebrew people in the Bible.” There are many factual errors in this mythological history. Washington, Jefferson and other founders discussed in this lesson had nothing to do with the Liberty Bell or choosing of the inscription. According to the National Park Service, which manages the Liberty Bell Center: “The Liberty Bell’s inscription is from the Bible (King James version): ‘Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof.’ This verse refers to the ‘Jubilee’, or the instructions to the Israelites to return property and free slaves every 50 years. Speaker of the Pennsylvania Assembly Isaac Norris chose this inscription for the State House bell in 1751, possibly to commemorate the 50th anniversary of William Penn’s 1701 Charter of Privileges which granted religious liberties and political self-government to

the people of Pennsylvania. The inscription of liberty on the State House bell (now known as the Liberty Bell) went unnoticed during the Revolutionary War. After the war, abolitionists seeking to end slavery in America were inspired by the bell's message." In addition to being incorrect, this telling of American history mythologizes the founders, overstates their religious intentions for the new country, and silences any mention of slavery in the colonies and the United States prior to the Civil War, promoting an exclusionary narrative of Christian nationalism – an ideology that merges Christian and American identities. It also threatens to limit the importance of a Biblical narrative by equating it with a limited version of the Founding narrative. For children and teachers who are not Christian, this instructional framework sends the message that they do not fully belong. It is a harmful irony that in attempting to teach about religious freedom, this curriculum limits the religious freedom of children in public schools.

Correction Source: National Park Service:

<https://www.nps.gov/inde/learn/historyculture/stories-libertybell.htm#:....>

Publisher Response:

Grade 1 Unit 8 has been revised.

Page Number: 175-176

Location: N/A

URL to Content: N/A

Component: G1: Knowledge Unit 1: Teacher Guide (ISBN: 9798890722867)

REPORTED PUBLIC COMMENT:

"Aesop lived in ancient Greece and was known as a man of strong religious conviction who followed the polytheism and gods of the Greeks. He collected those fables for an explicitly religious purpose."

Explanation: 1. It is not clear that Aesop ever existed. He may be a legendary figure that became associated with these fables at some point. 2. If Aesop did exist, there is no evidence to suggest that he collected these fables. The first collection did not appear until well after the time period in which he supposedly lived. 3. It is not at all clear why the curriculum says Aesop was a "man of strong religious conviction." A novelistic "biography" written a thousand years after his supposed life describes respectful interaction with deities, as is common for such works. 4. Although a small percentage of

Aesop's fables include religious elements such as references to the gods, it is factually inaccurate to say that they were collected for an "explicitly religious purpose." Absolutely no evidence suggests that. (The curriculum appears to make this claim so that its creators can say that Jesus' parable is not the only religious material in the unit.) 5. This curriculum often gives the appearance of simply making things up.

Correction Source: <https://iep.utm.edu/aesop/>
<https://www.britannica.com/biography/Aesop>

Publisher Response:

Grade 1 Unit 1 Lesson 1 has been revised.

Page Number: 2

Location: N/A

URL to Content: [View Publisher Materials](#)

Component: G1: Knowledge Unit 8: Teacher Guide (ISBN: 9798890722911)

REPORTED PUBLIC COMMENT:

I have grave concerns about this curriculum. Using this one chapter as an example, I do not believe it is realistic in its expectations for teachers and students. On p. 23, the expectation is set that the information in this chapter can be taught in 60 minutes of instructional time. The students are first graders: 6 and 7 year olds. I know from my experience as a degreed educator, a parent and a pastor that many first graders are not proficient in reading and writing. I have concerns about a curriculum that expects children of this age to concentrate, consume and understand large amounts of new and complex information, including: vocabulary, history, government, and themes of justice and oppression, with just one break recommended after the first 40 minutes of intense learning. In 60 minutes of instructional time, students are supposed to learn 5 core vocabulary words and 5 sayings or phrases; they are supposed to understand the concept of "parliament" as compared to "congress;" they are introduced to and expected to grasp the concept of taxation and "taxation without representation;" they are to learn about the Sons of Liberty and the Boston Tea Party; they are introduced to the First Continental Congress and the concept of representative government; they are introduced to George Washington, Benjamin Franklin, and Thomas Jefferson; the concept of

boycotting British goods is introduced; and they are introduced to the categories of Loyalists and Patriots. Ten minutes are allowed to discuss five questions to check for comprehension on: taxes, representatives, Parliament, taxation without representation, the Boston Tea Party, and the First Continental Congress. The culminating "Exit Pass" states: On an index card, respond to the following with a sentence: How and why did the Sons of Liberty respond to the taxes the British Parliament was making the colonists pay? (Answers will vary but should include that they responded with the Boston Tea Party because they did not think they should be taxed when they were not represented in Parliament.) I have asked friends who are currently teaching this grade level, and they assure me that it is not realistic to expect a 6 year old to be able to write a sentence that conveys that the people "were not represented in Parliament." Everyone I have shown this to believes this is a realistic expectation for a 4th or 5th grader, not a first grader. I do not have time to review this curriculum in its entirety; however, I am very concerned about these expectations. I don't believe this lesson can be properly taught to children this age in 60 minutes, nor do I believe it is age-appropriate to do so. I have looked up the credentials of every member of the OER Advisory Board, and I can find only one member, Dr. Sharon Vaughn, who appears to have knowledge of how to teach reading to public school students. One of the stated purposes of this Board is to ensure that the curriculum is "suitable for the age of the students at the grade level for which the materials are developed." It is not clear to me how the majority of members of this Board are qualified to do this, as only Eddie Lucio, Jr. and Dr. Vaughn appear to have experience in Texas public school classrooms. I do not believe this first grade curriculum meets this standard. In researching this curriculum, I share the concern of many citizens about the overt religious themes that have been inserted into the lessons. Reading the biographies of the OER Advisory Board, it is clear that a strong evangelical Christian bias is present on this Board. In addition to my concerns that this curriculum is not suitable pedagogically, I write in protest of an attempt to infuse religious indoctrination in our public schools. I agree that it is suitable and valuable to teach our students about the beliefs of major world religions; however, that is very different from teaching the Bible while emphasizing (not at all subtly) that the U.S. is a Christian nation. As a Christian pastor, I object. It is the parents' right to provide religious instruction for their children that they believe is aligned with their family values, and it is a violation of that right for public schools to provide religious indoctrination. I see that school districts are given the highest financial incentives to teach this specific curriculum. I fear many of them

will. I know the state has already spent millions of dollars on it, so I anticipate that it will be pushed through and taught to our children. Does the SBOE truly believe that this lesson I've outlined is a realistic lesson plan for this age level? My understanding is that far too many of our students are not learning how to read properly. Many of them have ADHD and other learning differences. First graders are wiggly! This lesson sounds to me like it would be suitable for a much older child and I fail to see how this will help our children learn to read.

Publisher Response:

Grade 1 Unit 8 Lesson 1 has been revised.

Page Number: 22-37

Location:

My comment involves this entire chapter.

URL to Content: [View Publisher Materials](#)

Component: G1: Knowledge Unit 8: Teacher Guide (ISBN: 9798890722911)

REPORTED PUBLIC COMMENT:

"A baptism is a Christian religious ceremony, which is an expression of religious freedom." The connection to religious freedom in this context and with this wording is odd and potentially confusing. Baptisms, like other religious ceremonies, are done in a variety of contexts, some reflecting religious freedom and others not. The reference to religious freedom should be omitted.

Publisher Response:

Grade 1 Unit 8 Lesson 1 has been revised.

Page Number: 26

Location: N/A

URL to Content: N/A

Component: G1: Knowledge Unit 8: Teacher Guide (ISBN: 9798890722911)

REPORTED PUBLIC COMMENT:

The quote from Thomas Jefferson: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness." is explained as him meaning that "When Thomas Jefferson wrote "all men are created equal," "endowed by their Creator with certain unalienable Rights," he meant all men and women are equal in the eyes of God, and all people should be equal under the laws of our country." However, when analyzing this quote, Jefferson is saying that all people were created equal by God and have certain rights (which include Life, Liberty, and the pursuit of happiness) given to them by God which the government cannot take away. I do not feel that the analysis and explanation of the quote in the textbook properly explains what Jefferson meant.

Publisher Response:

Grade 1 Unit 8 Lesson 5 has been revised.

Page Number: 75

Location:

Unit 8, Lesson 5, page 75

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Grade 1 Unit 4 Skills Reader (ISBN: 9798890728067)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1

Updated Text:

Image updated.

Page Number: 1

Location:

"The Green Fern Zoo"

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 1 Skills Activity Book (ISBN: 9798890728821)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1-2, 31-32, 97 - 185

Updated Text:

Edit made to a character name throughout and text edited.

Page Number: 1-2, 31-32, 97 - 185

Location:

1-2, 31-32, 97 - 185

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 1 Sharing Stories Teacher Guide (ISBN: 9798890722867)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-5 (introduction)

pgs. 31-40 (Lesson 3)

pgs. 41-51 (Lesson 4)

pgs. 52-63 (Lesson 5)

pgs. 64-74 (Lesson 6)

pgs. 78-90 (Lesson 7)

pgs. 91-104 (Lesson 8)

pgs. 107-120 (Lesson 9)

Updated Text:

Text edited in Introduction, lesson 3, 4, 5, 6, 7, 8 and 9.

Page Number: 1-5 31-40 41-51 52-63 64-74 78-90 91-104 107-120

Location:

Introduction

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 4 Skills Teacher Guide (ISBN: 9798890728036)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-8 (Introduction) pgs. 9-259 (Lessons 1-23)

Updated Text:

Text edited in the Unit Introduction and Lessons 1-23.

Page Number: 1-8, 9-259

Location:

Introuciton Lessons 1-23

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 1 Skills Reader (ISBN: 9798890728869)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg. 1 (1.1)

pgs. 32-34 (The Flag Shop)

throughout

Updated Text:

Text edited in activity page 1.1. Edit made to a character name throughout, images updated. Image edited in The Flag Shop.

Page Number: 1.1 and throughout 32-34

Location:

throughout

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 7 Skills Reader (ISBN: 9798890727718)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 14-21 ("The Red Dish") pgs. 26-31 ("The Holiday")

Updated Text:

Text edited in "The Red Dish" and "The Holiday," as well as one edit to a character name throughout. Images updated.

Page Number: 14-21, 26-31

Location:

"The Red Dish" "The Holiday"

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 7 Skills Teacher Guide (ISBN: 9798890727688)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

pgs. 17-26 (Lesson 2)

pgs. 27-35 (Lesson 3)

pgs. 64-74 (Lesson 7)

pgs. 85-95 (Lesson 9)

pgs. 96-105 (Lesson 10)

pgs. 116-124 (Lesson 12)

pgs. 125-134 (lesson 13)

pgs. 165-173 (Lesson 17)

pgs. 174-179 (Lesson 18)

pgs. 243-275 (Additional Support)

Updated Text:

Text edited in lessons 2, 3, 7, 9, 10, 12, 13, 17, 18 and "Additional Support" and one edit made to a character name throughout.

Page Number: 17-26, 27-35, 64-74, 85-95, 96-105, 116-124, 125-134, 165-173, 174-179, 243-275

Location:

Lesson 2

Lesson 3

Lesson 7

Lesson 9

Lesson 10

Lesson 12

Lesson 13

Lesson 17

Lesson 18

Additional Support

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 1 Skills Teacher Guide (ISBN: 9798890728838)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 19-33 (Lesson 1) pgs. 34-50 (Lesson 2) pgs. 118-135 (Lesson 10) throughout

Updated Text:

Text edited in lessons 1 and 2. Edit made to a character name throughout, images updated.

Page Number: 19-33, 34-50, 118-135, throughout

Location:

Lesson 1 Lesson 2 Lesson 10 throughout

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 5 Skills Teacher Guide (ISBN: 9798890729262)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 23-36 (Lesson 2)

pgs. 47-57 (Lesson 4)

pgs. 66-77 (Lesson 6)

pgs. 89-101 (Lesson 9)

pgs. 135-147 (Lesson 12)

pgs. 148-159 (Lesson 13)

pgs. 160-173 (Lesson 14)

pgs. 221-230 (Lesson 19)

pgs. 239-248 (Lesson 21)

Updated Text:

Text edited in lessons 2, 4, 6, 9, 12, 13, 14, 19, and 21.

Page Number: 23-36, 47-57, 66-77, 89-101, 135-147, 148-159, 160-173, 221-230, 239-248

Location:

Lesson 2

Lesson 4

Lesson 6

Lesson 8

Lesson 9

Lesson 12

Lesson 13

Lesson 14

Lesson 19

Lesson 21

URL to Content: [View Publisher Materials](#)

Component: Grade I Unit 3 Skills Big Book (ISBN: 9798890727671)

PUBLISHER EDITORIAL CHANGE:

Original Text:

24-28

Updated Text:

Images edited in "The Hares and the Frogs."

Page Number: 25 - 27

Location:

"The Hares and the Frogs"

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 3 Skills Reader (ISBN: 9798890727664)

PUBLISHER EDITORIAL CHANGE:

Original Text:

24-28

Updated Text:

Text edited in "The Hares and the Frogs."

Page Number: 25 - 27

Location:

"The Hares and the Frogs"

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 7 Skills Activity Book (ISBN: 9798890727695)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 33 & 34 ("The Red Dish")

Updated Text:

Text edited in "The Red Dish" as well as one edit to a character name throughout. Images updated.

Page Number: 33 and throughout

Location:

"The Red Dish"

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 6 Animals and Habitats Teacher Guide (ISBN: 9798890728623)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 34-47 (Lesson 3)

pgs. 48-64 (Lesson 4)

pgs. 71-84 (Lesson 5)

pgs. 85-100 (Lesson 6)
pgs. 101-114 (Lesson 7)
pgs. 115-129 (Lesson 8)

Updated Text:

Text edited in lessons 3, 4, 5, 6, 7, and 8.

Page Number: 34-47, 48-64, 71-84, 85-100, 100-114, 115-129

Location:

Lesson 3
Lesson 4
Lesson 5
Lesson 6
Lesson 7
Lesson 8

URL to Content: [View Publisher Materials](#)

**Component: Grade 1 Unit 3 Early American Civilizations Teacher Guide
(ISBN: 9798890727725)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 35-45 (Lesson 3)

pgs. 46-59 (Lesson 4)

pgs. 64-78 (Lesson 5)

pgs. 79-94 (Lesson 6)

pgs. 95-107 (Lesson 7)

pgs. 108-121 (Lesson 8)

pgs. 126-140 (Lesson 9)

pgs. 141-155 (Lesson 10)

Updated Text:

Text edited in lesson 3, 4, 5, 6, 7, 8, 9, and 10.

Page Number: 35-45, 46-59, 64-78, 79-94, 95-107, 108-121, 126-140, 141-155

Location:

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Lesson 10

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 9 Heading West Teacher Guide (ISBN: 9798890728883)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 35-48 (Lesson 3)

pgs. 66-76 (Lesson 5)

pgs. 88-102 (Lesson 7)

pgs. 103-115 (Lesson 8)

pgs. 116-128 (Lesson 9)
pgs. 129-144 (Lesson 10)
pgs. 145-158 (Lesson 11)

Updated Text:

Text edited in lessons 3, 5, 7, 8, 9, 10, and 11.

Page Number: 35-48, 66-76, 88-102, 103-115, 116-128, 129-144, 145-158

Location:

Lesson 3
Lesson 5
Lesson 7
Lesson 8
Lesson 9
Lesson 10
Lesson 11

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 3 Skills Teacher Guide (ISBN: 9798890727633)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 36-49 (Lesson 3)
pgs. 192-202 (Lesson 17)

Updated Text:

Text edited in lesson 3 and 17.

Page Number: 36-49

Location:

Lesson 3
Lesson 17

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 1 Skills Big Book (ISBN: 9798890728852)

PUBLISHER EDITORIAL CHANGE:

Original Text:

4 - 81

Updated Text:

Edit made to a character name throughout, images updated.

Page Number: 4 - 81

Location:

All

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 4 Astronomy Teacher Guide (ISBN: 9798890729224)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 5-18 (Lesson 1)

pgs. 33-48 (Lesson 3)

pgs. 66-81 (Lesson 5)

pgs. 90 - 103 (Lesson 6)

pgs. 120-134 (Lesson 8)

Updated Text:

Text edited in Lessons 1, 3, 5, 6 and 8.

Page Number: 5-18, 33-48, 66-81, 90-103, 120-134

Location:

Lesson 1

Lesson 3

Lesson 5

Lesson 6

Lesson 8

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 2 The Human Body Teacher Guide (ISBN: 9798890729170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs, 5-19 (Lesson 1)

pgs. 32-43 (Lesson 3)

pgs. 109-123 (Lesson 9)

pgs. 124-235 (Lesson 10)

Updated Text:

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

Page Number: 5-19, 32-43, 109-123, 124-235

Location:

Lesson 1

Lesson 3

Lesson 9

Lesson 10

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890724373)

PUBLISHER EDITORIAL CHANGE:

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. 80-81 (Additional References)

Updated Text:

Text edited in multiple sections.

Page Number: 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

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 7 Fairy Tales Teachers Guide (ISBN: 9798890729729)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 6-23 (Lesson 1)
pgs. 24-40 (Lesson 2)
pgs. 41-56 (Lesson 3)
pgs. 57-70 (Lesson 4)
pgs. 71-85 (Lesson 5)

pgs. 127-140 (Lesson 8)
pgs. 158-171 (Lesson 10)
pgs. 172-186 (Lesson 11)

Updated Text:

Text edited in lessons 1, 2, 3, 4, 5, 8, 10 and 11.

Page Number: 6-23, 24-40, 41-56, 57-70, 71-85, 127-140, 158-171, 172-186

Location:

Lesson 1
Lesson 2
Lesson 3
Lesson 4
Lesson 5
Lesson 8
Lesson 10
Lesson 11

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 8 American Independence Teacher Guide
(ISBN: 9798890722911)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 7-21 (Lesson 1), pgs. 111-123 (Lesson 8), pgs. 151-164 (Lesson 11). pgs. 165-181 (Lesson 12)

Updated Text:

Text edited in lesson 1, 8, 11 and 12.

Page Number: 7-21, 111-123, 151-164, 165-181

Location:

Lesson 1, Lesson 8, Lesson 11, Lesson 12

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 6 Skills Teacher Guide (ISBN: 9798890729811)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-248 (Lessons 1-25)

Updated Text:

Text edited in TEKS footers and throughout lessons.

Page Number: 7-248

Location:

Teacher Guide

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 6 Skills Reader (ISBN: 9798890729842)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 80 - 85 ("The Harvest Marvel")

Updated Text:

Text edited in "The Harvest Marvel."

Page Number: 80

Location:

"The Harvest Marvel"

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 10 Adventure Stories Teacher Guide (ISBN: 9798890729774)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 86 - 99 (Lesson 8)

Updated Text:

Text edited in lesson 8.

Page Number: 86-99

Location:

Lesson 8

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Unit 2 Skills Teacher Guide (ISBN: 9798890729989)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

pgs. 9-23 (Lesson 1)

pgs. 73-84 (Lesson 6)

pgs. 85-96 (Lesson 7)

pgs. 115-125 (Lesson 10)

pgs. 137-148 (Lesson 12)

pgs. 178-185 (Lesson 16)

pgs. 185-195 (Lesson 17)

Updated Text:

Text edited in lessons 1, 6, 7, 10, 12, 16 and 17.

Page Number: 9-23, 73-84, 85-96, 115-125, 137-148, 178-185, 185-195

Location:

Lesson 1

Lesson 6

Lesson 7

Lesson 10

Lesson 12

Lesson 16

Lesson 17

URL to Content: [View Publisher Materials](#)

Component: All Grade 1 components (ISBN: 9798890723451)

PUBLISHER EDITORIAL CHANGE:

Original Text:

OER K-5 Reading Language Arts branded throughout

Updated Text:

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

Page Number: throughout

Location:

All Grade 1 components

URL to Content: [View Publisher Materials](#)

ELAR, Grade 2 (IMRA)

Program: Bluebonnet Learning Grade 2 Reading Language Arts, Edition 1

SRP Feedback

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

REPORTED FEEDBACK:

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

Publisher Response:

Grade 2 Unit 11 Lesson 14 has been revised.

Page Number: 157

Location:

TG, U11, L14, Application: Editing and Practicing

URL to Content: [View Publisher Materials](#)

Public Comments

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

REPORTED PUBLIC COMMENT:

While there are many problems with the proposed curriculum and its infusion of Bible stories and Christian theology into lessons on reading and language arts, this comment focuses on problematic aspects of how the curriculum discusses religious freedom. One theme throughout the curriculum is the supreme importance of religious freedom in United States history, starting with the motivations of the colonists. While religious freedom is certainly an important American ideal that is appropriate to teach, this curriculum overemphasizes its importance relative to other motivations for the colonists and freedoms sought in early American

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

of teaching the colonial period and Founding era) and the way religious freedom had to be developed (to protect dissenters), this material may threaten to harm an accurate understanding of the importance of religious freedom. Similarly, the curriculum notes that Washington and Jefferson knew slavery was wrong, without acknowledging that they were slaveholders. There are also specific factual errors with regard to religious freedom. In Grade 1, Unit 8, Lesson 1, p. 16, teachers are instructed: "Show Image 1A-8: Baptism of Virginia Dare, the first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare. Explain that the people are English settlers watching the baptism of Virginia Dare. A baptism is a Christian religious ceremony, which is an expression of religious freedom." Baptism is a religious ceremony but it is not an expression of religious freedom. In colonies that had the Church of England as the established religion (such as Virginia), infant baptism was both a religious and civil ceremony. Religious dissenters, including Baptists, were persecuted for not baptizing their infants into the Church of England. The phrase "which is an expression of religious freedom" should be deleted here as a factual error. The inclusion of this story bears little connection to other material that it follows and preceded and thus seems a forced reference to a specific religious practice that does nothing to teach religious freedom. There are also factual errors with regard to the omission of relevant history with regard to Pilgrims and Puritans in Plymouth Colony and later the Massachusetts Bay Colony. The Pilgrims and Puritans did not practice religious freedom but rather oppressed religious dissenters, including people like Roger Williams, who would found Providence Colony as a true haven for religious freedom. This history does not match the myth of the Pilgrims as the importers of religious freedom to North America. In other places, the curriculum needlessly repeats debunked myths. See Kindergarten, Unit 6, Lesson 4, p. 57: "The Pilgrims do not know it, but this rock will become very famous. Years later, it will be named 'Plymouth Rock,' after the town in England the Pilgrims sailed from. It is said that every Pilgrim stepped on Plymouth Rock as their first step in America." Historians have found that "no historical evidence exists to confirm Plymouth Rock as the Pilgrims' steppingstone to the New World" and instead that this legend dates to more than a century after the landing of the Mayflower. (See <https://www.history.com/news/the-real-story-behind-plymouth-rock>) In addition to the misleading presentation of and disproportionate emphasis on religious freedom, the curriculum cherry-picks Founding Era history to tell a story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring "no establishment" principles that were

critical to the protection of religious freedom. One of the most egregious examples is in Grade 1, Unit 8, Lesson 3, titled “The First Debate.” It focuses on a relatively minor episode in American history, particularly compared to the larger debates in the Founding Era over how religious freedom would be protected in the states (see Virginia Statute for Religious Freedom) and by the U.S. Constitution (see debates over the “no religious tests” clause in Article VI and of the First Amendment). While this material is probably more suitable for older audiences, the singling out of this discussion about prayer leaves very young children with the impression that this was the most important discussion about religious freedom, or even about self-governance in general, during the Founding Era. In the discussion questions for this lesson, the rationale for this emphasis becomes more clear. On p. 48, teachers are told to ask: “Why do you think the representatives cared so much about having a prayer to begin their sessions? (Answers will vary but may include that the representatives had a deep faith in God and were part of different religious communities. Many came to America for religious freedom to worship how they pleased. They did not want to have one official religion like the countries they were fleeing.)” This interpretation of this episode in American history fits into a “Christian nation” mythology that overemphasizes the religiosity (specifically, the Protestant Christianity) of the founders and attempts to undercut the secular nature of the U.S. government. This mythology is easily debunked by reference to the U.S. Constitution itself, which makes no mention of God or Christianity. The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled “Exploring America’s Symbols.” On p. 170, teachers are told to “Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe.” Later in the lesson, on pp. 175-76, teachers are instructed to show a photograph of George Washington’s Bible, while reading, “The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to

the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. It was called the Promised Land because they believed God had promised it to their forefather many years before. Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow—laws that were designed to help ensure that the Hebrew people lived in peace in the freedom of their new land.” Then, on p. 176, teachers are told to show a photograph of the Liberty Bell while reading, “The motto on the Liberty Bell was one of those laws and it states: ‘Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.’ The Founding Fathers chose to put that law as a motto on the Liberty Bell because it reminded them of how God helped free the Hebrew people in the Bible.” There are many factual errors in this mythological history. Washington, Jefferson and other founders discussed in this lesson had nothing to do with the Liberty Bell or choosing of the inscription. According to the National Park Service, which manages the Liberty Bell Center: “The Liberty Bell's inscription is from the Bible (King James version): ‘Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof.’ This verse refers to the ‘Jubilee’, or the instructions to the Israelites to return property and free slaves every 50 years. Speaker of the Pennsylvania Assembly Isaac Norris chose this inscription for the State House bell in 1751, possibly to commemorate the 50th anniversary of William Penn's 1701 Charter of Privileges which granted religious liberties and political self-government to the people of Pennsylvania. The inscription of liberty on the State House bell (now known as the Liberty Bell) went unnoticed during the Revolutionary War. After the war, abolitionists seeking to end slavery in America were inspired by the bell's message.” In addition to being incorrect, this telling of American history mythologizes the founders, overstates their religious intentions for the new country, and silences any mention of slavery in the colonies and the United States prior to the Civil War, promoting an exclusionary narrative of Christian nationalism – an ideology that merges Christian and American identities. It also threatens to limit the importance of a Biblical narrative by equating it with a limited version of the Founding narrative. For children and teachers who are not Christian, this instructional framework sends the

message that they do not fully belong. It is a harmful irony that in attempting to teach about religious freedom, this curriculum limits the religious freedom of children in public schools.

Publisher Response:

Grade 2 Unit 10 has been revised.

Page Number: N/A

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

While there are many problems with the proposed curriculum and its infusion of Bible stories and Christian theology into lessons on reading and language arts, this comment focuses on problematic aspects of how the curriculum discusses religious freedom. One theme throughout the curriculum is the supreme importance of religious freedom in United States history, starting with the motivations of the colonists. While religious freedom is certainly an important American ideal that is appropriate to teach, this curriculum overemphasizes its importance relative to other motivations for the colonists and freedoms sought in early American history. The curriculum cherry-picks Founding Era history to tell a one-sided story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring concerns about government intrusion into religion and the “no establishment” principles that led to the First Amendment of the U.S. Constitution. In doing so, the curriculum threatens to distort what America’s religious freedom means. There are also numerous factual errors in the curriculum itself, some of which are included below. The curriculum overemphasizes the importance of religious freedom relative to other motivations and freedoms. Starting in Kindergarten, students are taught about religious freedom as the primary reason for colonizing the land that would become the United States. (See Kindergarten, Unit 6, Lesson 4, p. 56). The teaching is reinforced in Grade 1, Unit 8, Lesson 1, p. 15: “[The English] were also looking for a place where they could have more religious freedom. This means they wanted the freedom to pray, worship, and practice their religion in any way they chose.” In Grade 1, Unit

8, Lesson 3, which covers the First Continental Congress of 1774 and the reasons for revolution, religious freedom is invoked as something that motivated the separation of the colonies from England. In Grade 1, Unit 8, Lesson 12, religious freedom is noted as the sole example of British oppression of the colonists (see p. 175: “Do you remember what the British were trying to control? [Remind students that one of the many things they tried to control was their religious beliefs. Remind students that this means the British tried to control their thoughts about God, how to pray, and where to go to church.]”). This is not supported by historical evidence; the lack of democratic control under the monarchy and taxation without representation motivated the revolutionaries. In Grade 2, Unit 9 and Unit 10, religious freedom is mentioned 60 times. The repetition is noteworthy and misleading in ways that should cause skepticism about intent. In Unit 10, p. 55, teachers are told to: “Explain that one of the reasons people have religious freedom in the United States today is because when our country was founded, it was founded by people who wanted religious freedom. Many people left England because, in England, they did not have religious freedom. They could be punished if they didn’t practice religion the way the government of England required. These early founders of our country wanted to make sure that here in America, everyone had the freedom to worship as they believed without the government telling us how.” Religious freedom is an appropriate topic for study and should be explicitly linked to constitutional protections, including the First Amendment. We understand that the religious freedom history is important and not so simple. In light of our country’s history of slavery (which the curriculum fails to discuss as part of teaching the colonial period and Founding era) and the way religious freedom had to be developed (to protect dissenters), this material may threaten to harm an accurate understanding of the importance of religious freedom. Similarly, the curriculum notes that Washington and Jefferson knew slavery was wrong, without acknowledging that they were slaveholders. There are also specific factual errors with regard to religious freedom. In Grade 1, Unit 8, Lesson 1, p. 16, teachers are instructed: “Show Image 1A-8: Baptism of Virginia Dare, the first child born in North America to English parents was born on Roanoke Island. Her name was Virginia Dare. Explain that the people are English settlers watching the baptism of Virginia Dare. A baptism is a Christian religious ceremony, which is an expression of religious freedom.” Baptism is a religious ceremony but it is not an expression of religious freedom. In colonies that had the Church of England as the established religion (such as Virginia), infant baptism was both a religious and civil ceremony. Religious dissenters, including Baptists, were

persecuted for not baptizing their infants into the Church of England. The phrase “which is an expression of religious freedom” should be deleted here as a factual error. The inclusion of this story bears little connection to other material that it follows and preceded and thus seems a forced reference to a specific religious practice that does nothing to teach religious freedom. There are also factual errors with regard to the omission of relevant history with regard to Pilgrims and Puritans in Plymouth Colony and later the Massachusetts Bay Colony. The Pilgrims and Puritans did not practice religious freedom but rather oppressed religious dissenters, including people like Roger Williams, who would found Providence Colony as a true haven for religious freedom. This history does not match the myth of the Pilgrims as the importers of religious freedom to North America. In other places, the curriculum needlessly repeats debunked myths. See Kindergarten, Unit 6, Lesson 4, p. 57: “The Pilgrims do not know it, but this rock will become very famous. Years later, it will be named ‘Plymouth Rock,’ after the town in England the Pilgrims sailed from. It is said that every Pilgrim stepped on Plymouth Rock as their first step in America.” Historians have found that “no historical evidence exists to confirm Plymouth Rock as the Pilgrims’ steppingstone to the New World” and instead that this legend dates to more than a century after the landing of the Mayflower. (See <https://www.history.com/news/the-real-story-behind-plymouth-rock>) In addition to the misleading presentation of and disproportionate emphasis on religious freedom, the curriculum cherry-picks Founding Era history to tell a story that overstates the religiosity (specifically, Protestant Christianity) of the founders while ignoring “no establishment” principles that were critical to the protection of religious freedom. One of the most egregious examples is in Grade 1, Unit 8, Lesson 3, titled “The First Debate.” It focuses on a relatively minor episode in American history, particularly compared to the larger debates in the Founding Era over how religious freedom would be protected in the states (see Virginia Statute for Religious Freedom) and by the U.S. Constitution (see debates over the “no religious tests” clause in Article VI and of the First Amendment). While this material is probably more suitable for older audiences, the singling out of this discussion about prayer leaves very young children with the impression that this was the most important discussion about religious freedom, or even about self-governance in general, during the Founding Era. In the discussion questions for this lesson, the rationale for this emphasis becomes more clear. On p. 48, teachers are told to ask: “Why do you think the representatives cared so much about having a prayer to begin their sessions? (Answers will vary but may include that the representatives had a deep faith in God and were part

of different religious communities. Many came to America for religious freedom to worship how they pleased. They did not want to have one official religion like the countries they were fleeing.)” This interpretation of this episode in American history fits into a “Christian nation” mythology that overemphasizes the religiosity (specifically, the Protestant Christianity) of the founders and attempts to undercut the secular nature of the U.S. government. This mythology is easily debunked by reference to the U.S. Constitution itself, which makes no mention of God or Christianity. The cherry-picked history continues in Grade 1, Unit 8, Lesson 12, titled “Exploring America’s Symbols.” On p. 170, teachers are told to “Ask students if they remember what the first debate of the First Continental Congress was about (prayer). Inform students that many of the Founding Fathers regularly read the Bible. Remind students that the Bible is a collection of books that serve as the core books of the Jewish and Christian religions. Tell students they will also hear part of a Bible story and learn how the stories in the Bible were used as inspiration for creating some of the American symbols they now know. This part of the story will take place in Egypt. Point out Egypt on a map or globe.” Later in the lesson, on pp. 175-76, teachers are instructed to show a photograph of George Washington’s Bible, while reading, “The Liberty Bell was a symbol designed to celebrate our freedom from being controlled by the British and our freedom to pray. When thinking of a motto for the Liberty Bell, the Founding Fathers were inspired by a story in the Hebrew Scriptures, which are also organized as the Old Testament of the Christian Bible. The story describes a man named Moses who lived a long time ago in ancient Egypt. [Point to Egypt on a world map.] According to the Bible, thousands of years ago, the Hebrew people lived in Egypt as slaves, without any freedom. Moses received messages from his God and led the Hebrew people out of slavery in Egypt. The work to secure their freedom was far from easy, and it involved much sacrifice and hard work over many years. But eventually the Hebrew people reached freedom in their new Promised Land. It was called the Promised Land because they believed God had promised it to their forefather many years before. Along the journey to the Promised Land, Moses received many messages from his God. God told Moses about the laws he wanted his people to follow—laws that were designed to help ensure that the Hebrew people lived in peace in the freedom of their new land.” Then, on p. 176, teachers are told to show a photograph of the Liberty Bell while reading, “The motto on the Liberty Bell was one of those laws and it states: ‘Proclaim LIBERTY throughout all the Land unto all the Inhabitants thereof.’ The Founding Fathers chose to put that law as a motto on the Liberty Bell because it reminded them of how

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

Publisher Response:

Grade 2 Unit 10 has been revised.

Page Number: N/A

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

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

Correction Source: <https://legendmakers.bibleodyssey.com/articles/esther/>

Publisher Response:

Grade 2 unit 10 has been revised.

Page Number: N/A

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

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

Publisher Response:

Grade 2 Unit 7 Lesson 5 has been revised.

Page Number: 194

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

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

Publisher Response:

Grade 2 Unit 7 Lesson 2 has been revised.

Page Number: 20-35

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

Winthrop "gave a sermon, or a speech that a pastor or preacher gives to provide religious instruction and guidance, where he described his vision for the new American colonies.... Winthrop was telling the settlers that Americans must live in the way God called them to live, as an example to the rest of the world."

Explanation: It is factually inaccurate to suggest that Winthrop was describing his vision for the American colonies (plural). He was describing his vision for one, particular colony, the Massachusetts Bay Colony. As such he was not making broad claims about "Americans" in general. In any case, these "Americans" were, in fact, English, living in an English colony and answering to the British king. Winthrop, as governor of the colony, answered to the British king. This sermon was not about "Americans" as the teacher's guide suggests. The description of Winthrop's sermon should not attribute to it a broader scope than it actually had.

Correction Source: <https://firstamendment.mtsu.edu/article/john-winthrop/>
<https://www.americanyawp.com/reader/colliding-cultures/john-winthrop-dr...>

Publisher Response:

Grade 2 Unit 7 Lesson 2 has been revised.

Page Number: 28

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

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

Publisher Response:

Grade 2 Unit 10 Lesson 2 has been revised.

Page Number: 29

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

Original Version: "Now, Esther had not revealed her nationality and family background, because Mordecai had forbidden her to do so." Nationality means belonging to a nation or an ethnic group. Knowing that many of the Persian people did not accept the Jews, Mordecai, Esther's cousin, wanted to protect Esther. The king did not know that Esther was a Jew." Recommended Version: "Now, Esther had not revealed her identity, because Mordecai had forbidden her to do so." The king did not know that Esther was a Jew."

Comments: In order to avoid giving students the impression that Jewish identity in the ancient world is analogous to other national identities, we recommend removing nationality as a descriptor of Esther's identity. The distinctions between ethnic vs. national vs. religious identity are too complex for this grade level, wherein students only need to be able to identify that Esther is a Jew, which was a distinctive group from other Persians.

Publisher Response:

Grade 2 Unit 10 Lesson 2 has been revised.

Page Number: 30

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

Original Version: "Haman decided to cast lots to decide which month should be the one in which he would destroy the Jews. "Casting lots" is a game of chance, somewhat like rolling dice. In ancient Persia, some people made decisions based on this game. This led Haman to the decision that the twelfth month would be the one in which he would carry out his plan."

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

Publisher Response:

Grade 2 Unit 10 Lesson 2 has been revised.

Page Number: 31

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

Original Version: "Haman used his position of authority with the king to put his plan into action. He informed the king that Jewish people acted differently from all of the other people in the kingdom. He shared that they

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

Publisher Response:

Grade 2 Unit 10 Lesson 2 has been revised.

Page Number: 31

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

Original Version: "As a person of authority, the king commanded everyone to show honor to Haman by bowing down to him. Mordecai followed Jewish rules, which taught him not to bow down to any man, including Haman, and instead to bow only as a way to worship God. When Haman learned that Mordecai refused to bow to him, he became so angry that he wanted to destroy Mordecai and all of the other Jewish people." Recommended Version: "As a person of authority, the king commanded everyone to show honor to Haman by bowing down to him. Mordecai refused to bow down. When Haman learned that Mordecai refused to bow to him, he became so angry that he wanted to destroy Mordecai and all of the other Jewish

people." Comments: The reason given for why Mordecai refused to bow down to Haman is inaccurate. Multiple instances of bowing to superiors can be found in the Hebrew Bible, and Jewish law to this day permits bowing to certain high ranking members of governments. Jewish commentaries on the Book of Esther give differing reasons for why Mordecai refused to bow down to Haman. In order to avoid the inaccuracy without increasing the complexity for students, we recommend simply stating that Mordecai refused to bow to Haman.

Publisher Response:

Grade 2 Unit 10 Lesson 2 has been revised.

Page Number: 31

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

"Mordecai followed Jewish rules, which taught him not to bow down to any man, including Haman, and instead to bow only as a way to worship God."

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

Correction Source: Esther 3:1-6

Publisher Response:

Grade 2 Unit 10 Lesson 2 has been revised.

Page Number: 31

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

Original Version: "Reread "Casting lots is a game of chance, somewhat like rolling dice." In ancient Persia, it was a way of helping someone make a decision, and the game was called Purim. Ask students to choose a number from 1 to 6. Roll a die and ask the students to raise their hand if their number was rolled." Recommended Version: Remove this passage.

Comments: As per our comments on the section on Haman's casting lots in the text, we recommend removing student participation from this lesson given the subject matter of persecution and genocide.

Publisher Response:

Grade 2 Unit 10 Lesson 2 has been revised.

Page Number: 32

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

"She sent a message back to Mordecai, asking him to gather all of the Jews living in Susa, the capital of the Persian empire, and they would all fast for three days. *In some religions, fasting is done while praying to ask God for help.*" The image in the accompany flip book shows Esther praying and has the explanatory caption "Esther Praying."

Explanation: One of the interesting aspects of the Book of Esther is that it never mentions God or prayer at all--not a single time. The way the curriculum tells the story is thus inaccurate. The curriculum is adding

content that is not present in the story itself, and in doing so it is adding its own distinctive religious interpretation and lesson. Ironically, it is making a Bible story more religious.

Correction Source: One can confirm the absence of the terms "god," "pray," and "prayer" in Esther at biblegateway.com.

Publisher Response:

Grade 2 Unit 10 Flip Book image has been revised.

Page Number: 33, also in flip book

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

The lesson on Esther is unclear. Part 1 doesn't effectively convey that Esther's goal was to protect her people's right to worship; instead, it focuses on her efforts to prevent their deaths while hiding her Jewish identity. Part 2 contains more content that could be distressing for 2nd graders. What will students learn? That one must hide their identity to stay safe? That people want to kill Jews? This could be particularly upsetting given recent events in Israel. The statement on page 47, "This day of chance became a celebration to honor God, who had demonstrated that he, not chance, determined what would happen to the Jewish people," contradicts the lesson's premise that Esther saved her people. This raises difficult theological questions, such as why God would allow the Jews to be in danger. The content is too complex and potentially distressing for young students, and it's unreasonable to expect teachers without religious training to address these issues. I recommend not including this story in the curriculum.

Publisher Response:

Grade 2 Unit 10 Lesson 1 has been revised.

Page Number: 37-

Location:

Grade 2, Unit 10, Lesson 3

URL to Content: [View Publisher Materials](#)

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

REPORTED PUBLIC COMMENT:

Esther "wanted to make sure her people remained free to worship without being punished by their government."

Explanation: The curriculum again is inserting ideas into the biblical story that aren't in the actual passage. The only way the curriculum could possibly justify its claim that Esther was protecting freedom to worship is to again argue, as it did in the previous lesson, that Jews could bow only to God and not to humans. But that argument is factually inaccurate (see also (<https://www.thetorah.com/article/why-did-mordecai-not-bow-down-to-haman>)). The Book of Esther nowhere mentions freedom of worship--or worship at all, for that matter. In the story, Haman convinces Ahasuerus to have Jews killed because they are not following Persian law and customs (3:8-11). The curriculum is making up explanations and misrepresenting the story.

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

Publisher Response:

Grade 2 Unit 10 Lesson 3 has been revised.

Page Number: 41

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

Original Version: "Inferential. How did a person or group of people demonstrate faithfulness in this story? (Mordecai was faithful in watching over Esther; the Jewish people showed faithfulness when they fasted; Esther showed faithfulness when she fasted and asked others to fast with her; she

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

Publisher Response:

Grade 2 Unit 10 Lesson 3 has been revised.

Page Number: 48

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC COMMENT:

"I was Queen of Persia. I fought for the Jewish people of Persia to be able to practice their religion freely and without interference from the government. (Queen Esther)"

Explanation: This lesson is inserting ideas into the story of Esther that are not in the Bible and using the story for its own agenda. Nothing in the Book of Esther suggests that Jews were unable "to practice their religion freely."

That is not what the story is about.

Correction Source: Book of Esther

Publisher Response:

Grade 2 Unit 10 Pausing Point has been revised.

Page Number: 95

Location: N/A

URL to Content: N/A

Editorial Changes

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-11 (Table of Contents & Introduction)

pgs. 30-45 (Lesson 2) pgs. 46- 62 (Lesson 3)

pgs. 63 - 75 (Lesson 4) pgs. 125 - 139 (Lesson 9)

pgs. 169 - 184 (Lesson 12) pgs. 227-248 (Pausing Point)

Updated Text:

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

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

Location:

Table of Contents Introduction Lesson 2

Lesson 3 Lesson 4 Lesson 9

Lesson 12 Pausing Point

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

Text edited in Introduction, Lesson 1 and Appendix B.

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

Location:

Introduction Lesson 1 Appendix B

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-5 (Introduction) pgs. 6-12 (Lesson 1) pgs. 22-36 (Lesson 2) pgs. 37-50 (Lesson 3) pgs. 51-63 (Lesson 4) pgs. 64-79 (Lesson 5) pgs. 80-92 (Lesson 6) pgs. 93-97 (Pausing Point) pgs. 98-111 (Lesson 7) pgs. 112-128 (Lesson 8) pgs. 129-142 (Lesson 9) pgs. 143-158 (Lesson 10) pgs. 192-202 (Lesson 13) pgs. 217-219 (Unit Review) pgs. 223-225 (Culminating Activities)

Updated Text:

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

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

Location:

Introduction Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6

Pausing Point Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 13 Unit Review

Culminating Activities

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

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

Location:

Table of Contents

Introduction

Lesson 2

Lesson 4

Lesson 8

Lesson 11

Lesson 14

Lesson 19

Lesson 20

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-7 (Table of Contents & Introduction) pgs. 9-20 (Lesson 1) pgs. 21-31 (Lesson 2) pgs. 32-44 (Lesson 3) pgs. 45 - 62 (Lesson 4) pgs. 86 -104 (Lesson 7) pgs. 105-114 (Lesson 8)

pgs. 133-144 (Lesson 11) pgs. 150 - 161 (Lesson 13)

pgs. 162 - 170 (Lesson 14) pgs. 171-181 (Lesson 15)

pgs. 182 - 193 (Lesson 16) pgs. 243 - 258 (Lesson 23)

Updated Text:

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

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

Location:

Table of Contents Introduction Lesson 1

Lesson 2 Lesson 3 Lesson 4

Lesson 7 Lesson 8 Lesson 11

Lesson 13 Lesson 14 Lesson 15

Lesson 16 Lesson 23

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1- 8 (Table of Contents & Introduction) pgs. 23-33 (Lesson 2) pgs. 120-134 (Lesson 11) pgs. 135 - 146 (Lesson 12) pgs. 147 - 159 (Lesson 13) pgs. 160 - 170 (Lesson 14)
pgs. 171 - 181 (Lesson 15) pgs. 182 - 192 (Lesson 16)
pgs. 193 - 203 (Lesson 17) pgs. 211 - 220 (Lesson 19)
pgs. 228 - 239 (Lesson 21) pgs. 240 - 250 (Lesson 22)
pgs. 251 - 260 (Lesson 23) pgs. 261 - 268 (Lesson 24)
pgs. 269 - 278 (Lesson 25) pgs. 279 - 290 (Lesson 26)
pgs. 314 - 321 (Lesson 30) pgs. 322 - 331 (Lesson 31)

Updated Text:

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

Page Number: 1-8, 23-33, 120-134, 135-331

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

Text and images edited.

Page Number: 12-23, 46-53, 92-101, 102-113

Location:

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

URL to Content: [View Publisher Materials](#)

Component: Grade 2 Unit 4 Skills Reader (ISBN: 9798890727275)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

Images updated.

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 17-18 (Activity 5.1)

Updated Text:

Text edited in activity 5.1

Page Number: 17-18

Location:

17-18

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg. 193 (PP.39)

Updated Text:

Text edited in PP.39.

Page Number: 193

Location:

PP.39

URL to Content: [View Publisher Materials](#)

Component: Grade 2 Unit 3 Skills Reader (ISBN: 9798890727237)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

Images updated.

Page Number: 2-3, 44-47, 52-57, 64-71, 80-85

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

Text edited in lessons 2 and 3.

Page Number: 22-36, 37-49

Location:

Lesson 2 Lesson 3

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

2A-6

Updated Text:

Image updated.

Page Number: 2A-6

Location:

2A-6

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: 5-12, 13-20, 55-66, 79-88, 107-112

Location:

Lesson 2 Lesson 3 Lesson 8 Lesson 11 Lesson 16

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 52-67 (Lesson 4)

Updated Text:

Text edited in lesson 4.

Page Number: 52-67

Location:

Lesson 4

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

Text edited in lessons 4 and 9.

Page Number: 53-64, 122-136

Location:

Lesson 4 Lesson 9

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890724373)

PUBLISHER EDITORIAL CHANGE:

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. 80-81 (Additional References)

Updated Text:

Text edited in multiple sections.

Page Number: 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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

Text edited in lessons 1 and 14.

Page Number: 6-20, 154-159

Location:

Lesson 1 Lesson 14

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 6-19 (Lesson 1) pgs. 20-35 (Lesson 2)
pgs. 36 -51 (Lesson 3) pgs. 52-69 (Lesson 4)
pgs. 70-86 (Lesson 5) pg. 87 (Pause Point)
pgs. 92-109 (Lesson 6) pgs. 110-123 (Lesson 7)
pgs. 124-139 (Lesson 8) pgs. 140-155 (Lesson 9) pgs. 186-201 (Lesson 12)
pg. 220 - 224 (Activity Book Answer Key)

Updated Text:

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

Page Number: 6-87, 92-155, 186-201, 220-224

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 7-23 (Lesson 1)

Updated Text:

Text edited in lesson 1.

Page Number: 7-23

Location:

Lesson 1

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

Text edited in lessons 5 and 6.

Page Number: 73-86, 87-101

Location:

Lesson 5 Lesson 6

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-6 (Introduction)

pgs. 7-286 (Lessons 1-25)

Updated Text:

Text edited in lessons 1-25

Page Number: pgs. 1-286

Location:

Introduction

Lessons 1 - 25

URL to Content: [View Publisher Materials](#)

Component: All Grade 2 components (ISBN: 9798890723468)

PUBLISHER EDITORIAL CHANGE:

Original Text:

OER K-5 Reading Language Arts branded throughout

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.

Page Number: throughout

Location:

All Grade 2 components

URL to Content: [View Publisher Materials](#)

Component: K-3 Skills Unit Coach Internalization Guide (ISBN: 9798890724434)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Throughout

Updated Text:

Text edited throughout.

Page Number: throughout

Location:

Throughout

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

throughout

Updated Text:

Text edited throughout.

Page Number: throughout

Location:

Digital Components

URL to Content: [View Publisher Materials](#)

ELAR, Grade 3 (IMRA)

**Program: Bluebonnet Learning Grade 3 Reading Language Arts,
Edition 1**

SRP Feedback

**Component: G3: Knowledge Unit 9: Teacher Guide (ISBN:
9798890726902)**

REPORTED FEEDBACK:

Be more explicit on having students use structures TO correct or confirm predictions.

Publisher Response:

Grade 3 Unit 9 Lesson 7 has been revised.

Page Number: 181

Location:

TG, U9, L7, Read-Aloud: embedded Pausing Points

URL to Content: [View Publisher Materials](#)

Component: G3: Knowledge Unit 9: Teacher Guide (ISBN: 9798890726902)

REPORTED FEEDBACK:

Includes: "What should I look for if I am talking about where things are? (words such as on, under, and in and related phrases) but does not call them prepositions.

Publisher Response:

Grade 3 Unit 9 Lesson 10 has been revised.

Page Number: 251

Location:

TG, U9, L10, Narrative Writing: Editing, 2nd bullet

URL to Content: [View Publisher Materials](#)

Component: G3: Knowledge Unit 9: Teacher Guide (ISBN: 9798890726902)

REPORTED FEEDBACK:

Add examples to model how to ask relevant questions to clarify information. This could possibly be completed with a think aloud to model the skill and give the student the opportunity to learn how to ask relevant questions to clarify information.

Publisher Response:

Grade 3 Unit 9 Lesson 11 has been revised.

Page Number: 267

Location:

TG, U9, L11, Introducing the Read-Aloud

URL to Content: [View Publisher Materials](#)

Component: N/A (ISBN: N/A)

REPORTED PUBLIC COMMENT:

If I understand correctly, 3rd grade RLA still requires 120 instructional minutes. And now there will be 30 extra minutes added for foundational skills. I have a major concern in terms of implementation. Currently, 120 minutes for departmentalized 3rd grades is nearly impossible. Now we are asking for 150 minutes. It is simply too long and too dense. Please, please consider making adjustments to 3rd to make it closer to the minutes required for 4th/5th. Thank you!

Publisher Response:

Program guidance has been updated to indicate that there are two options for skills based instruction in third grade to be determined by the LEA.

Page Number: N/A

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

This entire lesson talks about Jesus, including his death and resurrection, in a unit about the history of the Roman Empire, as if those are historical facts and not articles of faith for a specific religion. Putting religious stories next to established historical facts like this is misleading and unacceptable.

Publisher Response:

Grade 3 Unit 4 lesson 10 has been revised.

Page Number: N/A

Location:

Lesson 10

URL to Content: N/A

Component: N/A (ISBN: N/A)

REPORTED PUBLIC COMMENT:

I absolutely oppose the approval of this curriculum or any other curriculum that uses Bible stories to teach. Unless we are using concepts from every religion in schools we shouldn't be using any. This is a sad excuse for a proper curriculum. Please oppose.

Publisher Response:

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."

Page Number: N/A

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

As a parent in a multi-religious household, and with four children, I am commenting on my concern with the newly released Open Education Resource which have place an emphasis on Christianity and omit any mention or consideration of other monotheistic faith traditions, like Islam, Sikhism, Buddhism - not to mention countless others. One unit of particular concern is Grade 3 Unit 4. This unit limits the evaluation of multiple belief systems at a time as well as promotes one religion over another - which is not the role of educators in our public school system. While I understand the context of the section is Ancient Greece - it is more than possible to obtain an understanding of the Ancient Roman civilization without direct biblical references. A discussion around the first census, does not naturally lead itself to the story of Jesus' birth in a manger. This seems to be a

misguided attempt to find ways to include stories of faith into the public-school setting. Questions such as "What types of miracles do Christians believe Jesus performed? » He healed the sick, walked on water, helped a fisherman catch many fish when they previously caught none, and calmed a raging storm. " (page 242) are not aimed at ensuring any understanding of Ancient Rome - but of Christianity alone, which again is not an appropriate role for public schools. Additionally, when children are in the third grade, they are often learning to navigate their own personal faith traditions. It is not the role of school to foster this personal faith, but the role of parents, guardians, family, and community members outside of school. It is crucial that the classroom does not become a space that constantly uplifts and promotes a singular faith tradition above others. Education plays a pivotal role in preparing students to go into the world and be aware of diverse values and identities around them. I implore you to take note of the concerns raised here into consideration when reviewing these materials.

Publisher Response:

Partial Revision based on suggestion. 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."

Page Number: N/A

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Activity Book (ISBN: 9798890726780)

REPORTED PUBLIC COMMENT:

The student reader claims that with Constantine, "Christianity became the official religion of the Roman empire. Before Constantine, the Christian faith spread by word of mouth from travelers on Roman roads. They would sometimes carry hand-written copies of texts written by early followers of Jesus. In 325 AD, Constantine convened a special council of church leaders, called the Council of Nicaea, to discuss and define key beliefs about Jesus. They compiled those texts into the New Testament of the Bible that is still in use today.... Slavery, which was very common in ancient Rome, began being

partially limited by law."

Explanation: 1. As noted in a previous submitted comment, Christianity did NOT become the official religion of the Empire under Constantine. 2. The Council of Nicea did NOT determine the contents of the New Testament. 3. It is not at all clear what the curriculum's writer was thinking of when s/he wrote that after Constantine slavery was "partially limited by law." This serves the curriculum's strong agenda to communicate that Christianity is opposed to slavery, but honestly, as a scholar of antiquity, I have absolutely no idea what it is talking about here. Constantine, for example, sanctioned "the the enslavement of free-born foundlings."

Correction Source: on slavery:

<https://bmcr.brynmawr.edu/2012/2012.01.38/>

Publisher Response:

Grade 3 Unit 4 Lesson 5 has been revised.

Page Number: 119-120

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Activity Book (ISBN: 9798890726780)

REPORTED PUBLIC COMMENT:

The student reader, page 121, says "Constantine established the first Roman church called The Basilica Nova."

Explanation: This is factually inaccurate. Constantine did not establish the first church in Rome. There were already Christians in Rome by the mid-first century, when Paul wrote his letter to the Romans. According to Roman Catholic doctrine, Peter founded the church at Rome. This sentence requires rewording.

Correction Source: Book of Romans

Publisher Response:

Grade 3 Unit 4 Lesson 5 has been revised.

Page Number: 121

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 9: Teacher Guide (ISBN: 9798890726902)

REPORTED PUBLIC COMMENT:

Copy Editing Error - Bradford read from Psalm 107. It begins, "Give thanks to the Lord, for He is good; His love endures forever." It begins, "Give thanks to the Lord, for He is good; His love endures forever."¹

Explanation: It appears the last sentence is repeated. I suspect the writer only intended to include the sentence once.

Publisher Response:

The errant copy-edit has been corrected.

Page Number: 220

Location:

End of the page

URL to Content: [View Publisher Materials](#)

Component: G3: Knowledge Unit 9: Teacher Guide (ISBN: 9798890726902)

REPORTED PUBLIC COMMENT:

Original Version: "Rhode Island became the first English colony to allow people complete religious freedom and welcome not only Puritans, but Quakers, Roman Catholics, Jewish people, and others, too." Recommended Version: "Rhode Island became the first English colony to allow people complete religious freedom and welcome not only Puritans, but Quakers, Roman Catholics, Jews, and others, too." Comments: The circumlocution "Jewish people" is unnecessary. "Jews" is an acceptable demonym, and is parallel with the other groups listed.

Publisher Response:

Grade 3 Unit 9 Lesson 10 has been revised.

Page Number: 238

Location:

Lesson 10: Pilgrims and Puritans, pg. 238, Student Reader Pages 140-141

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

The definition of "Messiah" is incorrect. The current text reads that the definition of "Messiah" is the "savior sent by God".

Explanation: The Merriam Webster definition of "Messiah" is "the expected king and deliverer of the Jews". Please use an official definition for this term in the text.

Correction Source: <https://www.merriam-webster.com/dictionary/messiah>

Publisher Response:

Grade 3 Unit 4 has been revised.

Page Number: 241

Location:

Vocabulary for "Christianity and the Roman Empire"

URL to Content: [View Publisher Materials](#)

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

Original Version: "Judea was a land that sat at the far eastern edge of the Roman Empire, and is in the area of the modern day nation of Israel. Judea was predominantly populated by the Jewish people. Over more than a thousand years, the Jewish people sometimes ruled this land directly, but they had also been subject to different conquering empires over many years. The Romans were another in a long line of conquering powers."

Recommended Version: "Judea was a land that sat at the far eastern edge of the Roman Empire, and is in the area of the modern-day country of Israel. Judea was the homeland of the Jewish people. Over more than a thousand years, Jews sometimes ruled this land directly, but they had also been subject to different conquering empires over many years. The Romans were another in a long line of conquering powers." Comments: We recommend using the term country, which we think will be more accessible and clearer to 3rd graders. Our suggested edit to this passage emphasizes that Judea was the homeland of the Jewish people, rather than simply a region predominantly populated by them. Referring directly to Jews in the next sentence is both accurate and appropriate.

Publisher Response:

Grade 3 Unit 4 Lesson 10 has been revised.

Page Number: 243

Location:

Lesson 10: Christianity and the Roman Empire, pg. 243, Show Image
U4.L10.2: Judea, 1st century BC, Paragraph 1

URL to Content: N/A

Component: G3: Knowledge Unit 3: Teacher Guide (ISBN: 9798890729439)

REPORTED PUBLIC COMMENT:

Lesson 10, in its entirety (pages 243 to 255) and Lesson 11 (pages 256 to 280) in the Teacher's Edition are not appropriate lessons for Texas students. The addition of these lessons appear to challenge Title XI and our Federal First Amendment rights as United States citizens. We are a democracy, not a theocracy, and public education in Texas serves the masses. We cannot favor one religion over another. If we are to include the stories of Jesus Christ and Paul, we must consider adding stories of ALL important religions - major and minor - to the curriculum. If adding these stories serve too big a task at this time, please remove Lessons 10 and 11 from the curriculum; and allow the teaching of religion to continue happening in private.

Publisher Response:

Grade 3 Unit 4 has been revised.

Page Number: 243

Location: N/A

URL to Content: [View Publisher Materials](#)

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

Original Version: "The Jewish religion is based around a series of religious texts called the Tanakh, or Hebrew Scriptures, that were written by different authors over more than a thousand year span. There have been many different interpretations. of those texts over the years, including a belief that those texts predicted that there would be a coming Messiah, or Savior sent by God. During the time of the Roman Empire, many in the Jewish faith believed this Messiah would come to free the Jewish people from Roman rule." Recommended Version: "The Jewish religion is based around a series of religious texts called the Tanakh, or Hebrew Bible. The Hebrew Bible stresses belief in one God, called monotheism, and argues that the proper way to connect to God is through just and ethical action. There are many values and laws throughout the Hebrew Bible, and as with all religious scriptures there are many different interpretations." Comments: While the common secular academic consensus is that the Tanakh (Hebrew Bible) was composed over a long period of time, students might confuse this with the traditional Jewish view that the scriptures are divinely inspired and comprise a single unified text. For the purposes of this lesson and introducing the Jewish view, we recommend removing this information. At present, the text omits what some of the core beliefs and values are in the Hebrew Bible, and we suggest including them. We also think it is important to note that with the Hebrew Bible, as with all religious scriptures there are different interpretations. Because the concept of messiah was not so critical to Jews, nor an expectation of many or most Jews in the Roman Empire, we recommend removing the references to messiah in this section about Jewish scripture and belief. The reference to messiah in the section on Christianity below appropriately explains the significance of the concept for Christianity and its origin in the Hebrew Bible.

Publisher Response:

Grade 3 Unit 4 Lesson 10 has been revised.

Page Number: 244

Location:

Lesson 10: Christianity and the Roman Empire, pg. 244, Show Image
U4.L.10.2: Judea, 1st century BC, Paragraph 2

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

Lesson 10 is heavily influenced by Christian perspective by instituting current faith-based (the Bible) literature over general theory of the time period and inhibits critical thinking skills. For example, stories of miracles were the vehicle that spread Christianity, but this point is not re-emphasized, unlike the miracle stories, p.247. Thus, restricting thinking to regurgitation and not understanding "why". Regarding faith vs theory, the lesson introduces Bible history and not scholastic study. Essentially, you're introducing material that has undergone over 100+ years of 'telephone' to very young minds rather than actual evidence of period. For example, there is no proof Pontius Pilate executed Jesus, p.248. Lastly, I take issue with the emphasis of persecution upon the Christians in this lesson. Christianity spread quickly because it embraced Judaism, Roman culture, was portable, and easier entry requirements. This religion was adaptive and easily embraced by the greater world. Let us not perpetuate the mass ignorance of the ancient world in a time of great knowledge. Let us state today - the malleableness in these people thinking, and though their journey of seeking answers is the same as ours today, we accept that we don't know. In short, add speculation into the lesson - reduce the absolutism. You're kidding yourself, the next generations, and deferring true civic greatness.

Publisher Response:

Grade 3 Unit 4 Lesson 10 has been revised.

Page Number: 244-254

Location:

Lesson 10

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

Original Version: "These New Testament texts of the Christian Bible describe what modern Christians believe to be the circumstances surrounding the birth of Jesus, celebrated today as Christmas. The angel told Mary that she had found favor with God. The angel explained that she would have a son who would be called Jesus, and that this was the predicted Messiah."

Recommended Version: "These New Testament texts of the Christian Bible describe what modern Christians believe to be the circumstances surrounding the birth of Jesus, celebrated today as Christmas. According to the text, the angel told Mary that she had found favor with God. The angel explained that she would have a son who would be called Jesus, and that this was the messiah referenced in the Hebrew Bible." Comments: We commend the clear presentation of contemporary Christian beliefs in the first sentence. We suggest a brief reference in the second for clarity about the source of the information about the angel and Mary, and a more neutral account of where the concept of messiah was referenced. Finally, we recommend against capitalizing religious titles as proper nouns such as "messiah" or "savior" in instructional materials for public schools.

Publisher Response:

Grade 3 Unit 4 Lesson 10 has been revised.

Page Number: 245

Location:

Lesson 10: Christianity and the Roman Empire, pg. 245, Show Image U4.L10.3, par. 3

URL to Content: N/A

Component: N/A (ISBN: N/A)

REPORTED PUBLIC COMMENT:

"As part of the work to run the Empire, Augustus Caesar ordered every Roman citizen to be counted and their name registered in a census. The census was used in part to help the empire know how many people needed to pay taxes and is a practice continued by governments to this day. In ancient Rome, the census required the people of the Empire to return to the places where they were born to be counted."

Explanation: This lesson presents the Gospel of Luke's claim of an empire-wide census as an established historical fact, but the reality is there no other historical evidence at all for such a census. It is possible that Luke was thinking of a smaller-scale census, undertaken at a different time. In any case, by presenting Luke's description as historically accurate, the curriculum is endorsing a religious claim.

Correction Source: <https://fr.bibleodyssey.com/articles/the-nativity/>

Publisher Response:

Grade 3 Unit 4 Lesson 10 has been revised.

Page Number: 245

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

"Remind students that they are going to annotate with a (!) where there is text evidence that shows how Jesus of Nazareth made an impact on the Roman Empire. Point out that they have just heard how shepherds were told that Jesus was the coming Messiah and began to spread the word of his arrival. Tell them to note this with a (!). Ask them to predict how this might have begun impacting ancient Rome. » Answer may vary but should include that if many people were told that the Messiah was born, it may impact their religious beliefs and their behavior."

Explanation: This passage clearly communicates to 3rd graders that angels' appearance to shepherds is a historic fact, one that in turn led to shepherds spreading the news, thus having an impact on Rome. It explicitly promotes

acceptance of a biblical story of a miraculous event (angels) as historically accurate, and thus it explicitly promotes acceptance of a religious claim. This passage needs to be deleted in its entirety.

Publisher Response:

Grade 3 Unit 4 Lesson 10 has been revised.

Page Number: 246

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

" Simon realized Jesus was the Messiah. Jesus told Simon that from now on, rather than trying to catch fish, he would become a fisher of men. This meant that, because Simon believed in Jesus, Simon should share his beliefs with others and invite them to believe in Jesus as the Messiah."

Explanation: The curriculum is once again playing fast and loose with the actual details of the passage (Luke 5:1-11). The passage does not say that Simon realized at that moment that Jesus was the messiah. That realization does not come until later in the book. This entire discussion seems designed to promote particular Christian beliefs. It is not at all clear how this is supposed to illuminate ancient Rome, the topic of the unit.

Correction Source: Luke 5:1-11

Publisher Response:

Grade 3 Unit 4 Lesson 10 has been revised.

Page Number: 246

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

Original Version: "The Christian Bible explains that on the day Jesus was born, his mother Mary and father Joseph were traveling to the town of Bethlehem to register for the census. When they arrived, they were told there were no rooms available to rent. They took shelter in a nearby stable, a type of barn where animals are kept. When Jesus was born, Mary wrapped him in pieces of cloth and laid him in a manger, which is a long wooden or stone box used for horses and cattle to eat animal feed. The Bible explains that angels appeared to nearby shepherds and told them that a baby was born. The angels said this child was the Messiah that was predicted in the Hebrew Scriptures. After the shepherds saw baby Jesus for themselves, they spread the word of his arrival." Recommended Version: "According to the Christian Bible, on the day Jesus was born, his mother Mary and father Joseph were traveling to the town of Bethlehem to register for the census. When they arrived, they were told there were no rooms available to rent. They took shelter in a nearby stable, a type of barn where animals are kept. When Jesus was born, Mary wrapped him in pieces of cloth and laid him in a manger, which is a long wooden or stone box used for horses and cattle to eat animal feed. The New Testament explains that angels appeared to nearby shepherds and told them that a baby was born. The angels said this child was the messiah that was predicted in the Hebrew Scriptures. After the shepherds saw baby Jesus for themselves, they spread the word of his arrival." Comments: Our edits to this passage help clarify that the circumstances of Jesus' birth are part of the New Testament and should not be confused with a historical account.

Publisher Response:

Grade 3 Unit 4 Lesson 10 has been revised.

Page Number: 246

Location:

Lesson 10: Christianity and the Roman Empire, pg. 246, Show Image
U4.L.10.4: Map of Bethlehem, Paragraph 2

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

Original Version: "This time, when Simon and his fishing partners let their nets down, they were unable to haul the net because of the large number of fish. In the biblical account of this miracle, Simon immediately fell on his knees at Jesus's feet. Simon realized Jesus was the Messiah. Jesus told Simon that from now on, rather than trying to catch fish, he would become a fisher of men. This meant that, because Simon believed in Jesus, Simon should share his beliefs with others and invite them to believe in Jesus as the Messiah. This idea would ultimately lead many people in the Empire to share their faith in Jesus, spreading his message rapidly. And This idea has continued to motivate Christians, even since the time of the Empire, to share their faith with others." Recommended Version: "This time, when Simon and his fishing partners let their nets down, they were unable to haul the net because of the large number of fish. In the New Testament account of this miracle, Simon fell on his knees at Jesus's feet, and came to believe that Jesus was the messiah. Jesus told Simon that from now on Simon should share his beliefs with others and invite them to believe in Jesus as the messiah. This idea has continued to motivate Christians since the time of the Empire to share their faith with others." Comments: As elsewhere, we recommend describing the events of the New Testament narrative with clear references and more neutral language. The suggested edits preserve the core idea of Christian belief in sharing their faith in a manner that is succinct and accessible to all students.

Publisher Response:

Grade 3 Unit 4 Lesson 10 has been revised.

Page Number: 247

Location:

Lesson 10: Christianity and the Roman Empire, pg. 247, Show Image
U4.L11.5: Remains of fishing boat from ancient Galilee, paragraph 2

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

"Early Christians endured persecution from the Romans, meaning that they were treated badly for their beliefs. ... During this time, Christians had to meet in secret to worship God. They often met in catacombs, which were underground cemeteries built by the Romans."

Explanation: The claim that Christians met in secret catacombs to avoid persecution is a factually inaccurate, though a common misconception. Catacombs were public places, and Christians, like other Romans, visited them occasionally to honor their dead. This claim should be deleted.

Correction Source: See, for example:

<https://www.pbs.org/wgbh/pages/frontline/shows/religion/first/catacombs...>

<https://larryhurtado.wordpress.com/2014/07/30/was-early-christianity-se...>

Publisher Response:

Grade 3 Unit 4 Lesson 10 has been revised.

Page Number: 249

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Activity Book (ISBN: 9798890726780)

REPORTED PUBLIC COMMENT:

Constantine "made Christianity the national religion of the Roman Empire."

Explanation: This is factually inaccurate. Constantine did not make Christianity the national religion of the Roman Empire. Emperor Theodosius did this, several decades after Constantine's death.

Correction Source: <https://www.britannica.com/topic/Christianity/The-alliance-between-chur...>

Publisher Response:

Grade 3 Unit 4 Lesson 10 has been revised.

Page Number: 249

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

"Remind students that, in the last lesson, they read that the Bible is a collection of books organized into the Old Testament and the New Testament. The Bible as a whole is the core religious text of the Christian faith. The Old Testament portion of the Bible is an organization of the Hebrew Scriptures, or Tanakh. The Tanakh is the core religious text of the Jewish faith."

Explanation: "Bible" has different meanings. For *Christians*, the Bible is organized in the Old and New Testaments. For Jews, the Tanakh is the Bible. This curriculum at times bends over backwards not to call Jewish scripture simply "the Bible" or to acknowledge that there is more than one form of the Bible. To limit the term Bible to both OT and NT and to suggest that the Tanakh is somehow not "the Bible" reflects Christian bias and is deeply offensive. Discussions like this should be reworded to remove this problem.

Publisher Response:

Grade 3 Unit 4 Lesson 11 has been revised.

Page Number: 259

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 3: Teacher Guide (ISBN: 9798890729439)

REPORTED PUBLIC COMMENT:

"He went by the Greek version of the name, Paul, during his travels. [Saul and Paul are the same name in different languages]."

Explanation: This claim is factually inaccurate. Paul is NOT the Greek version of Saul, and Saul and Paul are NOT the same name in different languages.

Paul reflects the Roman name Paulus or Paullus, while Saul reflects the Hebrew name Shaul. These are completely different names. The Book of Acts does not explain why Saul began going by Paul.

Publisher Response:

Grade 3 Unit 4 Lesson 11 has been revised.

Page Number: 263

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

"Roman roads were a key tool to allow Paul and others like him to impose Roman power, religious beliefs, and culture on people all over the Empire."

Explanation: The claim that Paul was seeking "to impose Roman power, religious beliefs, and culture on people all over the Empire" is completely inaccurate. The lesson is about the Book of Acts. Acts 9 argues that Paul persecuted Christians for his own religious reasons, seeking authority to do so from the Jewish high priest. His persecution had nothing to do with "Roman power, religious beliefs, and culture."

Correction Source: Acts 9

Publisher Response:

Grade 3 Unit 4 Lesson 11 has been revised

Page Number: 264

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

"Anyone could receive that forgiveness and remain connected with God. This idea stood in contrast to the polytheism of Rome before Constantine. Official Roman religious beliefs focused on the idea that individuals must worship many different gods by working with priests at a temple."

Explanation: This passage's claims and wording are very odd. It takes a traditional (and unfair) Protestant criticism of Catholicism and applies it to Roman paganism (Protestantism allows individual access to God, the argument goes, while Catholics have to go through a priest.) Roman pagans also believed that individuals could worship gods. They did not have to go through priests at the temple. There were all sorts of prayers and rites that could be done by individuals and groups in contexts other than temples. In its current form, the passage is factually inaccurate.

Publisher Response:

Grade 3 Unit 4 Lesson 11 has been revised.

Page Number: 265

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

"The spread of Christianity changed the Roman Empire because many people now changed to believing in one God instead of many mythical gods. They would no longer need the beautiful Roman temples to the many mythical gods."

Explanation: By pointedly using the term "mythical" in reference to Roman gods, the passage implies to its third-grade audience that Paul's god was real. In doing so, it is promoting a religious claim.

Publisher Response:

Grade 3 Unit 4 Lesson 11 has been revised.

Page Number: 266

Location: N/A

URL to Content: N/A

Component: G3: Knowledge Unit 4: Teacher Guide (ISBN: 9798890726773)

REPORTED PUBLIC COMMENT:

"Roman Mythology" and "The Roman Republic" Beginning quotation mark is pointing the wrong way

Explanation: This unit appears to be the only one that I saw that used quotation marks in the lesson titles. I recommend removing all of the quotation marks. Or at the very least fixing the one for Roman Mythology.

Publisher Response:

Grade 3 Unit 4 has been revised.

Page Number: Table of Contents

Location:

Throughout the table of contents in the introduction section of the teacher's guide.

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Grade 3 Skills Unit 7 Skills Teacher Guide (ISBN: 9798890720108)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 19-256 (Lessons 1-15)

Updated Text:

Text edited in lessons 1-15.

Page Number: 19-256

Location:

Lessons 1-15.

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 4 Ancient Rome Family Support Letter (Spanish) (ISBN: 9798890725806)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 4 Ancient Rome Family Support Letter (English) (ISBN: 9798890725356)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 3 Skills Teacher Guide (ISBN: 9798890720061)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-7 (Introduction) pgs. 8-63 (Lesson 1-15)

Updated Text:

Texts edited in Lessons 1-15.

Page Number: 1-163

Location:

Introduction Lessons 1 - 15

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 2 Animal Classification Activity Book (ISBN: 9798890728685)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-18 (Lesson 1) pgs. 19-26 (Lesson 2) pgs. 39-50 (Lesson 4) pgs. 89-90 (Lesson 9) pgs. 117-124 (Lesson 12) pgs. 165-178 (Pausing Point)

Updated Text:

Text edited in lessons 1, 2, 4, 9, 12 and Pausing Point.

Page Number: 1-18, 19-26, 39-50, 89-90, 117-124, 165-178

Location:

Lesson 1 Lesson 2 Lesson 4 Lesson 9 Lesson 12 Pausing Point

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 9 Colonial America Teacher Guide (ISBN: 9798890726902)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-7 (Introduction) pgs. 110-137 (Lesson 5)
pgs. 138-163 (Lesson 6) pgs. 164-185 (Lesson 7)
pgs. 208-223 (Lesson 9) pgs. 224-247 (Lesson 10)
pgs. 248-257 (Pausing Point) pgs. 278-307 (Lesson 12)
pgs. 308-334 (Lesson 13) pgs. 370-387 (Lesson 16)
pgs. 409-463 (Teacher Resources)

Updated Text:

Text edited and images updated in introduction and lessons 5, 6, 7, 9, 10, 12, 13, Pausing Point and Teacher Resources.

Page Number: 1-7 110-137 138-163 164-185 208-223 224-247 248-257 278-307 308-334 370-387 409-463

Location:

Introduction Lesson 5
Lesson 6 Lesson 7
Lesson 9 Lesson 10
Pausing Point Lesson 12
Lesson 13 Lesson 16
Teacher Resources

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 5 Flash Bang Boom Teacher Guide (ISBN: 9798890729491)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-7 (Introduction), pgs. 24 - 41 (Lesson 2), pgs. 58 - 87 (Lesson 4), pgs. 88 - 119 (Lesson 5), pgs. 120 - 139 (Lesson 6), pgs. 140 - 171 (Lesson 7), pgs. 198 - 215 (Lesson 9), pgs. 216-239 (Lesson 10), pgs. 240-263 (Lesson 11), pgs. 264- 283 (Lesson 12)

Updated Text:

Images and text updated in introduction, and lessons 2, 4-7, 9 -12.

Page Number: 1-7, 24 - 41, 58 - 87, 88-119, 120 - 139, 140-171, 198-215, 216-239, 240-263, 264-283

Location:

Introduction, Lesson 2, Lesson 4, Lesson 5, Lesson 6, Lesson 7, Lesson 9, Lesson 10, Lesson 11, Lesson 12

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 1 The Wind in the Willows Teacher Guide (ISBN: 9798890729378)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

pgs. 1-7 (Introduction)

pgs. 56-79 (Lesson 3)

pgs. 226 - 355 (Lesson 14)

pgs. 356 - 381 (Lesson 15)

Updated Text:

Text edited in introduction and lessons 3, 14 and 15.

Page Number: 1-7, 56-79, 336 - 355, 356 - 381

Location:

Introduction

Lesson 3

Lesson 14

Lesson 15

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 7 Native American Regions and Cultures Teacher Guide (ISBN: 9798890727596)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table of Contents

pgs. 1-7 (Introduction)

pgs. 8-37 (Lesson 1)

pgs. 38-55 (Lesson 2)

pgs. 56-79 (Lesson 3)

pgs. 80- 101 (Lesson 4)

pgs. 102-129 (Lesson 5)

pgs. 130 -147 (Lesson 6)

pgs. 148 - 165 (Lesson 7)

pgs. 170-191 (Lesson 8)

pgs. 192-207 (Lesson 9)

pgs. 208 - 223 (Lesson 10)

pgs. 224 - 243 (Lesson 11)

pgs. 244-255 (Lesson 12)

Updated Text:

Text edited in introduction and lessons 1-12.

Page Number: 1-7, 8-37, 38-55, 56-79, 80-101, 102-129, 130-147, 148-165, 170-191, 192-207, 208 - 223, 224-243, 244-255

Location:

Table of Contents

Introduction

Lesson 1

Lesson 2

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Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Lesson 10

Lesson 11

Lesson 12

Lesson 13

Glossary

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 6 Astronomy Teacher Guide (ISBN: 9798890727534)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-7 (Table of Content & Introduction), pgs. 8-33 (Lesson 1), pgs. 34 - 57 (Lesson 2), pgs. 58 - 79 (Lesson 3), pgs. 130 - 143 (Lesson 7), pgs. 144 - 163 (Lesson 8), pgs. 180-191 (Lesson 10), pgs. 206 - 218 (Lesson 12), pgs. 246-263 (Lesson 15), pgs. 264-283 (Lesson 16), pgs. 331-334 (Glossary)

Updated Text:

Text edited in the Table of Contents and Introduction, as well as in lessons 1-3, 7-8, 10, 12, 15-16 and the Glossary.

Page Number: 1-7,8-33, 34-57, 58-79, 130-143, 144-163, 180-191, 206-218, 246-263, 264-283, 331-334

Location:

Table of Content & Introduction

Lesson 1, Lesson 2, Lesson 3, Lesson 7, Lesson 8, Lesson 10, Lesson 12, Lesson 15, Lesson 16, Glossary

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 4 Ancient Rome Student Reader (ISBN: 9798890726797)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 10-22 (Chapter 2) pgs. 71-78 (Chapter 9) pgs. 101-109 (Chapter 13) pgs. 110-115 (Chapter 14) pgs. 116-120 (Chapter 15) pgs. 121-127 (Chapter 16) pgs. 133-147 (Glossary)

Updated Text:

Text edited and images updated in chapters 2, 9, 13-16, and glossary.

Page Number: 10-22, 71-78, 101-109, 110-115, 116-120, 121-127, 133-147

Location:

Chapter 2 Chapter 9 Chapter 13 Chapter 14 Chapter 15 Chapter 16 Glossary

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 4 Ancient Rome Activity Book (ISBN: 9798890726780)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg. 101 (10.1), pgs. 121-122 (12.5)

Updated Text:

Text edited in 10.1 and 12.5.

Page Number: 101, 121-122

Location:

10.1, 12.5

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 6 Astronomy Activity Book (ISBN: 9798890727541)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 111-116 (Activity 13.1)

Updated Text:

Text edited in Activity 13.1.

Page Number: 111-116

Location:

13.1

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 2 Skills Activity Book (ISBN: 9798890720153)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Throughout

Updated Text:

Formatting adjustments made throughout Activity Book.

Page Number: 157-167 (Lesson 12)

Location:

Throughout

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Skills Unit 5 Teacher Guide (ISBN: 9798890720085)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 16 - 27 (Lesson 2), pgs. 28 - 37 (Lesson 3), pgs. 38 - 47 (Lesson 4), pgs. 48 - 57 (Lesson 5), pgs 58 - 69 (Lesson 6), pgs. 70 - 79 (Lesson 7, pgs 80 - 91 (Lesson 8), pgs 92 - 101 (Lesson 9), pgs. 102 - 111 (Lesson 10), pgs. 112 - 121 (Lesson 11), pgs. 122 - 133 (Lesson 12), pgs. 134 - 143 (Lesson 13)

Updated Text:

Text edited in lessons 2-13.

Page Number: 16 - 143

Location:

Lessons 2 - 13

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 8 Skills Activity Book (ISBN: 9798890720214)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Throughout

Updated Text:

Formatting adjustments made throughout Activity Book.

Page Number: 168-178 (Lesson 13)

Location:

Throughout

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Skills Unit 8 Teacher Guide (ISBN: 9798890720115)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 17 - 24 (Lesson 2), pgs. 25 - 32 (Lesson 3), pgs. 33 - 42 (Lesson 4), pgs. 43 - 50 (Lesson 5), pgs. 59-66 (Lesson 7), pgs. 67 - 74 (Lesson 8), pgs. 83 - 90 (Lesson 10), pgs. 99 - 106 (Lesson 12), pgs. 107 - 116 (Lesson 13), pgs. 117 - 124 (Lesson 14), pgs. 125 - 130 (Lesson 15)

Updated Text:

Text edited in lessons 2-8, 10 and 12-15.

Page Number: 17 - 24 25 - 32 33 - 42 43 - 50 59-66 67 - 74 83 - 90 99-106
107 - 116 117 - 124 125 - 130

Location:

Lesson 2, Lesson 3, Lesson 4, Lesson 5, Lesson 7, Lesson 8, Lesson 10,
Lesson 12, lesson 13, Lesson 14, Lesson 15

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 10 Skills Activity Book (ISBN: 9798890720238)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Throughout

Updated Text:

Formatting adjustments made throughout Activity Book.

Page Number: 179-188 (Lesson 14)

Location:

Throughout

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 3 Skills Student Reader (ISBN: 9798890720368)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 2-13 (Chapter 1)
pgs. 32-43 (Chapter 3)
pgs. 44-52 (Chapter 4)
pgs. 61-67 (Glossary)

Updated Text:

Text and images revised.

Page Number: 2-13, 32-43, 44-52, 61-67

Location:

Chapter 1 Chapter 3

Chapter 4 Glossary

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 7 Native American Regions and Cultures
Activity Book (ISBN: 9798890723369)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 3-5 (Activity 1.2) pgs. 15-18 (Activity 2.2)

Updated Text:

Text edited in activities 1.2 and 2.2.

Page Number: 2-5, 15-18

Location:

Activity 1.2 Activity 2.2

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 10 All That Jazz Activity Book (ISBN:
9798890729507)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 31-32 (Lesson 11)

Updated Text:

Text edited in lesson 11.

Page Number: 31-32

Location:

Lesson 11

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 9 Colonial America Reader (ISBN: 9798890726926)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

pgs. 32-45 (Chapter 4), pgs. 58-69 (Chapter 6), pgs. 70-79 (Chapter 7), pgs. 80-89 (Chapter 8), pgs. 122-131 (Chapter 12), pgs. 132-141 (Chapter 13), pgs. 218-230 (Chapter 21)

Updated Text:

Text edited and images updated in chapters 4, 6, 7, 8, 12, 13, and 21.

Page Number: 32-45, 58-69, 70-79, 80-89, 122-131, 132-141, 218-230

Location:

Chapter 4, Chapter 6, Chapter 7, Chapter 8, Chapter 12, Chapter 13, and Chapter 21.

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 6 Astronomy Reader (ISBN: 9798890727589)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

pgs. 49-56 (Chapter 8), pgs. 77- 84 (Chapter 12)

Updated Text:

Text and images updated in Chapter 8. Text edited in chapter 12.

Page Number: 49-56, 77-84

Location:

Chapter 8, Chapter 12

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Skills Unit 4 Teacher Guide (ISBN: 9798890720078)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

pgs. 5-99 (Lessons 1-10), pgs. 108 - 122 (Lessons 12-13), pgs 131 - 137 (Lesson 15)

Updated Text:

Text edited in lessons 1-10, 12-13 and 15.

Page Number: 5 - 99, 108-122, 131 - 137

Location:

Lessons 1-10, Lessons 12 - 13, Lesson 15

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Skills Unit 1 Teacher Guide (ISBN: 9798890720047)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

pgs. 50 - 61 (Lesson 4), pgs. 80- 91 (Lesson 7), pgs.112 - 121 (Lesson 10), pgs. 142 - 151 (Lesson 13), pgs. 152 - 163 (Lesson 14)

Updated Text:

Text edited in lessons 4, 7, 10, 13 and 14.

Page Number: 50 - 61, 80-91, 112 - 121, 142 - 151, 152 - 163

Location:

Lesson 4, Lesson 7, Lesson 10, Lesson 13, Lesson 14

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 3 The Human Body: Systems and Senses Activity Book (ISBN: 9798890729385)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 57-58 (Lesson 7)

Updated Text:

Text edited in Lesson 7.

Page Number: 57-58

Location:

Lesson 7

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 9 Colonial America Activity Book (ISBN: 9798890726919)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 57-66 (Lesson 5) pgs. 109-112 (Lesson 9) pgs. 113-124 (Lesson 10)

Updated Text:

Text edited in lessons 5, 9, and 10.

Page Number: 57-66, 109-112, 113-124

Location:

Lesson 5 Lesson 9 Lesson 10

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890724373)

PUBLISHER EDITORIAL CHANGE:

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. 80-81 (Additional References)

Updated Text:

Text edited in multiple sections.

Page Number: 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

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Skill Unit 10 Teacher Guide (ISBN: 9798890720139)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 7 - 15 (Lesson 1), pgs. 16 - 23 (Lesson 2), pgs. 32 - 39 (Lesson 4), pgs. 40 - 47 (Lesson 5), pgs. 68 - 77 (Lesson 9), pgs. 78 - 85 (Lesson 10), pgs. 94 - 101 (Lesson 12)

Updated Text:

Text edited in lessons 1-2, 4-5, 9-10 and 12.

Page Number: 7-15 16-23 32-39 40-47 68-77 78-85 94-101

Location:

Lesson 1, Lesson 2, Lesson 4, Lesson 5, Lesson 9, Lesson 10, Lesson 12

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Skills Unit 2 Teacher Guide (ISBN: 9798890720054)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 7 - 18 (Lesson 1), pgs. 19 - 30 (Lesson 2), pgs. 31 - 40 (Lesson 3), pgs. 55 - 64 (Lesson 6), pgs. 75 - 84 (Lesson 8), pgs. 85 - 92 (Lesson 9), pgs. 93 - 101 (Lesson 10), pgs. 102 - 111 (Lesson 11), pgs. 112 - 121 (Lesson 12), pgs. 122 - 131 (Lesson 13), pgs. 141 - 147 (Lesson 15)

Updated Text:

Texts edited in lessons 1-3, 6, 8-13, and 15.

Page Number: 7-18 19-30 31-40, 55-64, 75-84, 85-92, 93-101, 102-111, 112-121, 122-131, 141-147

Location:

Lesson 1, Lesson 2, Lesson 3, Lesson 6, Lesson 8, Lesson 9, Lesson 10, Lesson 11, Lesson 12, Lesson 13, Lesson 15

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 6 Skills Teacher Guide (ISBN: 9798890720092)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 7 - 18 (Lesson 1), pgs. 19 - 28 (Lesson 2), pgs. 49 - 58 (Lesson 5), pgs. 59 - 68 (Lesson 6), pgs. 89 - 100 (Lesson 9), pgs. 123 - 132 (Lesson 12), pgs. 133 - 140 (Lesson 13), pgs. 141 - 150 (Lesson 14), pgs. 151 - 156 (Lesson 15)

Updated Text:

Text edited in lessons 1-2, 5-6, 9, 12 - 15.

Page Number: 7-18, 19-28, 49-58, 59-68, 89-100, 123-132, 133 - 140, 141 - 150, 151-156

Location:

Lesson 1, Lesson 2, Lesson 5, Lesson 6, Lesson 9, Lesson 12, Lesson 13, Lesson 14, Lesson 15

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 10 All That Jazz Teacher Guide (ISBN: 9798890729538)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

pgs. 8-25 (Lesson 1)
pgs. 40-53 (Lesson 3)
pgs. 70-85 (Lesson 5)
pgs. 86-99 (Lesson 6)
pgs. 100-115 (Lesson 7)
pgs. 128- 139 (Lesson 9)
pgs. 152-159 (Lesson 11)

Updated Text:

Text edited in lessons 1, 3, 5, 6, 7, 9, and 11.

Page Number: 8-25, 40-53, 70-85, 86-99, 100-115, 128-139, 152-159

Location:

Lesson 1 Lesson 3
Lesson 5 Lesson 6
Lesson 7 Lesson 9
Lesson 11

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 7 Native American Regions and Cultures Teacher Guide (ISBN: 9798890727596)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table of Contents, pgs. 8-37 (Lesson 1), pgs. 38-55 (Lesson 2), pgs. 56-79 (Lesson 3), pgs. 80- 101 (Lesson 4), pgs. 102-129 (Lesson 5), pgs. 130 -147 (Lesson 6), pgs. 148 - 165 (Lesson 7), pgs. 170-191 (Lesson 8), pgs. 192-207 (Lesson 9), pgs. 208 - 223 (Lesson 10), pgs. 224 - 243 (Lesson 11), pgs. 244-255 (Lesson 12)

Updated Text:

Text edited in lessons 1-12.

Page Number: 8-37, 38-55, 56-79, 80-101, 102-129, 130-147, 148-165, 170-191, 192-207, 208 - 223, 224-243, 244-255

Location:

Table of Contents, Lesson 1, Lesson 2, Lesson 3, Lesson 4, Lesson 5, Lesson 6, Lesson 7, Lesson 8, Lesson 9, Lesson 10, Lesson 11, Lesson 12

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Skills Unit 9 Skills Teacher Guide (ISBN: 9798890720122)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

pgs. 1-5 (Introduction) pgs. 6-131 (Lessons 1-15) pgs. 132-136 (Pausing Point) pgs. 137-222 (Teacher Resources) pgs. 223-228 (TEKS/ELPS Correlation Charts)

Updated Text:

Text edited in Lessons 1-15, Pausing Point, Teacher resources and Standards charts.

Page Number: pgs. 1-228

Location:

Introduction Lessons 1-15 Pausing Points Teacher Resources Standards Charts

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 4 Ancient Rome Teacher Guide (ISBN: 9798890726773)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table of Contents, pgs. 1-7 (Introduction), pgs. 8 - 33 (Lesson 1), pgs. 34-59 (Lesson 2), pgs. 60-85 (Lesson 3), pgs. 86-109 (Lesson 4), pgs. 110-135 (Lesson 5), pgs. 144 - 165 (Lesson 6), pgs. 166-185 (Lesson 7), pgs. 186 - 205 (Lesson 8), pgs. 206-229 (Lesson 9), pgs. 236-253 (Lesson 10), pgs. 254-271 (Lesson 11), pgs. 272-295 (Lesson 12), pgs. 296-304 (Lesson 13), pgs. 306 -310 (Glossary)

Updated Text:

Text edited in Table of Contents, Introduction, lesson 1-13, Glossary and images updated.

Page Number: Table of Contents & 1-7, 8-33, 34-59, 60-85, 86-109, 110-135, 144 – 165, 166-185, 186 – 205, 206-229, 236-253, 256-273, 274-297

Location:

Table of Contents 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, Glossary

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 2 Animal Classification Teacher Guide (ISBN: 9798890728678)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table of Contents, pgs. 8-27 (Lesson 1), pgs. 28-53 (Lesson 2), pgs. 54 - 77 (Lesson 3), pgs. 158 - 175 (Lesson 7), pgs. 204 - 219 (Lesson 9), pgs. 240 - 255 (Lesson 11), pgs. 256-277 (Lesson 12), pgs. 278 - 291 (Lesson 13), pgs. 292 - 311 (Lesson 14), pgs. 335-354 (Activity Book Answer Key)

Updated Text:

Text edited in Table of Contents and lessons 1 -3, 7, 9, 11 - 14, and the Activity Book Answer Key.

Page Number: Table of Contents 8-27 28-53 54-77 158 -175 204 -219 240-255 256-277 278-291 292-311 335-354

Location:

Table of Contents, Lesson 1, Lesson 2, Lesson 3, Lesson 7, Lesson 9, Lesson 11, Lesson 12, Lesson 13, Lesson 14, Activity Book Answer Key

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 8 Early Explorations of North America Teacher Guide (ISBN: 9798890726834)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Table of Contents, pgs. 8-33 (Lesson 1), pgs. 34 - 59 (Lesson 2), pgs. 60 - 85 (Lesson 3), pgs. 86 - 109 (Lesson 4), pgs. 110 - 137 (Lesson 5), pgs. 138-167 (Lesson 6), pgs. 168-188 (Lesson 7), pgs. 194 - 219 (Lesson 8), pgs. 220-237 (Lesson 9), pgs. 238 - 259 (Lesson 10), pgs. 260 - 283 (Lesson 11), pgs. 284 - 299 (Lesson 12)

Updated Text:

Text edited in the Table of Contents, Introduction, and Lessons 1-12.

Page Number: Table of Contents, 1-7, 8-33, 34-59, 60-85, 86-109, 110-137, 138-167, 168-188, 194-219, 220-237, 238-259, 260-283, 284-299

Location:

Table of Contents, 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

URL to Content: [View Publisher Materials](#)

**Component: Grade 3 Unit 3 The Human Body: System and Senses
Teacher Guide (ISBN: 9798890729439)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table of Contents, pgs. 1-7 (Introduction), pgs. 80 - 95 (Lesson 4), pgs. 96 - 119 (Lesson 5), pgs. 120 - 137 (Lesson 6), pgs. 138 - 159 (Lesson 7), pgs. 192 - 209 (Lesson 9), pgs. 210 - 235 (Lesson 10), pgs. 236 - 261 (Lesson 11), 262-283 (Lesson 12), pgs. 12-328 (Activity Book Answer Key)

Updated Text:

Text edited in the Table of Contents, Introduction, and lessons 4-7, 9-12 and the Activity Book Answer Key.

Page Number: Table of Contents, 1-7, 80 - 95, 96 - 119, 120 - 137, 138 - 159, 192 - 209, 210 - 235, 236 - 261, 262-283, 312-328

Location:

Table of Contents, Introduction, Lesson 4, Lesson 5, Lesson 6, Lesson 7, Lesson 9, Lesson 10, Lesson 11, Lesson 12, Activity Book Answer

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 1 Skills Activity Book (ISBN: 9798890720146)

PUBLISHER EDITORIAL CHANGE:

Original Text:

throughout

Updated Text:

Formatting adjustments made throughout Activity Book.

Page Number: throughout

Location:

Activity Book

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Skills Unit 4 Activity Book (ISBN: 9798890720177)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Formatting throughout.

Updated Text:

Formatting adjustments made throughout Activity Book.

Page Number: throughout

Location:

throughout

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 7 Skills Activity Book (ISBN: 9798890720207)

PUBLISHER EDITORIAL CHANGE:

Original Text:

throughout

Updated Text:

Formatting adjustments made throughout Activity Book.

Page Number: throughout

Location:

Activity Book

URL to Content: [View Publisher Materials](#)

Component: All Grade 3 components (ISBN: 9798890723475)

PUBLISHER EDITORIAL CHANGE:

Original Text:

OER K-5 Reading Language Arts branded throughout

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.

Page Number: throughout

Location:

All Grade 3 components

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 9 Skills Activity Book (ISBN: 9798890720221)

PUBLISHER EDITORIAL CHANGE:

Original Text:

throughout

Updated Text:

Formatting adjustments made throughout Activity Book.

Page Number: throughout

Location:

Activity Book

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 5 Skills Activity Book (ISBN: 9798890720184)

PUBLISHER EDITORIAL CHANGE:

Original Text:

throughout

Updated Text:

Formatting adjustments made throughout Activity Book.

Page Number: throughout

Location:

Activity Book

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 6 Skills Activity Book (ISBN: 9798890720191)

PUBLISHER EDITORIAL CHANGE:

Original Text:

throughout

Updated Text:

Formatting adjustments made throughout Activity Book.

Page Number: throughout

Location:

Activity Book

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 3 Skills Activity Book (ISBN: 9798890720160)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Throughout Activity Book

Updated Text:

Formatting adjustments made throughout Activity Book.

Page Number: Throughout Activity Book

Location:

Activity Book

URL to Content: [View Publisher Materials](#)

Component: Grade 3 Unit 5 Flash Bang Boom Flip Book (ISBN: 9798890729460)

PUBLISHER EDITORIAL CHANGE:

Original Text:

U5.L10.5 U5.L10.9

Updated Text:

Images updated.

Page Number: U5.L10.5, U5.L10.9

Location:

U5.L10.5 U5.L10.9

URL to Content: [View Publisher Materials](#)

ELAR, Grade 4 (IMRA)

Program: Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1

SRP Feedback

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

REPORTED FEEDBACK:

add a bullet to help students understand when to use certain volume levels when presenting

Publisher Response:

Grade 4 Unit 3 Lesson 9 has been revised.

Page Number: 132

Location:

TG, G4, U3, L9, Personal Narrative Presentations: Day 1

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

Grade 4 Unit 10 Lesson 12 has been revised.

Page Number: 155

Location:

TG, G4, U10, L12, Speaking and Listening: Presentation of "Character Analysis Project"

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

of the standard. "make sure each student follows directions as they complete their own worksheet"

Publisher Response:

Grade 4 Unit 2 Lesson 4 has been revised.

Page Number: 163

Location:

TG, K, G4, U2, L4, Speaking and Listening: Listening Actively

URL to Content: [View Publisher Materials](#)

Public Comments

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

REPORTED PUBLIC COMMENT:

Original Version: "If You Were a Crusader - As a young crusader, you would have traveled to faraway lands. This could have been your experience. Your eyes are red and itchy! It is difficult to see through the cloud of dust that has been kicked up by the many horses galloping across the dry desert land. Your mouth is parched and dry. Two years have passed since you left your father's country home and the beautiful rolling hills of your homeland. In that time, you have been traveling across land and sea. You have experienced incredibly hot and cold. You have recovered from disease—you are one of the lucky ones for sure. You wear a red cross on your shirt of armor, and you carry a flag that bears the same emblem. Some of the men you travel with fought alongside King John's brother, Richard the Lion-Hearted. Like all Christian crusaders, it is your intention to help recapture the city of Jerusalem in the Holy Land. As you and your fellow knights rest and water your horses, you can see the city of Jerusalem in the distance. When the time comes, you and your fellow knights will fight to the death to recapture this holy place. But before that moment comes, you kneel down in the warm sand and pray for victory." Recommended Version: " The Journey of a Crusader - Many crusaders left their homes in Europe and traveled to faraway lands. Their journey took them around two years, and led across land and sea. Many of the places crusaders passed through had climates very different from their native Europe. Diseases were also common along the route. Crusaders often wore a symbol of some kind on

their shirt of armor, and would sometimes carry a flag that displayed the same emblem. These were used to identify where they came from. The destination for all crusaders was the city of Jerusalem in the Holy Land. Many medieval Christians, following the Pope, believed that Jerusalem should only be controlled by Christians. When the Pope began the Crusades to take Jerusalem from the Muslims who ruled there at the time, many crusaders came to believe that they were given permission to persecute and kill non-Christians. Unfortunately, this happened to many Jewish and Muslim communities on the journey to Jerusalem and once the crusaders arrived. A large number of them, however, would never make it all the way. It took a lot of resources to fund a journey to Jerusalem, and not all were able to keep up the journey.” Comments: Given the nature of the Crusaders’ goals and activities, we recommend changing this section of the student reader from first to third person in order to avoid the students identifying with them. There is some literature on the use of historical simulations and first person perspectives in education. Some studies suggest these techniques, when used to help students understand multiple sides of an issue, can be helpful, but they also flag hazards to using such approaches, including trivializing history or misleading students into interpreting past events through modern perspectives. Since this passage in the student reader is not being used to introduce an issue with multiple perspectives, we recommend rewriting it to simply describe the experience of a crusader, and we recommend including a more well rounded account of the crusades’ impact on others. (For more information, see: 1. Handle with care: Using historical simulations to teach history, Canadian Historical Society; <https://cha-shc.ca/teachers-learning-bl/handle-with-care-using-historic...> 2. Using Simulations to Teach Middle Grades U.S. History in an Age of Accountability, Institute of Education Sciences; <https://files.eric.ed.gov/fulltext/EJ974946.pdf>

Publisher Response:

Grade 4 Unit 4 Lesson 11 has been revised.

Page Number: 256

Location:

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

URL to Content: N/A

Editorial Changes

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg 1

Updated Text:

Text edited in the Family Support Letter.

Page Number: 1

Location:

English Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg 1

Updated Text:

Text edited in the Family Support Letter.

Page Number: 1

Location:

Spanish Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg 1

Updated Text:

Text edited in the Family Support Letter.

Page Number: 1

Location:

English Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg 1

Updated Text:

Text edited in the Family Support Letter.

Page Number: 1

Location:

Spanish Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg. 1 (Lesson 1)
pg. 14 (Lesson 5)
pg. 22 (Lesson 9)
pg. 34 (Lesson 16)

Updated Text:

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

Page Number: 1, 14, 22, 34

Location:

Lesson 1
Lesson 5
Lesson 9
Lesson 16

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: 1-15, 16-55, 56-89, 90-145, 146-169, 170-221, 278-305

Location:

Introduction, Episode 1, Episode 2, Episode 3, Episode 4, Episode 5, Episode 8

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-22 (Lesson 1) pgs. 33-42 (Lesson 3) pgs. 53-60 (Lesson 5)

Updated Text:

Text edited in lessons 1, 3, and 5.

Page Number: 1-22, 33-42, 53-60

Location:

Lesson 1 Lesson 3 Lesson 5

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 1-5 (Introduction), pgs. 6-17 (Lesson 1),
pgs. 18-28 (Lesson 2), pgs. 29-42 (Lesson 3),
pgs. 43-54 (Lesson 4), pgs. 68-83 (Lesson 6), pgs. 84-97 (Lesson 7), pgs. 98-110 (Lesson 8), pgs. 111-120 (Lesson 9),
pgs. 121-131 (Lesson 10), pgs. 132-143 (Lesson 11),
pgs. 144-155 (Lesson 12), pgs. 156-163 (Lesson 13),
pgs. 202-213 (Pausing Point)

Updated Text:

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

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Pg. 14 (Lesson 5)
pg. 16 (Lesson 7)
pg. 27 (Lesson 14)

Updated Text:

Text edited in Lessons 5, 7, and 14.

Page Number: 14, 16, 27

Location:

Lesson 5
Lesson 7
Lesson 14

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 14-18 (The Beginnings of Oil in the United States)

pgs. 21-24 (Big Changes)

pgs. 29-37 (Nuclear Energy)

pgs. 38-48 (Solar, Wind, and Batteries Parts I & 2)

Updated Text:

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

Page Number: 14-18, 21-24, 29-37,38-48

Location:

The Beginnings of Oil in the United States,

Big Changes,

Nuclear Energy

Solar, Wind, and Batteries Parts 1 & 2

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 19-32 (Lesson 2) pgs. 127-140 (Lesson 12)

Updated Text:

Text edited in lesson 2 and 12.

Page Number: 19-32, 127-140

Location:

Lesson 2 Lesson 12

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

p. 2

Updated Text:

Image removed from Student Anthology.

Page Number: 2

Location:

Student Anthology

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 3-14 (Episode 1)

Updated Text:

Text edited in episode 1.

Page Number: 3-14

Location:

Episode 1

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 37-43 (Chapter 5), pgs. 57-66 (Chapter 7)

Updated Text:

Text edited in chapter 5 and 7.

Page Number: 37-45, 57-66

Location:

Chapter 5, Chapter 7

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 45-48 (Lesson 11)

pgs. 93-97 (Vocabulary Glossary)

Updated Text:

Text edited in lesson 11 and Vocabulary Glossary.

Page Number: 45-48, 93-97

Location:

Lesson 11

Vocabulary Glossary

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg. 5 (1.3) pg. 29 (4.1)
pg. 37 (6.1) pg. 51 (8.3)
pg. 65 (11.1)

Updated Text:

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

Page Number: 5, 29, 37, 51, 65

Location:

1.3, 4.1, 6.1, 8.3, 11.1

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

pgs. 5-28 (Lesson 1), pgs. 29-54 (Lesson 2), pgs. 55-75 (Lesson 3), pgs. 106-117 (Lesson 5), pgs. 118-146 (Lesson 6), pgs. 147-175 (Lesson 7), pgs. 176-199 (Chapter 8), pgs. 200-223 (Lesson 9), pgs. 224-239 (Lesson 10), pgs. 240-263 (Lesson 11), pgs. 264-285 (Lesson 12), pgs. 286-309 (Lesson 13), pgs. 323-332 (Pausing Point)

Updated Text:

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

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 52-61 (Chapter 6) pgs. 62-71 (Chapter 7)

Updated Text:

Text edited in chapters 6 and 7.

Page Number: 52-61, 62-71

Location:

Chapter 6 Chapter 7

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890724373)

PUBLISHER EDITORIAL CHANGE:

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. 80-81 (Additional References)

Updated Text:

Text edited in multiple sections.

Page Number: 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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 6-17 (Lesson 1) pgs. 18-35 (Lesson 2)
pgs. 36-49 (Lesson 3) pgs. 50-63 (Lesson 4)
pgs. 64-75 (Lesson 5) pgs. 76-87 (Lesson 6)
pgs. 88-97 (Pausing Point) pgs. 98-109 (Lesson 7)
pgs. 110-121 (Lesson 8) pgs. 122-135 (Lesson 9)
pgs. 136-147 (Lesson 10) pgs. 148-153 (Lesson 11)
pgs. 193-204 (Activity Book Answer Key)

Updated Text:

Text edited in Lesson1, Lesson 2, Lesson 3, Lesson 4, Lesson 5, Lesson 6, Pausing Point, Lesson 7, Lesson 8, Lesson 9, Lesson, 10, Lesson 11, and the Activity Book Answer Key.

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 68-70 ("The Wedge")

Updated Text:

Text edited in "The Wedge."

Page Number: 68-70

Location:

"The Wedge"

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table of Contents, pgs. 1-5 (Introduction), pgs. 6-19 (Lesson 1), pgs. 20-33 (Lesson 2), pgs. 34-49 (Lesson 3), pgs. 64-77 (Lesson 5), pgs. 78-97 (Lesson 6), pgs. 98-109 (Lesson 7), pgs. 110-121 (Lesson 8), pgs. 122-134 (Lesson 9), pgs. 134-145 (Lesson 10), pgs. 146-157 (Lesson 11), pgs. 170-181 (Lesson 13), pgs. 182-188 (Pausing Point)

Updated Text:

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

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table of Contents pgs. 1-7 (Introduction)
pgs. 8-21 (Lesson 1) pgs. 22-37 (Lesson 2)
pgs. 52-65 (Lesson 4) pgs. 76-87 (Lesson 6)

pgs. 88-99 (Lesson 7) pgs. 100-109 (Lesson 8)
pgs. 110-121 (Lesson 9) pgs. 151-154 (Pausing Point)

Updated Text:

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

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table of Contents pgs. 6-19 (Lesson 1)
pgs. 32-45 (Lesson 3) pgs. 46-55 (Lesson 4)
pgs. 56-67 (Lesson 5) pgs. 68-75 (Lesson 6)
pgs. 76-79 (Pausing Point) pgs. 86-101 (Lesson 7)
pgs. 102-113 (Lesson 8) pgs. 114-121 (Lesson 9)
pgs. 128-137 (Lesson 11) pgs. 169-177 (Activity Book Answer Key)

Updated Text:

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

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table of Contents, pgs. 6-31 (Lesson 1), pgs. 32-53 (Lesson 2), pgs. 54-61 (Lesson 3), pgs. 62-87 (Lesson 4), pgs. 88-101 (Lesson 5), pgs. 102-131 (Lesson 6), pgs. 132-153 (Lesson 7), pgs. 172-191 (Lesson 9), pgs. 216-235 (Lesson 11), pgs. 274-287 (Lesson 14), pgs. 348-354 (Pausing Point), pgs. 355-398 (Teacher Resources)

Updated Text:

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

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

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table of Contents, pgs. 6-31 (Lesson 1), pgs. 32-61 (Lesson 2), pgs. 62-71 (Lesson 3), pgs. 72-99 (Lesson 4), pgs. 100-115 (Lesson 5), pgs. 116-141 (Lesson 6), pgs. 142-157 (Lesson 7), pgs. 180-199 (Lesson 9), pgs. 224-247 (Lesson 11), pgs. 248-257 (Lesson 12), pgs. 280-295 (Lesson 14), pgs. 320-331 (Lesson 17), pgs. 341-348 (Pausing Point)

Updated Text:

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

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

Location:

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

URL to Content: [View Publisher Materials](#)

Component: All Grade 4 components (ISBN: 9798890723482)

PUBLISHER EDITORIAL CHANGE:

Original Text:

OER K-5 Reading Language Arts branded throughout

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.

Page Number: throughout

Location:

All Grade 4 components

URL to Content: [View Publisher Materials](#)

ELAR, Grade 5 (IMRA)

Program: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1

SRP Feedback

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

REPORTED FEEDBACK:

Add some specific instructions about the purpose of the writing project

Publisher Response:

Grade 5 Unit 10 Lesson 12 has been revised.

Page Number: 164

Location:

TG, U10, L12, Drafting

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

Provide some question stems for students.

Publisher Response:

Grade 5 Unit 1 Lesson 12 has been revised.

Page Number: 171

Location:

TG, U1, L12, Surprise Narrative Presentations

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

Grade 5 Unit 8 Lesson 1 has been revised.

Page Number: 178

Location:

TG, U8, L1, Deliver Accusations

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

Grade 5 Unit 8 Lesson 12 has been revised.

Page Number: 195

Location:

TG, U8, L12, Morphology: Affixes and Roots

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

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

Page Number: 263

Location:

TG, K, G5, U7, L10, EBS prompt

URL to Content: [View Publisher Materials](#)

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

REPORTED 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.

Publisher Response:

Grade 5 Unit 7 Lesson 10 has been revised.

Page Number: 263

Location:

TG, U7, L10, Draft Body Paragraph

URL to Content: [View Publisher Materials](#)

Public Comments

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

REPORTED PUBLIC 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?

Publisher Response:

Grade 5 Unit 9 Lesson 4 has been revised.

Page Number: N/A

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC 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.

Publisher Response:

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

Page Number: N/A

Location: N/A

URL to Content: [View Publisher Materials](#)

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 Unit 2 has been revised.

Page Number: N/A

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 Unit 2 has been revised.

Page Number: N/A

Location: N/A

URL to Content: N/A

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 unit 10 Lesson 9 has been revised.

Page Number: 128

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 Unit 10 Lesson 1 has been revised.

Page Number: 13

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 Unit 5 Lesson 1 has been revised.

Page Number: 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

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 Unit 7 Lesson 11 has been revised.

Page Number: 165

Location:

Lesson 11

URL to Content: N/A

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 unit 10 introduction has been revised.

Page Number: 2

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC 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

Publisher Response:

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

Page Number: 21 in reader

Location: N/A

URL to Content: [View Publisher Materials](#)

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

REPORTED PUBLIC 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 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.

Publisher Response:

Grade 5 Unit 10 Lesson 2 has been revised.

Page Number: 32

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC 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.

Publisher Response:

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

Page Number: 38

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC 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

Publisher Response:

Grade 5 Unit 2 has been revised.

Page Number: 417-418

Location: N/A

URL to Content: [View Publisher Materials](#)

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 Unit 10 Lesson 4 has been revised.

Page Number: 58

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 Unit 10 has been revised.

Page Number: 58

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC 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)

Publisher Response:

Grade 5 Unit 2 has been revised.

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

Location:

Lesson 3: Leonardo da Vinci's Ideas and Accomplishments

URL to Content: [View Publisher Materials](#)

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 unit 4 Lesson 3 has been revised.

Page Number: 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

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 Unit 2 has been revised.

Page Number: 80

Location:

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

URL to Content: N/A

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

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 Unit 10 has been revised.

Page Number: Unit 10

Location:

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

URL to Content: N/A

Component: N/A (ISBN: N/A)

REPORTED PUBLIC 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.

Publisher Response:

Grade 5 Unit 2 has been revised.

Page Number: Unit 2: Art and Culture of the Renaissance

Location:

The entire unit

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Grade 5 Unit 10 The Lion the Witch and the Wardrobe
Family Support Letter (Spanish) (ISBN: 9798890720757)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Family Support Letter

Updated Text:

Text edited in Family Support Letter.

Page Number: 1

Location:

Family Support Letter

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**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 Text:

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

Page Number: 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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**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. 166-173 (Lesson 13)

Updated Text:

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

Page Number: 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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

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. 219-226 (Pause Point)

Updated Text:

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

Page Number: 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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

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- 264 (Lesson 10),
pgs. 265-285 (Lesson 11), pgs. 286-308 (Lesson 12),
pgs. 309-325 (Lesson 13), pg. 357 - 414 (Teacher Resources)

Updated Text:

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

Page Number: 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

URL to Content: [View Publisher Materials](#)

Component: Grade 5 Unit 9 Juneteenth Reader (ISBN: 9798890723628)

PUBLISHER EDITORIAL CHANGE:

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 Text:

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

Page Number: 1-5, 6-9, 23-28

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

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)
pgs. 246-271 (Lesson 13) pgs. 272-285 (Lesson 14)
pgs. 286-303 (Lesson 15) pgs. 304-315 (Teacher Resources)

Updated Text:

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

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

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: 1-8, 23-33, 85-89, 169-185

Location:

Lesson 1, Lesson 3, Lesson 9, Pausing Point

URL to Content: [View Publisher Materials](#)

Component: Grade 5 Unit 5 Digital Components (ISBN: 9798890729972)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

Images resequenced to align with lesson order.

Page Number: 1-9

Location:

Lesson 1 Lesson 2 Lesson 3 Lesson 4

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

Text edited in lessons 2 and 4.

Page Number: 15-28, 33-43

Location:

Lesson 2 Lesson 4

URL to Content: [View Publisher Materials](#)

Component: Grade 5 Unit 2 Renaissance Reader (ISBN: 9798890727893)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

Text edited in chapters 1, 3, and 9.

Page Number: 2-11, 20-29

Location:

Chapter 1, Chapter 3, Chapter 9

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 2-7 (Chapter 1)

Updated Text:

Text edited in chapter 1.

Page Number: 2-7

Location:

Chapter 1

URL to Content: [View Publisher Materials](#)

Component: Grade 5 Unit 8 Chemical Matter Digital Components (ISBN: 9798890727060)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg. 25 (Lesson 10)

Updated Text:

Text edited in lesson 10.

Page Number: 25

Location:

Lesson 10

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

Image edited in Bruce McCandless II: Stepping into Space.

Page Number: 25-27

Location:

Bruce McCandless II:
"Stepping Into Space"

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg. 27 (Lesson 3)
pg. 39-40 (Lesson 5)

Updated Text:

Text edited in Activity 3.1 and 5.1.

Page Number: 27, 39-40

Location:

Lesson 3

Lesson 5

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

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 Text:

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

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

Location:

Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 11

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 30-33 (Lesson 5)

Updated Text:

Text edited in lesson 5.

Page Number: 30-33

Location:

Lesson 5

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 33-35 (Lesson 11)

Updated Text:

Text edited in lesson 11.

Page Number: 33-35

Location:

Lesson 11

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 43-50 (Lesson 5)

Updated Text:

Text edited in lesson 5.

Page Number: 43-50

Location:

Lesson 5

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890724373)

PUBLISHER EDITORIAL CHANGE:

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. 80-81 (Additional References)

Updated Text:

Text edited in multiple sections.

Page Number: 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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: 71-80, 81-94, 95-102

Location:

Chapter 9
Chapter 10
Glossary

URL to Content: [View Publisher Materials](#)

Component: Grade 5 Unit 8 Chemical Matter Reader (ISBN: 9798890727077)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 8-15 (Chapter 2)
pgs. 22-28 (Chapter 4)
pgs. 35-42 (Chapter 6)

Updated Text:

Text edited in chapters 2, 4, and 6.

Page Number: 8-15, 22-28, 35-42

Location:

Chapter 2, Chapter 4, Chapter 6

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

p. 67 (Activity 13.2)

Updated Text:

Text edited in Activity 13.2

Page Number: p. 67

Location:

Activity 13.2

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

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. 134-147 (Lesson 9) pgs. 148-169 (Lesson 10)
pgs. 170-179 (Lesson 11) pgs. 180-197 (Lesson 12)
pgs. 226-242 (Activity Book Answer Key)

Updated Text:

Text edited in Table of Contents, Intro, lessons 2, 3, 6, 8, 9, 10-12, Activity Book Answer Key

Page Number: Table of Contents 1-5, 26-41, 42-59, 84-103, 120-133, 134-147, 148-169, 170-179, 180-197, 226-242

Location:

Table of Contents Introduction
Lesson 2 Lesson 3
Lesson 6 Lesson 8
Lesson 9 Lesson 10
Lesson 11 Lesson 12
Activity Book Answer Key

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

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)
pgs. 191- 205 (Teacher Resources)

Updated Text:

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

Page Number: 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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**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 (Lesson 12)
pgs. 193-203 (Lesson 14)

Updated Text:

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

Page Number: 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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

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 Text:

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

Page Number: 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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

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)

pgs. 272-285 (Lesson 14) pgs. 300-302 (Pausing Point)

Updated Text:

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

Page Number: 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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

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 Text:

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

Page Number: 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

URL to Content: [View Publisher Materials](#)

Component: All Grade 5 components (ISBN: 9798890723499)

PUBLISHER EDITORIAL CHANGE:

Original Text:

OER K-5 Reading Language Arts branded throughout

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.

Page Number: throughout

Location:

All Grade 5 components

URL to Content: [View Publisher Materials](#)

Math, Grade K (IMRA)

Program: Bluebonnet Learning Grade K Math, Edition 1

Editorial Changes

Component: K-5 Math Grade K Module 2 Succeed: Two-Dimensional and Three-Dimensional Shapes, Student Edition (ISBN: 9798890721075)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg. 14 (Lesson 2) pg. 26 (Lesson 5)

Updated Text:

Text edits were made to lessons 2 and 5. Please see linked URL for specific edits.

Page Number: 14, 26

Location:

Lessons 2, 5

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Module 2 Learn: Two-Dimensional and Three-Dimensional Shapes, Student Edition (ISBN: 9798890721051)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pg.14 (Lesson 2) pg. 30 (Lesson 5) pg. 34 (Lesson 6) pg. 38 (Lesson 7)

Updated Text:

Text edits were made to lessons 2, 5, 6, and 7. Please see linked URL for specific edits.

Page Number: 14, 30, 34, 38

Location:

Lessons 2, 5, 6, 7

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Assessments (ISBN: 9798890721242)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Module 5

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 153, 156

Location:

Mid-Module Assessment Task

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Module 5 Succeed: Numbers 10-20, Counting to 100, and Understanding Work, Student Edition (ISBN: 9798890721198)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs 28-30 (Lesson 6) pgs. 32-34 (Lesson 7) pgs. 40-43 (Lesson 9) pgs. 44-46 (Lesson 10)

Updated Text:

Text edits were made to the lessons 6-7 and 9-10. Please see linked URL for specific edits.

Page Number: 28-30, 32-34, 40-43, 44-46

Location:

Lesson 6-7, 9-10

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Module 5 Learn: Numbers 10-20, Counting to 100, and Understanding Work, Student Edition (ISBN: 9798890721174)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 40-64 (Lesson 6-9) pgs. 94-98 (Lesson 14) pgs. 110 - 120 (Lesson 17-18)

Updated Text:

Text edits were made to the lessons 6-9, 14 and 17-18. Please see linked URL for specific edits.

Page Number: 40-64, 94-98, 110-120

Location:

Lesson 6-9, 14, 17-18

URL to Content: [View Publisher Materials](#)

Component: Family Guide (ISBN: 9798890723314)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Letter to Families

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 5

Location:

Letter to Families

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Module 2: Two-Dimensional and Three-Dimensional Shapes, Teacher Edition (ISBN: 9798890721044)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 5, 15 (Module Overview) pgs. 34-42 (Lesson 2) pgs. 65 - 97 (Lesson 5 -8)

Updated Text:

Text edits were made to the Module Overview as well as lessons 2 and 5-8.

Page Number: 5, 15, 34-42, 65-97

Location:

Module Overview Lessons 2, 5-8

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Course Guide (ISBN: 9798890723666)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Course Guide

Updated Text:

Editorial edits were made.

Page Number: 5, 6, 8, 10, 12, 14, 18, 19, 20, 24, 25, 27, 29, 34-38, 42, 50-52, 57, 64, 65, 68, 71, 72, 75, 79

Location:

Grade K Course Guide

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Module 6: Analyzing, Comparing, and Composing Shapes, Teacher Edition (ISBN: 9798890721204)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 5-13 (Module Overview) pgs. 28 - 45 (Lesson 2)

Updated Text:

Text edits were made to the Module Overview and Lesson 2.

Page Number: 5-13, 28-45

Location:

Module Overview, Lesson 2

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Module 4: Number Pairs, Addition and Subtraction to 10, Teacher Edition (ISBN: 9798890721129)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 5- 15 (Module Overview) pg. 25 (Lesson 1) pg. 120 (Lesson 12) pgs. 166 - 181 (Lesson 16 - 17) pgs. 301 - 314 (Lesson 31) pgs. 349 - 356 (Lesson 35) pgs. 367 - 378 (Lesson 37)

Updated Text:

Text edits were made to the Module Overview, lessons 1, 12, 16-17, 31 and 35.

Page Number: 5-15, 25, 120, 166-181, 301-314, 349-356, 367-378

Location:

Module Overview Lesson 1, 12, 16 - 17, 31, 35

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Module 5: Numbers 10-20, Counting to 100, and Understanding Work, Teacher Edition (ISBN: 9798890721167)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 5-24 (Module Overview) pgs. 94-95 (Topic B) pgs. 96-159 (Lesson 6 - 9)
pgs. 191-214 (Lesson 13 -14) pgs. 226 - 263 (Lesson 16 - 18) pgs. 2863 - 303
(Lesson 21-22) pgs. 313 - 323 (Lesson 24)

Updated Text:

Text edits were made to the Module Overview, Topic B, lessons 6-9, 13-14,
16-18, 21-22 and 24.

Page Number: 5-24, 94-95, 96-159, 191-214, 226-263, 286-303, 313-323

Location:

Module Overview Topic B Lesson 6-9, 13-14, 16-18, 21-22, 24

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Module 3: Comparison of Length,
Weight, Capacity, and Numbers to 10, Teacher Edition (ISBN:
9798890721082)

PUBLISHER EDITORIAL CHANGE:

Original Text:

pgs. 5-6, 19 (Module Overview) pgs. 22-26 (Lesson 1)

Updated Text:

Text edits were made to the Module Overview and Lesson 1.

Page Number: 5-6, 19, 23

Location:

Module Overview, Lesson 1

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Program and Implementation Guide

Updated Text:

Editorial edits were made.

Page Number: 5-7, 9, 17, 19, 30, 34, 36, 38-40, 44, 48, 49-51, 66, 78

Location:

Program and Implementation Guide

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Additional Days School Year (ADSY), Teacher Edition (ISBN: 9798890723253)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Overview

Updated Text:

Editorial edits were made.

Page Number: 6

Location:

Overview

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade K Module 1: Numbers to 10, Teacher Edition (ISBN: 9798890721006)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Module Overview Lesson 3 Lesson 15 Topic F

Updated Text:

Text edits were made to the Module Overview, lessons 3 and 15 and Topic F.

Page Number: 6-20, 38, 139, 207

Location:

Module Overview Lesson 3 Lesson 15 Topic F

URL to Content: [View Publisher Materials](#)

Component: Navigation Guide (ISBN: 9798890724861)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Summary of Materials

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 7

Location:

Summary of Materials

URL to Content: [View Publisher Materials](#)

Component: All Kinder components (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"OER K-5 Math" branding throughout

Updated Text:

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

Page Number: Throughout

Location:

All Grade Kinder Components

URL to Content: [View Publisher Materials](#)

Math, Grade 1 (IMRA)

Program: Bluebonnet Learning Grade 1 Math, Edition 1

Editorial Changes

Component: K-5 Math Grade 1 Module 2, Student Edition: Succeed (ISBN: 9798890721327)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Lesson 23 *Lesson 26

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 100, 110, 112

Location:

Homework, Homework Helper

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 2, Student Edition: Learn (ISBN: 9798890721303)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Lesson 2 *Lesson 17 *Lesson 18 *Lesson 23 *Lesson 26 *Lesson 27
*Lesson 28

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 14, 99, 110, 138, 140, 159-160, 168-169, 172

Location:

Application Problem, Problem Set, Exit Ticket, Template

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 3, **Student Edition:** Succeed
(ISBN: 9798890721365)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lesson 2

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 15-16

Location:

Homework

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 6, **Student Edition:** Succeed
(ISBN: 9798890721488)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lesson 5

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 24, 26-27

Location:

Footers

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 6, **Student Edition:** Learn (ISBN: 9798890721464)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

See: *Lesson 5 *Lesson 7 *Lesson 28

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 30, 32-34, 42, 166, 168

Location:

Footers, Problem Set, Exit Ticket

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 1, **Student Edition:** Practice (ISBN: 9798890721273)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

See: *Contents *Lesson 38

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 4, 68-69

Location:

Contents, Footer

URL to Content: [View Publisher Materials](#)

Component: Family Guide (ISBN: 9798890723314)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Letter to Families

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 5

Location:

Letter to Families

URL to Content: [View Publisher Materials](#)

Component: Grade 1 Course Guide (ISBN: 9798890723598)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Course Guide

Updated Text:

Editorial edits were made.

Page Number: 5, 24-26, 28, 35-36, 38, 41, 44, 47, 50, 53, 56-59, 61, 63-67, 71

Location:

Grade 1 Course Guide

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 5, Teacher Edition (ISBN: 9798890721419)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

See: *Overview *Lesson 6 *Lesson 7 *Lesson 12

Updated Text:

Editorial edits were made.

Page Number: 5-6, 13, 16, 81, 100, 160

Location:

Module Overview, Fluency, Margin Note

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Program and Implementation Guide

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 5-7, 9, 17, 19, 30, 34, 36, 38-40, 44, 48, 49-51, 66, 78

Location:

Program and Implementation Guide

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Additional Days School Year (ADSY),
Teacher Edition (ISBN: 9798890723260)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Module Overview *Lesson 11 *Lesson 12 *Lesson 15 *Lesson 16

Updated Text:

Editorial edits were made.

Page Number: 6, 167-172, 177, 187-188, 227-229, 240-241, 243

Location:

Overview, Fluency, Application Problem, Concept Development, Template,
Student Debrief

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 6, Teacher Edition (ISBN:
9798890721457)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Module Overview *Topic B Overview *Lesson 3 *Lesson 4 *Lesson 5
*Lesson 7 *Lesson 14 *Lesson 28

Updated Text:

Editorial edits were made.

Page Number: 6, 19, 50-51, 53, 55, 72-75, 79, 88-99, 111-114, 190-192. 343-
350

Location:

Module Overview, Topic Overview, Concept Development, Student Debrief,
Student Exemplars, Footers, Exit Ticket

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 4, Teacher Edition (ISBN: 9798890721372)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Module Overview *Topic A Overview *Lesson 2-4 *Lesson 12

Updated Text:

Editorial edits were made.

Page Number: 6, 7, 14, 16-17, 32, 41-43, 47-49, 57, 59, 161

Location:

Module Overview, Topic Overview, Concept Development, Margin Note, Template, Problem Set

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 3, Teacher Edition (ISBN: 9798890721334)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview *Suggested Tools & Representations *Lesson 2 *Lesson 5 *Lesson 7 *Lesson 8 *Lesson 9 *Lesson 11

Updated Text:

Editorial edits were made.

Page Number: 6-7, 16, 37, 42-46, 76, 114, 125, 149, 161, 163-164

Location:

Module Overview, Fluency, Problem Set, Exit Ticket, Homework, Margin Note, Student Exemplars, Template

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 2, Teacher Edition (ISBN: 9798890721297)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Module Overview *Suggested *Lesson 1 - 2 *Lesson 13 *Lesson 17
*Lesson 18 *Lesson 21 -23 *Topic D Overview *Lesson 26 - 29

Updated Text:

Editorial edits were made.

Page Number: 6-8, 18, 25, 37, 162, 214-215, 224-225, 250, 280-281, 285, 288, 318, 320-324, 326-328, 332-334, 345-346, 348, 352, 358-359

Location:

Module Overview, Margin Note, Application Problem, Fluency, Concept Development, Student Exemplar, Problem Set, Homework, Exit Ticket

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 1, Teacher Edition (ISBN: 9798890721259)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Module Overview *Lesson 1-2 *Lesson 4 *Lesson 9-10 *Lesson 15
*Lesson 25 *Lesson 28 *Lesson 38-39

Updated Text:

Editorial edits were made.

Page Number: 6-8, 9, 11, 19, 23, 37-39, 69, 135-136, 146, 148, 194, 301, 338, 449-450, 459-460, 470

Location:

Module Overview, Homework, Concept Development, Student Debrief,
Margin Notes, Fluency, Footers

URL to Content: [View Publisher Materials](#)

Component: Navigation Guide (ISBN: 9798890724861)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Summary of Materials

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 7

Location:

Summary of Materials

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 1 Module 4, Student Edition: Learn (ISBN: 9798890721389)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lesson 12

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 82

Location:

Problem Set

URL to Content: [View Publisher Materials](#)

Component: All Grade 1 components (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"OER K-5 Math" branding throughout

Updated Text:

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

Page Number: Throughout

Location:

All Grade 1 Components

URL to Content: [View Publisher Materials](#)

Math, Grade 2 (IMRA)

Program: Bluebonnet Learning Grade 2 Math, Edition 1

Editorial Changes

Component: K-5 Math Grade 2 Module 7 Learn, Student Edition (ISBN: 9798890721754)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Lesson 25

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 170-171

Location:

Problem Set, Homework

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 3 Succeed, Student Edition
(ISBN: 9798890721617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Lesson 4

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 20

Location:

Homework Helper

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 4 Succeed, Student Edition
(ISBN: 9798890721655)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Lesson 5

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 27

Location:

Homework

URL to Content: [View Publisher Materials](#)

**Component: K-5 Math Grade 2 Module 1 Succeed, Student Edition
(ISBN: 9798890721532)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Lesson 7

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 35

Location:

Module 1 Succeed

URL to Content: [View Publisher Materials](#)

**Component: K-5 Math Grade 2 Module 8 Succeed, Student Edition
(ISBN: 9798890721815)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Lesson 7

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 36-37

Location:

Homework

URL to Content: [View Publisher Materials](#)

**Component: K-5 Math Grade 2 Module 6 Succeed, Student Edition
(ISBN: 9798890721730)**

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Lesson 8

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 37

Location:

Homework

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 8 Learn, Student Edition (ISBN: 9798890721792)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Lesson 5 *Lesson 7

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 39, 50

Location:

Problem Set

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Assessments (ISBN: 9798890721822)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Module 3 *Module 2

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 45, 80

Location:

End-of-Module Assessment Tasks and Mid-Module Assessment Tasks

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 6 Learn, Student Edition (ISBN: 9798890721716)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Lesson 8 *Lesson 9 *Lesson 10

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 48-50, 51, 54, 62, 64,

Location:

Problem Set, Application Problem and Exit Ticket

URL to Content: [View Publisher Materials](#)

Component: Family Guide (ISBN: 9798890723314)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Letter to Families

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 5

Location:

Letter to Families

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 2, Teacher Edition (ISBN: 9798890721549)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Overview *Lesson 9

Updated Text:

Editorial edits were made.

Page Number: 5, 13, 115

Location:

Module 2 Overview, Fluency

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 8, Teacher Edition (ISBN: 9798890721785)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Overview *Topic B Overview *Lesson 1 *Lesson 2 *Lesson 5 *Lesson 7
*Lesson 13

Updated Text:

Editorial edits were made.

Page Number: 5, 25, 29, 32, 42, 93, 97, 112, 116, 117, 121, 125, 197, 263, 266

Location:

Module 8 Overview, Topic Overview, Concept Development, Problem Set, Homework, Answer Key, Margin Notes

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 7, Teacher Edition (ISBN: 9798890721747)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

See *Overview *Topic B *Topic F Overview *Lesson 5 *Lesson 8 *Lesson 10 *Lesson 14 *Lesson 16 *Lesson 17 *Lesson 20 *Lesson 24*Lesson 25 *Lesson 26

Updated Text:

Editorial edits were made.

Page Number: 5, 6, 13-14, 25, 91, 113, 129, 156, 198-208, 222, 233, 277, 317, 318, 321, 332-346, 398

Location:

Moduel 7 Overview, Topic Overview, Objective, Application Problem, Concept Development, Problem Set, Template, Margin Notes and Answer Key

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Program and Implementation Guide

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 5-7, 9, 17, 19, 30, 34, 36, 38-40, 44, 48, 49-51, 66, 78

Location:

Program and Implementation Guide

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 6, Teacher Edition (ISBN: 9798890721709)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Overview *Topic C Overview *Lesson 8 *Lesson 9 *Lesson 10

Updated Text:

Editorial edits were made.

Page Number: 6, 19, 110, 111, 112, 113, 116, 117, 119, 125, 126, 134, 138, 140, 142, 144, 146, 278

Location:

Module 6 Overview, Application Problem, Concept Development, Student Debrief, Problem Set, Exit Ticket, Homework, Template, Answer Key and Topic Overview

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 5, Teacher Edition (ISBN: 9798890721662)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Overview *Lesson 1 *Lesson 2 *Lesson 9

Updated Text:

Editorial edits were made.

Page Number: 6, 7, 19, 26, 38, 39, 40, 48, 49, 124, 126

Location:

Module 5 Overview, Margin Notes, Concept Development, Templates

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 3, Teacher Edition (ISBN: 9798890721587)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Overview *Lesson 1 *Topic C Overview *Lesson 4 *Lesson 5 *Lesson 13 *Lesson 17 *Lesson 18 *Answer Key

Updated Text:

Editorial edits were made.

Page Number: 6-8, 16, 17, 27-28, 30-31, 62, 66-67, 71, 74-75, 78-79, 80, 186, 235, 254, 289

Location:

Module 3 Overview, Topic Overview, Fluency, Application Problem, Concept Development, Student Debrief, Problem Set, Exit Ticket, Homework, Template and Answer Key.

URL to Content: [View Publisher Materials](#)

Component: Navigation Guide (ISBN: 9798890724861)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Summary of Materials

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 7

Location:

Summary of Materials

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 4, Teacher Edition (ISBN: 9798890721624)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Overview *Lesson 5 *Lesson 10 *Lesson 18 *Lesson 26 *Lesson 27
*Lesson 5 Answer Key

Updated Text:

Editorial edits were made.

Page Number: 7, 10, 15, 20, 72, 80, 133, 236-237, 342, 370,

Location:

Module 4 Overview, Answer Key, Margin Notes, Concept Development,
Sprints and Homework

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 1, Teacher Edition (ISBN: 9798890721501)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See *Overview *Topic A Overview *Lesson 2 *Lesson 5 *Lesson 7 *Lesson 8

Updated Text:

Editorial edits were made.

Page Number: 7, 8, 15, 16-17, 34-36, 42-43, 70, 72, 98, 101-102, 119

Location:

Module 1 Overview, Topic Overview, Fluency, Concept Development, Margin Notes, Students Debrief, Homework, Template, Answer Key

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Course Guide (ISBN: 9798890723321)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Course Guide

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 8, 10, 37-38, 43-44, 49-50, 55-57, 61, 67, 74, 81-83, 87

Location:

Grade 2 Course Guide

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 2 Module 3 Learn, Student Edition (ISBN: 9798890721594)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

See *Lesson 1 *Lesson 4 *Templates

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 8, 9, 26, 28-29

Location:

Problem Set and Exit Ticket

URL to Content: [View Publisher Materials](#)

Component: All Grade 2 components (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"OER K-5 Math" branding throughout

Updated Text:

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

Page Number: Throughout

Location:

All Grade 2 Components

URL to Content: [View Publisher Materials](#)

Math, Grade 3 (IMRA)

Program: Bluebonnet Learning Grade 3 Math, Edition 1

SRP Feedback

Component: K-5 Math Grade 3 Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10, Teacher Edition (ISBN: 9798890721914)

REPORTED FEEDBACK:

Consider modifying question 2a to explicitly state that students need to write the equation, then solve (similar to the statement in 2b) "Use a box in an equation to represent the unknown value, and then solve the problem."

Publisher Response:

Question 2a has been revised.

Page Number: 102

Location:

M3, L7, Problem Set, Problem 2

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 3 Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10, Teacher Edition (ISBN: 9798890721914)

REPORTED FEEDBACK:

In the MME box, consider being more explicit about what types of manipulatives might be a good fit for the problem set. For teachers new to content or grade level, this support would be beneficial.

Publisher Response:

Language has been revised to include the specific manipulatives in the problem set.

Page Number: 208

Location:

M3, L16, Problem Set, Notes on Multiple Means of Engagement, "Consider providing Students with manipulatives to use as they work through the Problems of the Problem Set."

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: K-5 Math Grade 3 Module 1, Student Edition: Learn (ISBN: 9798890721846)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

See: *Lesson 5

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 37

Location:

Problem Set

URL to Content: [View Publisher Materials](#)

Component: Family Guide (ISBN: 9798890723314)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Letter to Families

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 5

Location:

Letter to Families

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 3 Module 6, Teacher Edition (ISBN: 9798890722034)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See:

*Overview

*Terminology

*Suggested Tools & Representations

Updated Text:

Editorial edits were made.

Page Number: 5, 12, 15

Location:

Module 6 Overview

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 3 Module 5, Teacher Edition (ISBN: 9798890721990)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview * Suggested Tools & Representations

Updated Text:

Editorial edits were made.

Page Number: 5, 6, 18

Location:

Module 5 Overview

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 3 Module 7, Teacher Edition (ISBN: 9798890722072)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See:

*Overview

*Terminology

*Suggested Tools & Representations

*Lesson 1

*Lesson 3

Updated Text:

Editorial edits were made.

Page Number: 5, 6, 18, 23, 28, 55

Location:

Module 7 Overview, Concept Development Vignette

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 3 Module 3, Teacher Edition (ISBN: 9798890721914)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See:

*Overview

*Suggested Tools & Representations section

*Concept Development vignette

*Margin Notes

*Problem Set

Updated Text:

Editorial edits were made.

Page Number: 5-7, 17, 42, 79, 100, 206

Location:

Module 3 Overview, Concept Development, Margin Notes, Problem Set

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Program and Implementation Guide

Updated Text:

Editorial edits were made.

Page Number: 5-7, 9, 17, 19, 30, 34, 36, 38-40, 44, 48, 49-51, 66, 78

Location:

Program and Implementation Guide

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 3 Course Guide (ISBN: 9798890723338)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Course Guide

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 5-79

Location:

Grade 3 Course Guide

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 3 Module 3, Student Edition: Learn (ISBN: 9798890721921)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Lesson 7

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 53

Location:

Problem Set

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 3 Module 4, Teacher Edition (ISBN: 9798890721952)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See:

*Overview

*Suggested Tools & Representations

Updated Text:

Editorial edits were made.

Page Number: 6, 13

Location:

Module 4 Overview

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 3 Additional Days School Year (ADSY), Teacher Edition (ISBN: 9798890723284)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview *Lesson 21

Updated Text:

Editorial edits were made.

Page Number: 6, 278

Location:

ADSY Overview and Lesson 21 Student Debrief

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 3 Module 2, Teacher Edition (ISBN: 9798890721877)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

See:

*Overview

*Terminology

*Suggested Tools & Representations

*Lesson 5

Updated Text:

Editorial edits were made.

Page Number: 6, 7, 17, 20, 75

Location:

Module 2 Overview and L5 Problem Set Blurb

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 3 Module 1, Teacher Edition (ISBN: 9798890721839)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

See:

*Overview

*Tools & Representation

*Lesson 5
*Lesson 5 Answer Key
*Lesson 6

Updated Text:

Editorial edits were made.

Page Number: 6, 7, 20, 78, 80, 85, 264

Location:

Module 1 Overview L5 Problem Set & Answer Key, and L6 Margin Note

URL to Content: [View Publisher Materials](#)

Component: Navigation Guide (ISBN: 9798890724861)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Summary of Materials

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 7

Location:

Summary of Materials

URL to Content: [View Publisher Materials](#)

Component: All Grade 3 components (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"OER K-5 Math" branding throughout

Updated Text:

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

Page Number: Throughout

Location:

All Grade 3 Components

URL to Content: [View Publisher Materials](#)

Math, Grade 4 (IMRA)

Program: Bluebonnet Learning Grade 4 Math, Edition 1

SRP Feedback

Component: K-5 Math Grade 4 Module 3: Multi-Digit Multiplication and Division, Teacher Edition (ISBN: 9798890722201)

REPORTED FEEDBACK:

Consider adding a step for students to write down the formula (from the Concept Development or the STAAR Reference Materials chart,) then solve for the area and perimeter. This would better align Problem Set #1 with the SE.

Publisher Response:

Revision has been made to add a sentence above Problem Set #1.

Page Number: 33

Location:

M3, L1, Problem Set #1

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: K-5 Math Grade 4 Module 7, Student Edition: Learn (ISBN: 9798890722379)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See Lesson 1 Problem Set

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 10-11

Location:

Problem Set

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 4 Module 5, Student Edition: Learn (ISBN: 9798890722294)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Lesson 25 Problem Set

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 181

Location:

Problem Set

URL to Content: [View Publisher Materials](#)

Component: Family Guide (ISBN: 9798890723314)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Letter to Families

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 5

Location:

Letter to Families

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 4 Module 1, Teacher Edition (ISBN: 9798890722126)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview *Collaboratively Troubleshooting Student Misconceptions
*TEKS Mathematical Process Standards *Terminology *Suggested Tools & Representation

Updated Text:

Editorial edits were made.

Page Number: 5-18

Location:

Module 1 Overview

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 4 Module 2, Teacher Edition (ISBN: 9798890722164)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview *Suggested Tools & Representations

Updated Text:

Editorial edits were made.

Page Number: 5-6, 14

Location:

Module 2 Overview

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 4 Module 7, Teacher Edition (ISBN: 9798890722362)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview *Suggested Tools & Representations *Lesson 1 and Lesson 1 Answer Key *Lesson 12

Updated Text:

Editorial edits were made.

Page Number: 5-6, 21, 26, 27, 31-32, 172, 228

Location:

Module 7 Overview, Concept Development, Problem Set, Student Exemplars, Answer Key

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 4 Module 6, Teacher Edition (ISBN: 9798890722324)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Module Overview *Lesson 2 *Lesson 6

Updated Text:

Editorial edits were made.

Page Number: 5-7, 14-17, 18, 39, 102

Location:

Module 6 Overview, Margin Note and Student Debrief

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 4 Module 4, Teacher Edition (ISBN: 9798890722249)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Module Overview *Collaboratively Troubleshooting Student Misconceptions *Suggested Tools & Representations *Lesson 6 *Lesson 15

Updated Text:

Editorial edits were made.

Page Number: 5-7, 18, 103, 106, 224

Location:

Module 4 Overview, Problem Set, Student Exemplars, and Margin Note

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Program and Implementation Guide

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 5-7, 9, 17, 19, 30, 34, 36, 38-40, 44, 48, 49-51, 66, 78

Location:

Program and Implementation Guide

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 4 Module 5, Teacher Edition (ISBN: 9798890722287)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

See: *Overview *TEKS Mathematical Process Standards *Suggested Tools & Representations *Lesson 25 and Lesson 25 Answer Key

Updated Text:

Editorial edits were made.

Page Number: 5-8, 12, 18, 333, 334, 336, 459

Location:

Module 5 Overview, Concept Development, Problem Set, Student Exemplars, Answer Key

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 4 Module 3, Teacher Edition (ISBN: 9798890722201)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

See: *Overview *Suggested Tools & Representations *Lesson 1 Problem Set *Lesson 29 Margin Note *Lesson 34 Margin Note

Updated Text:

Editorial edits were made.

Page Number: 5-8, 23, 34, 409, 466

Location:

Module 3 Overview, Problem Set and Margin Notes

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 4 Module 4, Student Edition: Learn (ISBN: 9798890722256)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Lesson 6 Problem Set

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 50

Location:

Problem Set

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 4 Additional Days School Year (ADSY), Teacher Edition (ISBN: 9798890723253)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Overview

Updated Text:

Editorial edits were made.

Page Number: 6

Location:

Overview

URL to Content: [View Publisher Materials](#)

Component: Navigation Guide (ISBN: 9798890724861)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Summary of Materials

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 7

Location:

Summary of Materials

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 4 Course Guide (ISBN: 9798890723345)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Course Guide

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 8-74

Location:

Grade 4 Course Guide

URL to Content: [View Publisher Materials](#)

Component: All Grade 4 components (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"OER K-5 Math" branding throughout

Updated Text:

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

Page Number: Throughout

Location:

All Grade 4 Components

URL to Content: [View Publisher Materials](#)

Math, Grade 5 (IMRA)

Program: Bluebonnet Learning Grade 5 Math, Edition 1

Public Comments

Component: K-5 Math Grade 5 Module 1: Place Value and Decimals, Teacher Edition (ISBN: 9798890722416)

REPORTED PUBLIC COMMENT:

The pacing calendars are for 165 days with an ADSY of 30 days. The state assessment is given approximately 130 days into the school year. Will the state be providing a recommendation to compact the curriculum so all is taught before the STAAR test is given? This comment applies to the Math K - Algebra 1 program.

Publisher Response:

Maintain current scope and sequence for all grades.

Page Number: N/A

Location: N/A

URL to Content: N/A

Editorial Changes

Component: Family Guide (ISBN: 9798890723314)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Letter to Families

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 5

Location:

Letter to Families

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 5 Module 6, Teacher Edition (ISBN: 9798890722614)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview *Suggested Tools & Representation *Lesson 19

Updated Text:

Editorial edits were made.

Page Number: 5-6, 24

Location:

Module Overview, Concept Development

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 5 Module 4, Teacher Edition (ISBN: 9798890722539)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview *Suggested Tools & Representation

Updated Text:

Editorial edits were made.

Page Number: 5-6, 24

Location:

Module Overview

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 5 Module 5, Teacher Edition (ISBN: 9798890722577)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview *Suggested Tools & Representation *Lesson 6 *Lesson 10

Updated Text:

Editorial edits were made.

Page Number: 5-6, 25, 95, 147

Location:

Module Overview, Margin Note, Application Problem

URL to Content: [View Publisher Materials](#)

Component: Program and Implementation Guide (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Program and Implementation Guide

Updated Text:

Editorial edits were made.

Page Number: 5-7, 9, 17, 19, 30, 34, 36, 38-40, 44, 48, 49-51, 66, 78

Location:

Program and Implementation Guide

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 5 Course Guide (ISBN: 9798890723635)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Course Guide

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 5-72

Location:

Grade 5 Course Guide

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 5 Additional Days School Year (ADSY),
Teacher Edition (ISBN: 9798890723307)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Overview

Updated Text:

Editorial edits were made.

Page Number: 6

Location:

Overview

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 5 Module 3, Teacher Edition (ISBN: 9798890722492)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview *Suggested Tools & Representation

Updated Text:

Editorial edits were made.

Page Number: 6, 16

Location:

Module Overview

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 5 Module 1, Teacher Edition (ISBN: 9798890722416)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview *Suggested Tools & Representation *Lesson 4 *Lesson 10

Updated Text:

Editorial edits were made.

Page Number: 6, 19, 67, 149, 151, 153

Location:

Module Overview, Concept Development, Margin Note, Student Exemplar, Problem Set

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 5 Module 2, Teacher Edition (ISBN: 9798890722454)

PUBLISHER EDITORIAL CHANGE:

Original Text:

See: *Overview *Suggested Tools & Representation *Lesson 15

Updated Text:

Editorial edits were made.

Page Number: 6-7, 23, 210

Location:

Module Overview, Concept Development, Margin Note

URL to Content: [View Publisher Materials](#)

Component: Navigation Guide (ISBN: 9798890724861)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Summary of Materials

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 7

Location:

Summary of Materials

URL to Content: [View Publisher Materials](#)

Component: K-5 Math Grade 5 Module 1, Student Edition: Learn (ISBN: 9798890722423)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Lesson 10

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: 77

Location:

Problem Set

URL to Content: [View Publisher Materials](#)

Component: All Grade 5 components (ISBN: 9798890722669)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"OER K-5 Math" branding throughout

Updated Text:

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

Page Number: Throughout

Location:

All Grade 5 Components

URL to Content: [View Publisher Materials](#)

Math, Grade 6 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1

SRP Feedback

Component: Secondary Mathematics Grade 6 Skills Practice Teacher Edition (ISBN: 9781970197129)

REPORTED FEEDBACK:

This lesson includes natural numbers. Natural numbers are part of 7th grade TEKS. 6th grade TEKS only include whole, integers, and rational numbers. While this is a good lesson for 7th grade, the natural numbers needs to be removed to make it fully aligned for 6th grade. Including natural numbers could cause misconceptions for students.

Publisher Response:

A revision has been made to the facilitation notes of the instructional materials to ensure teachers internalize the extension opportunity without compromising the focus of the lesson on integers, whole numbers, and rational numbers.

Page Number: 179

Location:

Module 3, Topic 1 Skills Practice III.B. (Skills Practice TE)

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Teacher Edition, Volume 1 (ISBN: 9781970197105)

REPORTED FEEDBACK:

This lesson includes natural numbers. Natural numbers are part of 7th grade TEKS. 6th grade TEKS only include whole, integers, and rational numbers. While this is a good lesson for 7th grade, the natural numbers

needs to be removed to make it fully aligned for 6th grade. Including natural numbers could cause misconceptions for students.

Publisher Response:

A revision has been made to the facilitation notes of the instructional materials to ensure teachers internalize the extension opportunity without compromising the focus of the lesson on integers, whole numbers, and rational numbers.

Page Number: 494

Location:

Module 3, Topic 1 Lesson 3

Getting Started Whole Activity (TE Vol. 1)

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Teacher Edition, Volume 1 (ISBN: 9781970197105)

REPORTED FEEDBACK:

This lesson includes natural numbers. Natural numbers are part of 7th grade TEKS. 6th grade TEKS only include whole, integers, and rational numbers. While this is a good lesson for 7th grade, the natural numbers needs to be removed to make it fully aligned for 6th grade. Including natural numbers could cause misconceptions for students.

Publisher Response:

A revision has been made to the facilitation notes of the instructional materials to ensure teachers internalize the extension opportunity without compromising the focus of the lesson on integers, whole numbers, and rational numbers.

Page Number: 497

Location:

Module 3, Topic 1 Lesson 3

Activity 3.2: This includes all of the narrative, the Venn Diagram and Question 1 (TE Vol. 1)

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Teacher Edition, Volume 1 (ISBN: 9781970197105)

REPORTED FEEDBACK:

This lesson includes natural numbers. Natural numbers are part of 7th grade TEKS. 6th grade TEKS only include whole, integers, and rational numbers. While this is a good lesson for 7th grade, the natural numbers needs to be removed to make it fully aligned for 6th grade. Including natural numbers could cause misconceptions for students.

Publisher Response:

A revision has been made to the facilitation notes of the instructional materials to ensure teachers internalize the extension opportunity without compromising the focus of the lesson on integers, whole numbers, and rational numbers.

Page Number: 505

Location:

Module 3, Topic 1 Lesson 3

Assignment Practice Question 1 (TE Vol. 1)

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Teacher Edition, Volume 2 (ISBN: 9781970197112)

REPORTED FEEDBACK:

To combine like terms in Junior High, it is not correctly aligned content wise to use the algebra tiles for x^2 until Algebra 1. We realize this is not the standard we are looking at but we wanted to draw attention to this content.

Publisher Response:

A revision has been made to the facilitation notes of the instructional materials to ensure teachers internalize the extension opportunity that the intent of the activity is combining like terms, including constants and different sets of variables. Questions involving x^2 's can be used as extensions.

Page Number: 710-714

Location:

Module 4, Topic 1 Lesson 3

Activity 3.1 Narrative and Questions 1-7 (TE Vol 2)

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Secondary Mathematics Grade 6 Topic Pacing Guide (150-Day) (ISBN: 9781970197242)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Title/Acknowledgment/ISBN *M4T3 and M4T4 Pacing

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p1, 57*PDF p43, 48

Location:

*Title/Acknowledgment/ISBN *M4T3, M4T4 Pacing

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Family Guides, Spanish (ISBN: 9781970197310)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Title/Acknowledgment/ISBN *G6 Guía Para La Familia Del Curso - Actividades

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p1-2, Last page*PDF p15

Location:

*Title/Acknowledgment/ISBN *G6 Guía Para La Familia Del Curso

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Student Edition, Volume 1 (ISBN: 9781970197150)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G6M1T1 L6 *G6M2T1 L1 *G6M2T2 L1, L3 *M3T1 L1 *M3T2 L3

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p118-119*PDF p257*PDF p375, 419*PDF p495, 504, 509, 511*PDF p637

Location:

*G6M1T1 *G6M2T1 *G6M2T2 *G6M3T1 *G6M3T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Student Edition, Volume 2 (ISBN: 9781970197167)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G6M4T1 L4 *G6M4T4 L4 *G6M5T1 L1 *G6M5T2 L3

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p124-126*PDF p422*PDF p462-463*PDF p578-579, 585-586

Location:

*G6M4T1 *G6M4T4 *G6M5T1 *G6M5T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Teacher Edition, Volume 2 (ISBN: 9781970197112)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G6 Course and Implementation Guide *G6M4T1 L3, L4 *G6M4T4 L4
*G6M5T1 L1 *G6M5T2 L3

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p14, 28, 35, 46-48, 52-53*PDF p152, 218-220*PDF p689-690*PDF p764-765*PDF p938-939, 945-946

Location:

*G6 Course and Implementation Guide *G6M4T1 *G6M4T4 *G6M5T1
*G6M5T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Family Guides (ISBN: 9781970197143)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G6 Course Family Guide - Activities

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p16

Location:

*G6 Course Family Guide

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Assessments Student Edition (ISBN: 9781970197181)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G6M2T1

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p26

Location:

*G6M2T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Skills Practice Teacher Edition (ISBN: 9781970197129)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G6 Skills Practice Guide *G6M2T1 Section I.C *G6M3T1 Section I.D

*G6M4T2 Section I Spaced Practice *G6M4T2 Section V Spaced Practice

*G6M4T4 Section IV.C *G6M5T2 Section III.B

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p27-28*PDF p114*PDF p202-203*PDF p299*PDF p330*PDF p431-433*PDF p520-521

Location:

*G6 Skills Practice Guide *G6M2T1 *G6M3T1 *G6M4T2 *G6M4T4 *G6M5T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Materials List (ISBN: 9781970197297)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*M1T1 Intro Lesson

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p3-4

Location:

*M1T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Assessments Teacher Edition (ISBN: 9781970197136)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G6M2T1

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p48

Location:

*G6M2T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 QTI File (ISBN: 9781970197198)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G6M2T1 *Title/Acknowledgment/ISBN

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p63-64*PDF p1-2, 252

Location:

*G6M2T1 *Title/Acknowledgment/ISBN

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 6 Skills Practice Student Edition (ISBN: 9781970197174)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G6M2T1 Section I.C *G6M3T1 Section I.D *G6M4T2 Section I Spaced Practice *G6M4T2 Section V Spaced Practice *G6M4T4 Section IV.C
*G6M5T2 Section III.B

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p80*PDF p170-171*PDF p265*PDF p296*PDF p397-399*PDF p486-487

Location:

*G6M2T1 *G6M3T1 *G6M4T2 *G6M4T4 *G6M5T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Program and Implementation Guide

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: PDF p9, 14, 22, 25, 28-30

Location:

Program and Implementation Guide

URL to Content: [View Publisher Materials](#)

Component: All components across Secondary Mathematics Grade 6 Edition 1 (ISBN: 9781970197006)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"OER Secondary Mathematics" branding throughout

Updated Text:

All components for Secondary Mathematics Grade 6 Edition 1 have been branded as "Bluebonnet Learning Secondary Mathematics." This change does not impact the content of the materials. Please see linked URL for a sample of this editorial edit.

Page Number: Throughout

Location:

All components across Secondary Mathematics Grade 6 Edition 1

URL to Content: [View Publisher Materials](#)

Math, Grade 7 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1

Editorial Changes

Component: Secondary Mathematics Grade 7 QTI File (ISBN: 9781970197419)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Title/Acknowledgment/ISBN

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p1, 196

Location:

*Title/Acknowledgment/ISBN

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Topic Pacing Guide (150-Day) (ISBN: 9781970197464)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Title/Acknowledgment/ISBN *M1-M2 *M3T3 L2 *M4T2 Pacing

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p1, 55*PDF p2-24*PDF p34*PDF p45

Location:

*Title/Acknowledgment/ISBN *M1-M2 *M3T3 *M4T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Family Guides, Spanish (ISBN: 9781970197532)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Title/Acknowledgment/ISBN *G7 Guía Para La Familia Del Curso - Actividades *M3T3

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p1-2, Last page*PDF p15*PDF p57-58

Location:

*Title/Acknowledgment/ISBN *G7 Guía Para La Familia Del Curso *M3T3

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Skills Practice Teacher Edition (ISBN: 9781970197341)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Skills Practice Guide *G7M3T3 Section II.A, Section III.A, Section III Spaced Review

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p10, 21*PDF p262, 278-282, 286

Location:

*G7 Skills Practice Guide *G7M3T3

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Student Edition, Volume 2 (ISBN: 9781970197389)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G7M4T2 L1 *G7M4T3 L4 *G7M5T2 L4, Topic Summary L4

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p129*PDF p289, 291*PDF p455-456, 460, 471-472

Location:

*G7M4T2 *G7M4T3 *G7M5T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Teacher Edition, Volume 2 (ISBN: 9781970197334)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G7 Course and Implementation Guide *G7M4T2 L1 *G7M4T3 L4 *G7M5T2 L4, Topic Summary L4 *G7 Math Glossary

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p14, 15, 47, 48, 53*PDF p231*PDF p454, 461, 463*PDF p704, 709, 710, 714, 725-726*PDF p739

Location:

*G7 Course and Implementation Guide *G7M4T2 *G7M4T3 *G7M5T2 *G7 Math Glossary

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Family Guides (ISBN: 9781970197365)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Family Course Guide - Activities *M3T3

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p16*PDF p62-63

Location:

*Family Course Guide *M3T3

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Assessments Teacher Edition (ISBN: 9781970197358)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Assessment Guide - Table of Contents

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p17

Location:

*Assessment Guide

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Materials List (ISBN: 9781970197518)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

*M1T1 Intro Lesson *Index Card Title

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p3-11

Location:

*M1T1, Index Card Title

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Skills Practice Student Edition (ISBN: 9781970197396)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

*Teacher Edition Skills Practice Guide - removed *G7M3T3 Section II.A, Section III.A, Section III Spaced Review

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p3-28*PDF p262, 278-282, 286

Location:

*Teacher Edition Skills Practice Guide *G7M3T3

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 ELPS Summary (ISBN: 9781970197488)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*M1T1 Intro Lesson

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p4

Location:

*M1T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Assessments Student Edition (ISBN: 9781970197402)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Table of Contents

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p5

Location:

*Table of Contents

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Student Edition, Volume 1 (ISBN: 9781970197372)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G7M1T1 L1 *G7M3T3 L2-3, Topic Summary *G7 Math Glossary

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p51, 52, 54*PDF p583-587, 591, 597-598, 603, 607, 609, 612-613, 615, 621-622*PDF p637

Location:

*G7M1T1 *G7M3T3 *G7 Math Glossary

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 7 Teacher Edition, Volume 1 (ISBN: 9781970197327)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G7 Course and Implementation Guide *G7M1T1 Intro Lesson, L1 *G7M2T1 L2 *G7M3 Module Overview *G7M3T1 Topic Overview *G7M3T2 L1 *G7M3T3 Topic Overview L2-L3, L2, L3, Topic Summary *G7 Math Glossary

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: p14-15,19,47-48,53,81,111-114, 429, 629, 638, 801, 947-948, 987-1009, 1015-1016,1021-1024,1027-1045,1051-1052,1067

Location:

*G7 Course and Implementation Guide *G7M1T1 *G7M2T1 *G7M3 Module Overview *G7M3T1 *G7M3T2 *G7M3T3 *G7 Math Glossary

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Program and Implementation Guide

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: PDF p9, 14, 22, 25, 28-30

Location:

Program and Implementation Guide

URL to Content: [View Publisher Materials](#)

Component: All components across Secondary Mathematics Grade 7 Edition 1 (ISBN: 9781970197006)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"OER Secondary Mathematics" branding throughout

Updated Text:

All components for Secondary Mathematics Grade 7 Edition 1 have been branded as "Bluebonnet Learning Secondary Mathematics." This change does not impact the content of the materials. Please see linked URL for a sample of this editorial edit.

Page Number: Throughout

Location:

All components across Secondary Mathematics Grade 7 Edition 1

URL to Content: [View Publisher Materials](#)

Math, Grade 8 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 8, Edition 1

Editorial Changes

Component: Secondary Mathematics Grade 8 Family Guides, Spanish (ISBN: 9781970197754)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Title/Acknowledgment/ISBN *M1T1 - NUEVOS TÉRMINOS CLAVE

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p1-2, last page*PDF p24

Location:

*Title/Acknowledgment/ISBN *M1T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 QTI File (ISBN: 9781970197631)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Title/Acknowledgment/ISBN *G8M3T1 Q3 *G8M3T2 Q8

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p1-2, p242*PDF p99-100*PDF p127

Location:

*Title/Acknowledgment/ISBN *G8M3T1 *G8M3T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 Topic Pacing Guide (150-Day) (ISBN: 9781970197686)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Title/Acknowledgment/ISBN *M1T1 L2

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p1-2, p51*PDF p2

Location:

*Title/Acknowledgment/ISBN *M1T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 Teacher Edition, Volume 2 (ISBN: 9781970197556)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G8 Course and Implementation Guide *G8 Math Glossary

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p14, 15, 19, 35, 47, 48, 53*PDF p1009

Location:

*G8 Course and Implementation Guide *G8 Math Glossary

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 Teacher Edition, Volume 1 (ISBN: 9781970197549)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G8 Course and Implementation Guide *G8M1T1 Topic Overview, Pacing Guide, L2, L4, L5, Topic Self-Reflection, Topic Summary *G8M1T2 L2, L3, Topic Summary L2 *G8 Math Glossary

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p14, 15, 19, 35, 47, 48, 53*PDF p75, 78, 79, 80, 119-151, 198, 206, 209, 255, 257*PDF p303, 311, 332, 346*PDF p757

Location:

*G8 Course and Implementation Guide *G8M1T1 *G8M1T2 *G8 Math Glossary

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 Family Guides (ISBN: 9781970197587)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*M1T1

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p26

Location:

*M1T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 Scope and Sequence (150-Day) (ISBN: 9781970197662)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*M1T1 L2

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p3

Location:

*M1T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 Scope and Sequence (165-Day) (ISBN: 9781970197679)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*M1T1 L2

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p3

Location:

*M1T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 TEKS Summary (ISBN: 9781970197693)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Added Lesson TEKS column

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p3, 5, 7

Location:

*Lesson TEKS column

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 Skills Practice Student Edition (ISBN: 9781970197617)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G8M1T2 Section II.A

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p42

Location:

*G8M1T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 Student Edition, Volume 1 (ISBN: 9781970197594)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G8M1T1 - L2, Topic Self-Reflection, Topic Summary *G8M1T2 - L2, L3, Topic Summary L2 *G8 Math Glossary

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p57, 77, 147, 149*PDF p177, 190, 204*PDF p455

Location:

*G8M1T1 *G8M1T2 *G8 Math Glossary

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 Student Edition, Volume 2 (ISBN: 9781970197600)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G8 Math Glossary

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p623

Location:

*G8 Math Glossary

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 Skills Practice Teacher Edition (ISBN: 9781970197563)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*G8M1T2 Section II.A

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p70

Location:

*G8M1T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Grade 8 Assessments Teacher Edition (ISBN: 9781970197570)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

*G8M3T1 Q3

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p81

Location:

*G8M3T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Program and Implementation Guide

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: PDF p9, 14, 22, 25, 28-30

Location:

Program and Implementation Guide

URL to Content: [View Publisher Materials](#)

Component: All components across Secondary Mathematics Grade 8 Edition 1 (ISBN: 9781970197006)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"OER Secondary Mathematics" branding throughout

Updated Text:

All components for Secondary Mathematics Grade 8 Edition 1 have been branded as "Bluebonnet Learning Secondary Mathematics." This change does not impact the content of the materials. Please see linked URL for a sample of this editorial edit.

Page Number: Throughout

Location:

All components across Secondary Mathematics Grade 8 Edition 1

URL to Content: [View Publisher Materials](#)

Algebra I (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1

SRP Feedback

Component: Secondary Mathematics Algebra I Skills Practice Teacher Edition (ISBN: 9781970197785)

REPORTED FEEDBACK:

It would be a good idea to include the verbiage "parallel to the x axis" or "perpendicular to the y-axis" in addition to the problems that state 'parallel to the line $x=5$. We should draw specific attention to what it means to be parallel or perpendicular to the axis.

Publisher Response:

Algebra I Module 2 Topic 2 skills practice has been revised.

Page Number: 107

Location:

Module 2, Topic 2, Skills Practice, Section III.A (Skills Practice TE)

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 1 (ISBN: 9781970197761)

REPORTED FEEDBACK:

For a no-correlation example, consider using two categories that can be measured numerically instead of color of a car and its speed where only the speed can be represented with a numeral. Students sometimes confuse the idea that categories that have measurable data will always have a correlation.

Instead, consider using zip code and number of pets someone owns, or height and number of states/countries someone has visited. Each factor in these pairings can be measured numerically, and still show that there is no relationship between the data sets.

Publisher Response:

The following revisions have been made: change "such as the color of a car and its speed" to "such as the height of students and the number of states they have visited."

Page Number: 166, 167

Location:

M2, T1, L2, Activity 2.1; EB Student Tip

URL to Content: N/A

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 1 (ISBN: 9781970197761)

REPORTED FEEDBACK:

The actual r value (correlation coefficient) for graph a is -0.9606 and the actual r value for graph b is 0.8603

Although this is an exercise on estimating/approximating the r value, it is necessary for students to truly see what an r value ~ 0.7 looks like, as the data is more loosely aligned. Consider changing the scale of the graphs to give greater variability within the data.

My greater concern is graph b as this data would round to an r value of 0.9 versus a 0.7

In previous products most of the example data we are given ends up having an r value of 0.9, it would be useful for students to see what data looks like that has truly has a ± 0.5 or ± 0.7 correlation coefficient.

Publisher Response:

The following revision will be made: update graph in part b to have a true r value that is closer to ± 0.7 .

Page Number: 167-168

Location:

Module 2 Topic 1 Lesson 2

Activity 2.1 Full Activity (TE Vol. 1)

problem 1 part a and b

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 1 (ISBN: 9781970197761)

REPORTED FEEDBACK:

absolute maximum and minimum are not covered until algebra 2 when functions have multiple maximum values. Although it is helpful to utilize and introduce vocabulary, requiring students to find them is beyond the scope of the TEKS. a.17.A states "identify key features...including maximum value, minimum values..." no mention of absolute max/min.

Publisher Response:

A Facilitation Note will be added to explain to teachers that because quadratic functions only have 1 minimum or maximum point, the word absolute is implied and not necessary in student answers.

Page Number: 58

Location:

Module 1 Topic 1 Lesson 3 Assignment Practice Question 1-3 (TE Vol. 1)

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 2 (ISBN: 9781970197778)

REPORTED FEEDBACK:

Amir's example is the only instance of subtracting polynomial expressions of degree 1, and it is done incorrectly (to prove a point). It may be useful to include a problem in section 2 that allows students to practice one correctly. Additionally-prior to lesson 1.4 there has been no discussion of classifying polynomials in multiple variables such as in 2(a) and 2(b). Students may incorrectly identify these as 1st degree polynomials and a note somewhere in lessons 1.1-1.4 would be useful to clear up this misconception.

Publisher Response:

Algebra I Module 5 Topic 2 Lesson 1 has been revised.

Page Number: 773

Location:

Problems 1 & 2

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Secondary Mathematics Algebra I Family Guides, Spanish (ISBN: 9781970197976)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

*Title/Acknowledgment/ISBN

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p1-2, last page

Location:

*Title/Acknowledgment/ISBN

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I QTI File (ISBN: 9781970197853)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

*Title/Acknowledgment/ISBN *M5T3 Q8, Q9, 10

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p1-2, p222*PDF p217, p219, 220

Location:

*Title/Acknowledgment/ISBN *M5T3

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Topic Pacing Guide (150-Day) (ISBN: 9781970197907)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Title/Acknowledgment/ISBN

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p1-2, p49

Location:

*Title/Acknowledgment/ISBN

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Skills Practice Student Edition (ISBN: 9781970197839)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*M2T2 Section III.A

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p109

Location:

*M2T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Skills Practice Teacher Edition (ISBN: 9781970197785)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*AlgI Skills Practice Guide *M2T2 Section III.A *AlgI Skills Practice M1-M5

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p11*PDF p135*PDF p31-51, 53-67, 71-119, 121-150, 153-219, 223-261, 265-343

Location:

*AlgI Skills Practice Guide *M2T2 *M1-M5

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Student Edition, Volume 1 (ISBN: 9781970197815)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*AlgI M1T1 Topic Summary L3

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p119

Location:

*AlgI M1T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Assessments Teacher Edition (ISBN: 9781970197792)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*Alg I Performance Task Overview

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p127

Location:

*Alg I Performance Task Overview

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 1 (ISBN: 9781970197761)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*AlgI Course and Implementation Guide *AlgI M1T1 L1, L3, Topic Summary
L3 *AlgI M2T1 L2 *AlgI M2T2 L1, L4

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p14, 47, 48*PDF p107, 157, 209*PDF p372*PDF p560-561, 630, 632

Location:

*AlgI Course and Implementation Guide *AlgI M1T1 *AlgI M2T1 *AlgI M2T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Teacher Edition, Volume 2 (ISBN: 9781970197778)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*AlgI Course and Implementation Guide *AlgI M4T2 L2 *AlgI M5T1 L1 *AlgI M5T2 L1 *AlgI M5T3 Overview

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p14, 47, 48*PDF p281*PDF p361*PDF p529, 530*PDF p608

Location:

*AlgI Course and Implementation Guide *AlgI M4T2 *AlgI M5T1 *AlgI M5T2 *AlgI M5T3

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Student Edition, Volume 2 (ISBN: 9781970197822)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*AlgI M4T2 L2 *AlgI M5T1 L1 *AlgI M5T2 L1

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p159*PDF p199*PDF p301, 302

Location:

*AlgI M4T2 *AlgI M5T1 *AlgI M5T2

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Algebra I Materials List (ISBN: 9781970197952)

PUBLISHER EDITORIAL CHANGE:

Original Text:

*M1T1 Intro Lesson

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: *PDF p3-4

Location:

*M1T1

URL to Content: [View Publisher Materials](#)

Component: Secondary Mathematics Program and Implementation Guide (ISBN: 9781970197006)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Program and Implementation Guide

Updated Text:

Editorial edits were made. Please see linked URL for specific edits.

Page Number: PDF p9, 14, 22, 25, 28-30

Location:

Program and Implementation Guide

URL to Content: [View Publisher Materials](#)

Component: All components across Secondary Mathematics Algebra I Edition 1 (ISBN: 9781970197006)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"OER Secondary Mathematics" branding throughout

Updated Text:

All components for Secondary Mathematics Algebra I Edition 1 have been branded as "Bluebonnet Learning Secondary Mathematics." This change does not impact the content of the materials. Please see linked URL for a sample of this editorial edit.

Page Number: Throughout

Location:

All components across Secondary Mathematics Algebra I Edition 1

URL to Content: [View Publisher Materials](#)

Publisher: Amplify

ELAR, Phonics, Grade K (IMRA)

Program: Amplify ELAR Texas Skills, Grade K

SRP Feedback

Component: Amplify ELAR Texas Skills, Grade K Unit 3 Teacher Guide (ISBN: 9798891808775)

REPORTED FEEDBACK:

Consider adding the page number where the teacher will find the oral blending instruction in Appendix A p. 198

Publisher Response:

Full response details [here](#). Amplify will revise the Kindergarten, Skills Unit 3 Teacher Guide to include a page number in Lesson 10 referencing the Oral Blending routine found in Appendix A, page 198.

Lesson 10, p. 100 (PDF p. 107) REPLACE: Be sure to use blending motions and ask what the words have in common. (They are associated with the sea.) Model for students how to add a syllable to the word *shell* using the routine described in Appendix A. WITH: Be sure to use blending motions and ask what the words have in common. (*They are associated with the sea.*) Model for students how to add a syllable to the word *shell* using the routine described in Appendix A (page 198).

Page Number: p. 100

Location:

Skills Unit 3 TG, Lesson 10: Oral Blending (PDF p. 107), see Appendix A: Oral Blending (PDF p. 205)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade K Unit 9 Teacher Guide (ISBN: 9798891808836)

REPORTED FEEDBACK:

Consider adding the page number where the teacher will find the instructions in the introduction (pg. 6)

Publisher Response:

Full response details [here](#). Amplify will revise the Kindergarten, Skills Unit 9 Teacher Guide to include a page number in Lesson 7 and Lesson 11 to the Oral Blending routine found in the Introduction on page 6. Lesson 7, p. 75 (PDF p. 84) REPLACE: Follow the instructions in Lesson 1. Model for students how to substitute a syllable with the words *weaker/seeker* using the routine described in the Introduction. WITH: Follow the instructions in Lesson 1. Model for students how to substitute a syllable with the words *weaker/seeker* using the routine described in the Introduction (page 6).

Lesson 11, p. 117 (PDF p. 126) REPLACE: Follow the instructions in Lesson 1. Model for students how to substitute a syllable with the words *toothbrush/hairbrush* using the routine described in the Introduction. WITH: Follow the instructions in Lesson 1. Model for students how to substitute a syllable with the words *toothbrush/hairbrush* using the routine described in the Introduction (page 6).

Page Number: p. 117

Location:

Skills Unit 9 TG, Lesson 11: Oral Blending (PDF p. 126), see Introduction: Oral Blending (PDF p. 15)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade K Unit 8 Teacher Guide (ISBN: 9798891808829)

REPORTED FEEDBACK:

The activity on pg.187 states "Provide a copy of the Core Knowledge Diagnostic Assessment (located in Teacher Resources)." The materials should note that the teacher needs to reference pg.282-283 of the Teacher Resources for the Code Knowledge Diagnostic Assessment.

Publisher Response:

Full response details [here](#). Amplify will revise the Kindergarten, Skills Unit 8 Teacher Guide to include page numbers in Lesson 17 referencing where teachers can locate the Code Knowledge Diagnostic Assessment materials on pages 282 and 283.

Lesson 17, p. 187 (PDF p. 196) REPLACE: Administer this task to any student who scores 26 or less on the Pseudoword or Real Word Reading Assessment. Provide a copy of the Code Knowledge Diagnostic Assessment (located in Teacher Resources) to the student and remove Activity Page 17.4 from the student's Activity Book. WITH: Administer this task to any student who scores 26 or less on the Pseudoword or Real Word Reading Assessment. Provide a copy of the Code Knowledge Diagnostic Assessment (located in Teacher Resources, pages 282 and 283) to the student and remove Activity Page 17.4 from the student's Activity Book.

Page Number: p. 187

Location:

Skills Unit 8 TG: Lesson 17: Code Knowledge Diagnostic Assessment (PDF p. 196)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade K Unit 2 Teacher Guide (ISBN: 9798891808768)

REPORTED FEEDBACK:

There are only 2 bullet points about deleting a syllable and it isn't explained well. Appendix A is referenced but no page number is given. Teachers will not know where to go to find those directions and even in appendix A, the instructions aren't very clear.

Publisher Response:

Full response details [here](#). Amplify will revise the Kindergarten, Skills Unit 2 Teacher Guide to include page numbers in Lesson 2 and Lesson 3 referencing where teachers can locate the Deleting Syllables routine found in Appendix A on page 163.

Lesson 2, p. 21 (PDF p. 28) REPLACE: Once students have successfully blended the syllables listed above, model for students how to delete a syllable in the word *anthill* using the routine described in Appendix A. WITH: Once students have successfully blended the syllables listed above, model for students how to delete a syllable in the word *anthill* using the routine described in Appendix A (page 163).

Lesson 3, p. 29 (PDF p. 36) REPLACE: Once students have successfully blended the syllables, model for students how to delete a syllable in the word *bathtub* using the routine described in Appendix A. WITH: Once students have successfully blended the syllables, model how to delete a syllable in the word *bathtub* using the routine described in Appendix A (page 163).

Page Number: p. 21

Location:

Skills Unit 2 TG: Lesson 2: Warm-Up: Blend Syllables and Sounds (PDF p. 28)

URL to Content: [View Publisher Materials](#)

**Component: Amplify ELAR Texas Skills, Grade K Unit 3 Teacher Guide
(ISBN: 9798891808775)**

REPORTED FEEDBACK:

Consider adding the page number where the teacher will find the routine in appendix A p. 198)

Publisher Response:

Full response details [here](#). Amplify will revise the Kindergarten, Skills Unit 3 Teacher Guide to include a page number in Lesson 4 referencing the Oral Blending routine found in Appendix A, page 198.

Lesson 4, p. 44 (PDF p. 51) REPLACE: Be sure to use blending motions and ask what the words have in common. (They are all items of clothing.) Model for students how to add a syllable to the word *coat* using the routine described in Appendix A. WITH: Be sure to use blending motions and ask what the words have in common. (*They are all items of clothing.*) Model for students how to add a syllable to the word *coat* using the routine described in Appendix A (page 198).

Page Number: p. 44

Location:

Skills Unit 3 TG, Lesson 4: Oral Blending (PDF p. 51), see Appendix A: Oral Blending (PDF p. 205)

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: N/A (ISBN: NA)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A - No editorial change required

Updated Text:

In response to public testimony on 09/10/2024 presented by Madeline Steubing, thank you for your feedback.

"In Unit 6, Lesson 7. This is in the Teacher's manual, say, 'We are a democracy. Democracy typically means a form of government in which everyday people get to elect or vote for a leader that represents them.' And it says, 'the United States is in a democracy because citizens are able to vote.' "

Amplify response: Amplify appreciates the opportunity to provide clarifications. The specific content in question, which refers to the United States as a democracy and describes how citizens vote, is not part of Amplify's ELAR and SLAR skills product submissions for the 2024 IMRA review.

Page Number: N/A

Location:

N/A - No editorial change required

URL to Content: N/A

Component: N/A (ISBN: NA)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A - No editorial change required

Updated Text:

Full response details [here](#). In response to public testimony on 09/10/2024 presented by Francine Erickson, thank you for your feedback.

"Amplify Skills did not have words in the Big Book until later units of GK unit 5 and did not introduce capitalization and punctuation at that point. We need to have print."

Amplify response: Amplify Texas ELAR and SLAR Skills programs adhere to the Texas Essential Knowledge and Skills (TEKS) and align with the Science of Teaching Reading (STR) legislation. Amplify's K-3 Skills curriculum introduces print concepts systematically. Students are exposed to reading print in the Big Book, Readers, and in lessons daily. In Grade K, students begin by learning sounds and letter symbols in Unit 3, with the most frequent sound-

spellings introduced first. Big Books, which are reproductions of student Readers, are used starting in Unit 4, allowing teachers to model print concepts such as word recognition and fluent reading. Once students have a solid foundation in the most common letter-sound correspondences, all the letter names are introduced in Unit 6. Additionally, capitalization and punctuation are introduced incrementally to align with students' developing understanding of letter-sound correspondences.

"Amplify has little phonics and does not use the classical 'This is the letter A. It says Ah-Ah.' Children being taught without visual words during instructional reading time will not be successful at reading. The program isolates children from getting that instructional time and artificially changes things to keep them from progressing."

Amplify response: Amplify follows a synthetic phonics approach grounded in the Science of Teaching Reading specified by Texas state law. Rather than starting with letter names (e.g., "This is the letter A. It says Ah"), Amplify begins with the sound itself (e.g., "This is the /m/ sound"). This approach emphasizes phonemic awareness and phonics by focusing on sounds and the symbols representing them before introducing the corresponding letter names. Students then learn to decode and blend sounds to form words, helping build foundational reading skills. As they progress in the school year, students engage in activities that strengthen their ability to manipulate sounds, understand letter-sound correspondences, and blend sounds into words. Amplify does not rely on multiple cueing strategies, which are prohibited under Texas state law. Instead, we ensure students can decode based on the sounds and spelling patterns they've been explicitly taught.

"There is no echo, reading, choral, reading, or independent reading during instructional time. That doesn't exist in the Amplify curriculum. Concerned about phonemic awareness. There's no reading inventory, testing of children's independent frustrational instructional levels, and leveling. "

Amplify response: We agree that exposure to print and the opportunity to read aloud are critical for developing literacy skills. With Amplify Texas literacy skills programs, students read grade-level decodable texts that directly align with the phonics instruction they receive, ensuring that the

words they encounter are accessible based on the letter-sound correspondences taught. Echo reading, choral reading, and independent reading occur during these sessions to reinforce decoding and reading fluency.

"A globalist education and teaching Kings and Queens is inappropriate. It may have UK origins. We need content that does not make kids think about adult topics or traumatize them. "

"How are we assessing using the reading assessment and QTI? Who Manages that? Everything is on a device."

Amplify response: Concerns raised about Kings and Queens and QTI are unrelated to Amplify products submitted for the 2024 Instructional Materials Review and Approval (IMRA) process. The Amplify Texas skills programs submitted as part of the 2024 IMRA process offer a broad range of stories that are relatable to students. For example, inspired by the illustrator's own experiences growing up on the farmlands in Pennsylvania, *Pet Fun* (Grade K, Unit 4) takes place on a farm. *Zack and Ann* (Grade K, Unit 9) feature family adventures set in Houston. Finally, in *Green Fern Zoo* (Grade 1, Unit 4), students encounter people and animals at a zoo.

"Amplify phonics pilot data from 2022 to 2024 is not too different from the trend of the state."

Amplify response: In our statewide analysis from 2021 to 2023, Amplify Texas ELAR/SLAR showed promising results. Through the CRIMSI pilot, which included over 70 districts, we tracked performance on STAAR for grades 3, 4, and 5. Using the metric "Approaching the State Standard (or above)," districts that implemented Amplify products made greater average gains than the state as a whole. Specifically, third-grade students grew 10 points from the 2021 to 2023 STAAR assessments, compared to a 9-point increase statewide. Further, when using the threshold of "Meeting the State Standard," the percentage of third-graders in districts implementing Amplify grew by an average of 13 points, compared to a 12-point increase statewide. These results demonstrate the effectiveness of Amplify's materials in helping lower-performing districts make significant progress, even with the STAAR redesign.

Page Number: N/A

Location:

N/A - No editorial change required

URL to Content: N/A

Component: N/A (ISBN: NA)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A - No editorial change required

Updated Text:

Full response details [here](#). In response to public testimony on 09/10/2024 presented by Jackie Besinger, thank you for your feedback.

"Amplify ELAR is not traditional phonics instruction."

Amplify response: Amplify Texas K-3 ELAR Skills and K-2 SLAR Habilidades y Destrezas programs align 100% with the Texas Essential Knowledge and Skills (TEKS) framework, including standards related to phonics instruction. Both programs also earned perfect scores in the Quality Review evaluation process, underscoring the rigor of our materials. These programs are designed to meet Texas educational standards while promoting student success in reading.

Amplify's phonics instruction is grounded in decades of research on how students learn to read. It follows the principles of the Science of Teaching Reading mandated by Texas state law. The program prioritizes the explicit teaching of letter-sound correspondences through systematic phonemic awareness and phonics instruction, allowing students to decode text confidently. This approach is key to building a solid reading foundation in both English and Spanish.

"Amplify ELAR Skills oral blending decodable readers heavily rely on digital materials."

Amplify response: The Amplify Texas ELAR and SLAR Skills are print-based

programs. Our digital resources serve as supplementary tools to enhance engagement and provide additional support for teachers and students, but the core instruction remains firmly rooted in print materials.

"What is being pushed via TX Gateway OER is pushing religious views."

Amplify response: The concerns raised about religious content do not pertain to our submitted materials. Amplify's literacy skills programs, including the supporting digital resources, do not include any religious views or instruction.

Page Number: N/A

Location:

N/A - No editorial change required

URL to Content: [View Publisher Materials](#)

ELAR, Phonics, Grade 1 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 1

SRP Feedback

Component: Amplify ELAR Texas Skills, Grade 1 Unit 4 Teacher Guide (ISBN: 9798894040189)

REPORTED FEEDBACK:

The language in the TEKS is, "base" while the language in the lesson is, "root". Consider changing the language to match the standard.

Publisher Response:

Full response details [here](#). Thank you for your feedback. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program. Below are the changes for Grade 1.

Grade 1

Skills Unit 4 Teacher Guide

Introduction, p. 2 (PDF p. 11) 5 mentions, p. 4 (PDF p. 13) 4 mentions

Lesson 8, p. 91 (PDF p. 100) 8 mentions

Lesson 9, p. 104 (PDF p. 113) 7 mentions

Lesson 10, p. 114-115 (PDF p. 123-124) 5 mentions

Lesson 11, p. 125 (PDF p. 134) 2 mentions

Lesson 13, p. 143-144 (PDF p. 152-153) 7 mentions

Lesson 14, p. 158-159 (PDF p. 167-168) 9 mentions

Lesson 16, p. 177 (PDF p. 186) 1 mention

Lesson 18, p. 196-197 (PDF p. 205-206) 5 mentions

Spelling Analysis Directions, p. 331 (PDF p. 240) 1 mention

Spelling Analysis Directions, p. 334 (PDF p. 343) 3 mentions

Appendix: Using Chunking to Decode Multisyllable Words, p. 427 (PDF p. 436) 2 mentions; p. 431 (PDF p. 440) 2 mentions

Skills Unit 4 Lesson Slides

Lesson 8 (PDF p. 193) 1 mention

Skills Unit 5 Teacher Guide

Table of Contents (PDF p. 4) 3 mentions

Introduction, p. 3-4 (PDF p. 10-11) 3 mentions

Introduction, Grammar, p. 6 (PDF p. 13) 1 mention

Lesson 1, p. 11-12 (PDF p. 18-19) 3 mentions; p. 13 (PDF p. 20) 2 mentions

Lesson 1, p. 16-18 (PDF p. 23-25) 18 mentions

Lesson 2, p. 25 (PDF p. 32) 1 mention; p. 27 (PDF p. 34) 1 mention; p. 34 (PDF p. 41) 1 mention

Lesson 3, p. 36 (PDF p. 43) 2 mentions; p. 37 (PDF p. 44) 1 mention; p. 42 (PDF p. 49) 2 mentions; p. 43 (PDF p. 50) 3 mentions

Lesson 4, p. 50 (PDF p. 57) 1 mention

Lesson 5, p. 58 (PDF p. 65) 2 mentions; p. 59 (PDF p. 66) 1 mention; p. 62 (PDF p. 69) 3 mentions; p. 63 (PDF p. 70) 3 mentions

Lesson 7, p. 80 (PDF p. 87) 1 mention; p. 87 (PDF p. 94) 1 mention

Lesson 11, p. 124 (PDF p. 131) 1 mention; p. 127 (PDF p. 134) 1 mention; p. 129 (PDF p. 136) 2 mentions

Lesson 12, p. 141 (PDF p. 148) 4 mentions

Lesson 13, p. 150 (PDF p. 157) 2 mentions

Lesson 19, p. 223 (PDF p. 230) 1 mention

Lesson 21, p. 242 (PDF p. 249) 1 mention; p. 247 (PDF p. 254) 1 mention

Lesson 22, p. 249 (PDF p. 256) 1 mention; p. 252 (PDF p. 259) 1 mention

Pausing Point, p. 274 (PDF p. 281) 2 mentions

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words, p. 389 (PDF p. 396) 2 mentions; p. 393 (PDF p. 400) 2 mentions

Skills Unit 5 Activity Book

Activity Page 1.1, p. 1 (PDF p. 6) 1 mention

Activity Page 3.1, p. 11 (PDF p. 16) 1 mention

Activity Page 5.2, p. 23 (PDF p. 28) 1 mention

Activity Page 11.1, p. 52 (PDF p. 57) 1 mention

Activity Page 12.1, p. 60 (PDF p. 65) 1 mention

Activity Page 22.2, p. 115 (PDF p. 120) 1 mention

Skills Unit 5 Lesson Slides

Lesson 1 (PDF p. 4) 1 mention

Lesson 1 (PDF p. 17) 1 mention

Lesson 3 (PDF p. 56) 1 mention

Lesson 5 (PDF p. 101) 1 mention

Lesson 11 (PDF p. 254) 1 mention

Lesson 22 (PDF p. 537) 1 mention

Skills Unit 6 Teacher Guide

Introduction, (PDF p. 7) 2 mentions

Lesson 11, p. 114 (PDF p. 121) 1 mention

Lesson 14, p. 143 (PDF p. 150) 2 mentions

Lesson 21, p. 212 (PDF p. 219) 4 mentions; p. 213 (PDF p. 220) 1 mention; p. 214 (PDF p. 221) 1 mention; p. 215 (PDF p. 222) 7 mentions; p. 217 (PDF p. 224) 1 mention; p. 219 (PDF p. 226) 1 mention

Pausing Point, p. 265 (PDF p. 272) 2 mentions,

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words, p. 422 (PDF p. 429) 2 mentions; p. 426 (PDF p. 433) 2 mentions

Skills Unit 6 Activity Book

Activity Page 11.1, p. 48 (PDF p. 53) 1 mention

Activity Page 21.1, p. 89-90 (PDF p. 94-95) 2 mentions

Skills Unit 6 Lesson Slides

Lesson 21 (PDF p. 435-456) 23 mentions

Skills Unit 7 Teacher Guide

Introduction, (PDF p. 5) 2 mentions

Lesson 8, p. 74 (PDF p. 81) 3 mentions; p. 75 (PDF p. 82) 3 mentions; p. 76 (PDF p. 83); p. 77 (PDF p. 84) 2 mentions; p. 78 (PDF p. 85) 6 mentions; p. 79 (PDF p. 86) 5 mentions; p. 81 (PDF p. 88) 1 mention; p. 83 (PDF p. 90) 11 mentions; p. 84 (PDF p. 91) 4 mentions

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words, p. 295 (PDF p. 302) 1 mention; p. 296 (PDF p. 303) 1 mention; p. 301 (PDF p. 308) 2 mentions

Unit 7 Activity Book

Activity Page 8.1, p. 29 (PDF p. 34) 1 mention

Unit 7 Digital Components

Digital Component 8.1, (PDF p. 11) 1 mention

Unit 7 Lesson Slides

Lesson 8 (PDF p. 161-206) 42 mentions

Page Number: p. 104

Location:

Skills Unit 4 TG: Lesson 9: Foundational Skills: Two-Syllable Words (bullet 2,3)
(PDF p. 113)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 1 Teacher Guide (ISBN: 9798894040158)

REPORTED FEEDBACK:

When the tricky words come up in the lesson, the pages in the the introduction that explain the instruction of tricky words should be referenced so teachers know to go back there.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 1 Teacher Guide to include page numbers in Lessons 3, 5, 11, 13, 14, and 15 referencing where teachers can locate additional information on Tricky Words in the Introduction on page 11.

Lesson 3, p. 47 (PDF p. 58) INSERT under "Tricky Word Review" add a second bullet: <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 5, p. 71 (PDF p. 82) INSERT under "Note", before two bullets: <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 11, p. 116 (PDF p. 127) INSERT under "Note", before three bullets: <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 13, p. 138 (PDF p. 149) INSERT under "Tricky Word: *All*": <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 14, p. 150 (PDF p. 161) INSERT under "Tricky Word: *From*" <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 15, p. 161 (PDF p. 172) INSERT under "Tricky Words: *Are, Were, Have* (10 min.)" <bullet>See page 11 of the Introduction for details on Tricky Word instruction.

Page Number: p. 11-12

Location:

Skills Unit 1 TG: Introduction: Tricky Words (PDF p. 22-23)

URL to Content: [View Publisher Materials](#)

Component: N/A (ISBN: 9798894040196)

REPORTED FEEDBACK:

Consider adding more words that contain consonant trigraphs to the list.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include more words with initial trigraphs.

Lesson 10, Advance Preparation (Foundational Skills, Word Baseball), p. 116 (PDF p. 123)

REPLACE 2. queen WITH 2. squid

REPLACE 3. ring WITH 3. spring

REPLACE 22. side WITH 22. stride

Page Number: p. 118-119

Location:

Skills Unit 5 TG: Lesson 10: Word Baseball (see Advance Preparation on PDF p. 123 for list of words; scratch) (PDF p. 125-126)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 5 Teacher Guide (ISBN: 9798894040196)

REPORTED FEEDBACK:

not the focus of the lesson- only 1 word and not mentioned in teacher instructions

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include additional words with final consonant blends.

Lesson 10, Advance Preparation (Foundational Skills, Word Baseball), p. 116 (PDF p. 123)

REPLACE: 13. card WITH 13. bank

REPLACE: 14. cord WITH 14. cold

Page Number: p. 118-119

Location:

Skills Unit 5 TG: Lesson 10: Word Baseball (see Advance Preparation on PDF p. 123 for list of words; ground, card, cord, germ) (PDF p. 125-126)

URL to Content: [View Publisher Materials](#)

Component: N/A (ISBN: 9798894040202)

REPORTED FEEDBACK:

Only 1 word (scrub). Would recommend adding more words with initial consonant trigraphs. It is good that there is a focus on these words being clusters and that the teacher puts them in their own category.

Publisher Response:

[UPDATED RESOURCES](#) - Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 6 Teacher Guide to include additional initial trigraph word and review of trigraphs.

Lesson 11, Introduce Spelling Words, p. 119 (PDF p. 126) [INSERT after 4th bullet] <bullet>Point to the words *split* and *scrub*. Explain that each word begins with three consonants that must be blended together, called a trigraph. Read the words and have students repeat each word after you.

[replace *skipped* with *split* in the Clusters column of the Spelling Word chart]

G1, Skills 6 Activity Book, Activity Page 11.4, p. 5 (PDF p. 10) REPLACE 5. skipped WITH 5. split

Lesson 15, Spelling Assessment, p. 153 (PDF p. 160) REPLACE 5. skipped WITH 5. split

G1, Skills Unit 6 TG, Teacher Resources, p. 307 (PDF p. 314) REPLACE skipped WITH split

G1, Skills Unit 6 TG, Activity Book Answer Key, p. 407 (PDF p. 414)
REPLACE Activity Page 15.1 redux WITH Activity Page 15.1 redux that shows 5. split

G1, Skills Unit 6 Lesson Slides

Lesson 11, slide PDF p. 239
REPLACE skipped WITH split in the Clusters column of the chart

Lesson 11, slide PDF p. 242
REPLACE image of Activity Page 11.4 redux on the clipboard WITH image of new version of Activity Page 11.4 that shows number 5 word is split

Page Number: p. 119

Location:

Skills Unit 6 TG: Lesson 11: Introduce Spelling Words (scrub) (PDF p. 126)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 4 Teacher Guide (ISBN: 9798894040189)

REPORTED FEEDBACK:

In order to align with the decoding piece of the TEKS, consider having the teacher state, "As you write the words read them aloud to yourself or your partner".

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 4 Teacher Guide to include directions asking students to read the words aloud or with a partner.

Lesson 13, p. 148 (PDF p. 157) INSERT after second bullet on the page:
<bullet>After students trace each word, ask them to read the word aloud to themselves or to a partner.

Page Number: p. 147-149

Location:

Skills Unit 4 TG: Lesson 13: Language: Past Tense Marker -ed (PDF p. 156-158)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 5 Teacher Guide (ISBN: 9798894040196)

REPORTED FEEDBACK:

not the focus of the lesson- only 1 word and not mentioned in teacher instructions

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 materials to include additional instruction around consonant blends.

Lesson 13, Fill In The Blanks, p. 152 (PDF p. 159) [INSERT bullet after second bullet] • Point to the word *legend*. Explain that the word ends with two consonants that must be blended together, called a consonant blend. Have student blend the last two letters of the word aloud (/n/, /d/) then read the whole word. Repeat this process with the word *off*.

Page Number: p. 152-153

Location:

Skills Unit 5 TG: Lesson 13: Fill in the Blanks (Words on Activity Page 13.1 include off, legend) (PDF p. 159-160)

URL to Content: [View Publisher Materials](#)

Component: N/A (ISBN: 9798894040202)

REPORTED FEEDBACK:

There is only 1 word with an initial consonant trigraph (shredded) and it isn't explicitly taught (or even reviewed or mentioned) in this lesson. Consider addressing the initial trigraph review to the teacher instructions and adding more words with initial trigraphs.

Publisher Response:

[UPDATED RESOURCES](#) - Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 6 Teacher Guide to include an additional initial trigraph word and review of trigraphs.

Lesson 1, Introduce Spelling Words, p. 16 (PDF p. 23) [INSERT after 5th bullet] <bullet>Point to the words *strumming* and *shredded*. Explain that each word begins with three consonants that must be blended together, called a trigraph. Read the words and have students repeat each word after you.

[replace *swimming* with *strumming* in the /m/ > 'mm' column of the Spelling Word chart]

G1, Skills 6 Activity Book, Activity Page 1.3, p. 5 (PDF p. 10) REPLACE 1. swimming WITH 1. strumming

Lesson 5, Spelling Assessment, p. 52 (PDF p. 59) REPLACE 5. swimming WITH 5. strumming

G1, Skills Unit 6 TG, Teacher Resources, p. 298 (PDF p. 305) REPLACE swimming WITH strumming

G1, Skills Unit 6 TG, Activity Book Answer Key, p. 400 (PDF p. 407) REPLACE Activity Page 5.1 redux WITH Activity Page 5.1 redux that shows 5. strumming

G1, Skills Unit 6 Lesson Slides Lesson 1, slide PDF p. 22, p. 26 REPLACE image of Activity Page 1.3 on the clipboard WITH an image of new version of Activity Page 1.3 that shows number 1 word is strumming

Lesson 1, slide PDF p. 23 REPLACE swimming WITH strumming in the /m/ > 'mm' column of the chart

Page Number: p. 16-17

Location:

Skills Unit 6 TG: Lesson 1: Introduce Spelling Words (shredded) (PDF p. 23-24)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 4 Teacher Guide (ISBN: 9798894040189)

REPORTED FEEDBACK:

Consider adding more works with -er.

Publisher Response:

Full response details [here](#). Spelling Word lists for assessments in Grade 1 are limited to eight words, including a Tricky Word, to align with developmentally appropriate practices. At this grade level, students are still developing various cognitive and motor skills; their ability to focus, recall spelling patterns, and write clearly are still in the early stages of

development. Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include a bullet for the teacher to review words with closed syllables, if needed. Lesson 1, Introduce Spelling Words, p. 15 (PDF p. 22)

[INSERT before first bullet on page:] <bullet>Remind students that some of the words have closed syllables, meaning that the syllable ends with a consonant sound and has a short vowel sound. Ask students which words have closed syllables. (knitting, drinking, pitch, wrapper, hands) Unit 4, there are two words, zipper and perfume, in the /er/ > 'er' category, but an additional 'er' word, border, listed in the /or/ > 'or' category. Students also are assessed on 'er' words in Unit 5 (verb, herd, germ, trucker, offer), Unit 6 (hammer, winner, center), and Unit 7 (layer). In addition, students practice reading and spelling words with 'er' in foundational skills lessons, including:

G1, Skills Unit 4 TG: Lesson 2, Word Sort, p. 25 (PDF p. 34) Lesson 5, Practice /er/ > 'er' and /ar/ > 'ar', p. 61–62 (PDF p. 70–71) Lesson 6, Introduce Spelling Words, p. 71–72 (PDF p. 80–81)

Page Number: p. 166

Location:

Skills Unit 4 TG: Lesson 15: Activity Page 15.1: Spelling Assessment (PDF p. 175)

URL to Content: [View Publisher Materials](#)

Component: N/A (ISBN: 9798894040325)

REPORTED FEEDBACK:

Where is initial consonant trigraph explicitly taught in this lesson? I see the word "splash" but there is no instruction on the initial consonant trigraph.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 1 Teacher Guide to include review of initial trigraphs.

Lesson 23, Introduce the Story (Preview Spellings), p. 260 (PDF p. 271)

[INSERT bullet after first bullet in the NOTE]

- Point to the word *splash*. Explain that the word begins with three consonants that must be blended together, called a trigraph. Have student blend the first three letters of the word aloud (/s/, /p/, /l/), then read the whole word.

Page Number: p. 32-35

Location:

Skills Unit 1 Reader: Snap Shots: The Fish (splash) (PDF p. 37-40)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 4 Teacher Guide (ISBN: 9798894040189)

REPORTED FEEDBACK:

Consider adding more words that end in -ch.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 4 Teacher Guide to include an additional word ending with 'ch' on the Dictation Assessment.

Lesson 25, Dictation Assessment, p. 272 (PDF p. 281) [Dictation Word Chart]
REPLACE 6. pork WITH 6. porch

G1, Skills Unit 4 TG, Teacher Resources, p. 343 (PDF p. 352) REPLACE pork
WITH porch

Page Number: p. 343

Location:

Skills Unit 4 TG: Teacher Resources: Dictation Assessment Record Sheet
(perch) (PDF p. 352)

URL to Content: [View Publisher Materials](#)

**Component: Amplify ELAR Texas Skills, Grade 1 Unit 5 Teacher Guide
(ISBN: 9798894040196)**

REPORTED FEEDBACK:

Since the teacher is modeling in this narrative citation and same lesson is also the activity citation, teacher direction should more explicitly state that the teacher will begin with a model (I do), then guide students (we do), and then release responsibility to students (you do).

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include a more explicit gradual release model in Lesson 3. G1, Skills Unit 5 Teacher Guide, Lesson 3, Sister Sounds /p/ and /b/, p. 40-41 (PDF p. 47-48)

REPLACE text in this segment WITH:

- Tell students that today they are going to review the /b/ sound as in bat.
- Say the /b/ sound aloud two or three times and then have students say the /b/sound with you several more times.
- Ask students whether /b/ is a vowel sound or a consonant sound. (It is a consonant sound, made by closing the lips to obstruct the airflow.)
- Remind students that they have also reviewed the /p/ sound. Say the /p/ sound aloud two or three times and then have students say the /p/sound with you several more times.
- Ask students whether /p/ is a vowel sound or a consonant sound. (It is a consonant sound, made by closing the lips to obstruct the airflow.)
- Remind students that /p/ and /b/ are very similar—they are sister sounds. The only difference between these sounds is their voicing: /p/ is voiceless, whereas /b/ makes the voice box vibrate. Tell students that they can feel the difference by placing two fingers on their voice boxes. Demonstrate by putting your fingers on your voice box and articulating each of the sounds. Have students follow your model and articulate the two sounds a few more times with you. Ask students if they can feel the difference between the voiced /b/ and the voiceless /p/.
- Write the number '1' on the board with the /p/ beside it. Then write the number '2' with /b/ beside it.
- Tell students that it is their turn to listen to the sounds and decide whether the word you say aloud has either the /b/ or /p/ sound in it. If the word has /p/, they should hold up one finger. If they hear /b/ in the word, they should hold up two fingers. Remind students they can feel their voice boxes to hear the different sounds while they are making their decision.

- Practice with the words pig and big.
- Then, work through the words in the following box.
- Have students continue to repeat each word to hear and feel the difference in articulation.

Page Number: p. 40-41

Location:

Skills Unit 5 TG: Lesson 3: Sister Sounds: /P/ and /B/ (PDF p. 47-48)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 3 Teacher Guide (ISBN: 9798894040172)

REPORTED FEEDBACK:

The SE is on decoding words with initial consonant digraphs, the only words in the review are shone, stared, and plates. A suggestion is to add a teacher note or a bullet for the teacher to stop and teach these words in isolation.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 3 Teacher Guide to provide explicit instruction on words with initial consonant digraphs and blends.

G1, Skills Unit 3 TG, Lesson 3, Introduce the Story (Preview Spellings), p. 40 (PDF p. 47)

[INSERT after • Review the following spellings and Tricky Words before reading today's story]

- Point to the words *shone*, *stared*, and *plates*. Tell students to look at the first two letters of each of the words and then blend them together aloud. (/sh/, /s/ /t/, /p/ /l/)

- Ask students if they hear any differences between the blended sounds. (*Answers may vary but could include that the 'sh' in shone makes one sound, and the first two letters in stared and plates makes two separate sounds when*

you blend them together.)

- Remind students that when two consonants blend together to make one sound, it is called a digraph.
- Ask students if they can think of any other words that begin with a consonant digraph. *(Answers may vary but should include words that start with 'ch,' 'sh,' or 'th.)*

Page Number: p. 40-41

Location:

Skills Unit 3 TG: Lesson 3: Introduce the Story (see Preview Spellings) (PDF p. 47-48)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 7 Teacher Guide (ISBN: 9798894040219)

REPORTED FEEDBACK:

The words in this activity focus on different skills than closed syllable. While some of the words are closed syllables, the focus is on /ae/, silent letter combinations, and /ch/ spelled tch

Publisher Response:

Full response details [here](#). The spelling assessment in Lesson 5 is based on the word list from G1, Skills Unit 7, Lesson 1, Introduce Spelling Words, p. 14–15 (PDF p. 21–22). We will make the revision listed below to Lesson 1. Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include a bullet for the teacher to review words with closed syllables, if needed.

Lesson 1, Introduce Spelling Words, p. 15 (PDF p. 22)

[INSERT before first bullet on page:] <bullet>Remind students that some of the words have closed syllables, meaning that the syllable ends with a consonant sound and has a short vowel sound. Ask students which words have closed syllables. (knitting, drinking, pitch, wrapper, hands)

Page Number: p. 49

Location:

Skills Unit 7 TG: Lesson 5: Language Spelling Assessment (PDF p. 56)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 7 Teacher Guide (ISBN: 9798894040219)

REPORTED FEEDBACK:

Consider adding more words that end in -tch.

Publisher Response:

[UPDATED RESOURCES](#) - Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include an additional final trigraph word.

Lesson 1, Introduce Spelling Words, p. 14–15 (PDF p. 21–22) [DELETE *knocked* from word list] [ADD *catch* to /ch/ > 'tch' column]

G1, Skills 7 Activity Book, Activity Page 1.2, p. 3 (PDF p. 8) DELETE 2. knocked ADD 5. catch [Renumber word list]

Lesson 5, Spelling Assessment, p. 49 (PDF p. 56) REPLACE 3. knocked WITH 3. catch

G1, Skills Unit 7 TG, Teacher Resources, p. 226 (PDF p. 233) DELETE knocked from Column 3 ADD catch to Column 2 G1,

G1, Skills Unit 7 TG, Activity Book Answer Key, p. 279 (PDF p. 286) REPLACE Activity Page 5.1 redux WITH Activity Page 5.1 redux that shows 3.catch

Skills Unit 7 Lesson Slides

Lesson 1, slide PDF p. 20 REPLACE image of Activity Page 1.2 redux on clipboard WITH image of new version of Activity Page 1.2 redux that shows deletion of the word *knocked* and addition of the number 5. word *catch*

Lesson 1, slide PDF p. 21 DELETE *knocked* from the /n/ > 'kn' column of the chart ADD *catch* to /ch/ > 'tch' column of the chart after pitch

Page Number: p. 49

Location:

Skills Unit 7 TG: Lesson 5: Language Spelling Assessment (PDF p. 56)

URL to Content: [View Publisher Materials](#)

Component: N/A (ISBN: 9798894040196)

REPORTED FEEDBACK:

Initial consonant trigraph isn't explicitly taught or even mentioned in this lesson. There is just 1 word that contains an initial consonant trigraph but the instructions focus on the plural ending, not the initial consonant trigraph

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include review of initial trigraphs.

Lesson 6, Introduce the Story (Preview Spellings), p. 72 (PDF p. 79)

REPLACE Point out that scratches is the plural form of scratch. Ask students if they remember why 'es' is added to the word scratch, instead of just 's'. (The plural of words ending in 'ch' is formed by adding 'es'.)

WITH Remind students that when there are two or three consonants at the beginning of the word, they need to blend them together. Have students blend the first three letters of the word *scratches* aloud. (/s/ /k/ /r/), then blend the whole word. Point out that *scratches* is the plural form of *scratch*. Ask students if they remember why 'es' is added to the word *scratch* instead of just 's.' (The plural of words ending in 'ch' is formed by adding 'es'.)

Page Number: p. 71-73

Location:

Skills Unit 5 TG: Lesson 6: Introduce the Story (see Preview Spellings on PDF p. 79; scratches) (PDF p. 78-80)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 5 Teacher Guide (ISBN: 9798894040196)

REPORTED FEEDBACK:

This lesson is in additional support, so not all students will receive this lesson. Is explicit instruction included in a lesson?

Publisher Response:

Full response details [here](#). Students who successfully completed the Kindergarten program learned the most frequent or least ambiguous spelling for all of the single consonant sounds; consonant clusters, such as 'fl,' 'br,' and 'st'; consonant digraphs such as 'sh,' 'ch,' and 'th'; double-letter spellings such as 'ss,' 'ff,' and 'ck'; and at least one spelling for the short and long vowel sounds. Throughout the Grade 1 program, students continue to decode and encode words with consonant blends that the beginning and end of words.

The beginning-of-the-year Word Recognition assessment, administered in Lesson 6, includes many words with initial and final consonant blends, initial and final consonant digraphs, and double consonant spellings.

Amplify will revise the Grade 1, Skills Unit 1 Teacher Guide to include a more explicit review of consonant blends at the beginning and end of words, which are already being reviewed in this unit.

G1, Skills Unit 1 TG, Lesson 5, Large Card Chaining, p. 70 (PDF p. 81) [INSERT after • Continue this process until all of the words in the first chain have been spelled.]

- Have students look at the last word in the chain, *stand*. Ask them what is different about the beginning of the word from the other words in the chain. (*Answers may vary but should include that the word starts with two consonants, or it starts with an 's' and a 't.'*)

- Have students blend the consonant blend in *stand* aloud. (/s/ /t/)

[INSERT after • Have students trade cards and proceed to the next chain.]

- Stop when students have spelled the word *fist*. Tell students to read the word and ask them what is different about the end of the word from the other words in the chain so far. (*Answers may vary but should include that the word ends with two consonants, or ends with an 's' and a 't.'*)

- Have students blend the consonant blend in *fist* aloud. (/s/ /t/) • Repeat this process of final consonant blending with the words *mist*, *mast*, and *vast*. In addition, you may go back to the following words in the first chain for extra blending practice: *hand*, *sand*, *stand*.

Page Number: p. 76

Location:

Skills Unit 5 TG: Lesson 6:Additional Support: More Help with Reading
(Decodable Words, Chains) (PDF p. 83)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 7 Teacher Guide
(ISBN: 9798894040219)

REPORTED FEEDBACK:

While there are some closed syllable words that students are learning to spell, the focus of the lesson is silent letter combinations and /ae/ and /ch/ as tch. Suggest to include a bullet point to review the closed syllable spelling if needed.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include a bullet for the teacher to review words with closed syllables, if needed.

Lesson 1, Introduce Spelling Words, p. 15 (PDF p. 22)

[INSERT before first bullet on page:] <bullet>Remind students that some of the words have closed syllables, meaning that the syllable ends with a consonant sound and has a short vowel sound. Ask students which words have closed syllables. (*knitting, drinking, pitch, wrapper, hands*)

Page Number: p.14-15

Location:

Skills Unit 7 TG: Lesson 1: Introduce Spelling Words (PDF p. 21-22)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 1 Unit 5 Teacher Guide (ISBN: 9798894040196)

REPORTED FEEDBACK:

The instruction is on /k/, not on initial consonant blends. Some of the words with /k/ include initial consonant blends, so include a review or explicit instruction on this.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to provide a review of consonant blends.

G1, Skills Unit 5 Teacher Guide, Lesson 5, Foundational Skills: Spellings for /k/, p. 62 (PDF p. 69)

[INSERT after bullet 5]

- Show students the leaves for the words *classroom, black, and crash*. Remind them that each word starts with two consonants that have to be blended together. Have students blend the two consonants at the beginning of each word aloud. (/k/ /l/, /b/ /l/, /k/ /r/)

REPLACE • If time permits, ask several students if they can think of any other words with the /k/ sound. Write each word on a leaf, and then ask the student to place it on the correct branch. If students came up with any odd ducks, they can be copied onto the yellow, duck-shaped cards. WITH • If time permits, ask several students if they can think of any other words with the /k/ sound. Write each word on a leaf and then ask the student to place it on the correct branch. Remind students to think of words that begin with /k/ but also blend with another consonant, such as in the word *crab*. Add those additional words to the tree. If students came up with any odd ducks, they can be copied onto the yellow, duck-shaped cards.

Page Number: p.61-62

Location:

Skills Unit 5 TG: Lesson 5: Foundational Skills: Spellings for /k/ (bullet 5; black, crash) (PDF p. 68-69)

URL to Content: [View Publisher Materials](#)

Public Comments

Component: N/A (ISBN: N/A)

REPORTED PUBLIC COMMENT:

Reader 1st grade Reader On page 31 the book has a picture of the girl in bed with her mom. The book states, "Nate and I had a lot of fun. Then, Mom and I slept in a bed next to Nate's bed" This is inappropriate. Why are we introducing boyfriend and girlfriend relationships, embraced by the parent with them sleeping in the same room? This is in line with sexualizing children and teaching the next generation that this is normal. This is not normal for mom to pay for a ticket to go to a foreign country after meeting someone at camp. This looks like a girlfriend and boyfriend. They embrace on page 28. This will cause inappropriate discussion in the classroom and the teacher will be having to spend time on appropriate hugs and when you should be doing that with a boy. That is the parent's job and we should not be placing the teacher in the position to be parent or to address this because we inserted it into the curriculum. I am also not sure why there needs to be a bed scene for first graders. They fly across the world to see a friend she met at camp and then they sleep in the same room. Look at the mom's face in the picture. p. 31 What does that say to you as an adult? Furthermore, it introduces concepts and themes that are unnecessary to

discuss with first graders. These pages need to be struck entirely from the books. In the instruction for specialization in reading I received in college, the idea behind the picture book is that the pictures are telling a message. This is not a picture book, but the pictures are telling a story. Why did the author choose these pictures as content in this book? Children and teachers alike in the foundational reading years spend time learning to comprehend and develop skills of comprehension through pictures. We were taught to see the deeper meaning and understanding of the pictures. This content in pictures are representing a message. In conclusion, this inappropriate content with relationships for first graders. As a minimum the bedroom scene and the hug scene need to be removed from the book. When reviewing the content of the oer the pictures and themes are global themes. This is the case in this book as well.

Publisher Response:

[UPDATED RESOURCES](#) - Thank you for your feedback. This story is about two close friends who are 10 years old. They are not at all romantically involved. We will take your feedback into account as we make adjustments to the images.

Page Number: N/A

Location: N/A

URL to Content: N/A

Editorial Changes

Component: G1, Skills Unit 2 Lesson Slides (ISBN: 9798894046136)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Updated Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Page Number: N/A

Location:

[UPDATED RESOURCE](#) - Full response details [here](#). Lesson Slides PDF p. 1, 21, 31, 61, 68, 69, 83, 97, 103, 115, 124, 136, 137, 140, 145, 156, 157, 167, 168, 178, 191, 192, 203, 214, 227, 232, 237, 248, 254, 255, 269, 273, 283, 312, 313, 320, 339, 342, 350, 355, 413, 425, 426, 429

URL to Content: N/A

Component: G1 Skills Unit 2 Activity Book (ISBN: 9798894040233)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Updated Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Page Number: N/A

Location:

[UPDATED RESOURCE](#) - Full response details [here](#). Activity Book: p. 8 (PDF p. 13), p. 9-12 (PDF p. 14-17), p. 15-16 (PDF p. 20-21), p. 20 (PDF p. 25), p. 31-32 (PDF p. 36-37), p. 35-36 (PDF p. 40-41), p. 46 (PDF p. 51), p. 52 (PDF p. 57), p.

53-54 (PDF p. 58-59), p. 67-68 (PDF p. 72-73), p. 147-148 (PDF p. 152-153), p. 149-150 (PDF p. 154-155), p. 154 (PDF p. 159)

URL to Content: N/A

Component: G1, Skills Unit 2 Big Book (ISBN: 9781639487219)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Updated Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Page Number: N/A

Location:

[UPDATED RESOURCE](#) - Full response details [here](#). Cover (PDF p. 1), p. 1 (PDF p. 6), p. 3 (PDF p. 8), p. 5-7 (PDF p. 10-12), p. 8 (PDF p. 14), p. 10-11 (PDF p. 15-16), p. 13 (PDF p. 18), p. 14-15 (PDF p. 19-20), p. 17 (PDF p. 22), p. 19 (PDF p. 24), p. 21-25 (PDF p. 26-30), p. 27 (PDF p. 32), p. 29 (PDF p. 34), p. 30-35 (PDF p. 35-40), p. 37-39 (PDF p. 42-44), p. 41 (PDF p. 46), p. 43-45 (PDF p. 48-51), p. 47 (PDF p. 52), p. 49-55 (PDF p. 54-61), p. 57 (PDF p. 62), p. 59 (PDF p. 64), p. 61-65 (PDF p. 66-70), p. 67-69 (PDF p. 72-75), p. 71 (PDF p. 76), p. 73 (PDF p. 78), p. 75 (PDF p. 80), p. 77 (PDF p. 82), p. 79-81 (PDF p. 83-86), p. 83 (PDF p. 88), p. 85 (PDF p. 90), p. 87 (PDF p. 92), p. 89 (PDF p. 94), p. 91 (PDF p. 96), p. 93 (PDF p. 98), p. 95 (PDF p. 100), p. 97 (PDF p. 102), p. 99 (PDF p. 104), p. 100-101 (PDF p. 105-106), p. 103-105 (PDF p. 108-110)

URL to Content: N/A

Component: G1, Skills Unit 2 Reader (ISBN: 9798894040332)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Updated Text:

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Page Number: N/A

Location:

[UPDATED RESOURCE](#) - Full response details [here](#). Cover (PDF p. 1), p. 1 (PDF p. 6), p. 3 (PDF p. 8), p. 5-7 (PDF p. 10-12), p. 8 (PDF p. 14), p. 10-11 (PDF p. 15-16), p. 13 (PDF p. 18), p. 14-15 (PDF p. 19-20), p. 17 (PDF p. 22), p. 19 (PDF p. 24), p. 21-25 (PDF p. 26-30), p. 27 (PDF p. 32), p. 29 (PDF p. 34), p. 30-35 (PDF p. 35-40), p. 37-39 (PDF p. 42-44), p. 41 (PDF p. 46), p. 43-45 (PDF p. 48-51), p. 47 (PDF p. 52), p. 49-55 (PDF p. 54-61), p. 57 (PDF p. 62), p. 59 (PDF p. 64), p. 61-65 (PDF p. 66-70), p. 67-69 (PDF p. 72-75), p. 71 (PDF p. 76), p. 73 (PDF p. 78), p. 75 (PDF p. 80), p. 77 (PDF p. 82), p. 79-81 (PDF p. 83-86), p. 83 (PDF p. 88), p. 85 (PDF p. 90), p. 87 (PDF p. 92), p. 89 (PDF p. 94), p. 91 (PDF p. 96), p. 93 (PDF p. 98), p. 95 (PDF p. 100), p. 97 (PDF p. 102), p. 99 (PDF p. 104), p. 100-101 (PDF p. 105-106), p. 103-105 (PDF p. 108-110)

URL to Content: N/A

ELAR, Phonics, Grade 2 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 2

**Component: Amplify ELAR Texas Skills, Grade 2 Unit 1 Activity Book
(ISBN: 9798894040455)**

REPORTED FEEDBACK:

This comes across as more of an encoding assessment. Consider adding instructions like, "Read the word to yourself before and after adding the ending -ing."

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 2, Unit 1 Teacher Guide to include additional directions for students to decode the words.

Lesson 22, Skills Assessment, p. 238 (PDF p. 267)

REPLACE third bullet

Explain that on Activity Page 22.3, students should add -ing to each word and write the new word on the line.

WITH Explain that on Activity Page 22.3 students should read each word, add -ing to each word, write the new word on the line, and read the new word to themselves.

Page Number: p. 125

Location:

Skills Unit 1 AB: Lesson 22.3: Assessment (PDF p. 130)

URL to Content: [View Publisher Materials](#)

**Component: Amplify ELAR Texas Skills, Grade 2 Unit 4 Teacher Guide
(ISBN: 9798894040424)**

REPORTED FEEDBACK:

The only compound word on the spelling list is "cowboy" In order to truly meet the TEKS, consider adding more compound words that follow the spelling patterns like outlook, goodbye, afternoon, seesaw, bedroom, etc.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 4 Teacher Guide to include additional compound words.

Unit 4 TG, Lesson 1, Introduce Spelling Words, p. 14 (PDF p. 22)
[REPLACE moon WITH moonlight in 'oo' > /oo/ column, REPLACE yawn WITH seesaw in the 'aw' > /aw/ column]

Unit 4 Activity Book, Activity Page 1.1, p. 1 (PDF p. 6)
REPLACE moon WITH moonlight
REPLACE yawn WITH seesaw

Unit 4 TG, Lesson 5, Spelling Assessment, p. 63 (PDF p. 70)
REPLACE 1. moon WITH 1. moonlight
REPLACE 2. yawn WITH 2. seesaw

Unit 4 TG, Teacher Resources, p. 285 (PDF p. 292)
REPLACE moon WITH moonlight
REPLACE yawn WITH seesaw

G2, Skills Unit 4 Lesson Slides

Lesson 1, slide PDF p. 20
REPLACE yawn WITH seesaw in the 'aw' > /aw/ column
REPLACE moon WITH moonlight in the 'oo' > /oo/ column

Lesson 1, slide PDF p. 23
REPLACE image of Activity Page 1.1 redux on the clipboard WITH image of new version of Activity Page 1.1 that shows the words 'seesaw' and 'moonlight'

Page Number: p. 14-15

Location:

Skills Unit 4 TG: Lesson 1: Introduce Spelling Words (PDF p. 21-22)

URL to Content: [View Publisher Materials](#)

**Component: Amplify ELAR Texas Skills, Grade 2 Unit 6 Teacher Guide
(ISBN: 9798894040448)**

REPORTED FEEDBACK:

4/20 words end in -s. Consider adding more words ending in -s.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 6 Teacher Guide to include additional words with the inflectional ending, -s.

Unit 6 TG, Lesson 16, Introduce Spelling Words, p. 190 (PDF p. 199)
[REPLACE 2. president WITH 2. presidents, REPLACE 3. battle WITH 3. battles,
REPLACE 11. cannon WITH 11. cannons, REPLACE 17. painting WITH 17.
paintings]

Unit 6 TG, Lesson 16, also update table on p. 191 (PDF p. 200)
[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE
cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 Activity Book, Activity Page 16.1, p. 83 (PDF p. 88)
[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE
cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 Activity Book, Activity Page 16.3, p. 87 (PDF p. 92)
[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE
cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 TG, Lesson 20, Spelling Assessment, p. 224 (PDF p. 233)
[REPLACE 1. painting WITH 1. paintings, REPLACE 11. president WITH 11.
presidents, REPLACE 15. battle WITH 15. battles, REPLACE 18. cannon WITH
18. cannons]

Unit 6 TG, Lesson 20, also update both tables on p. 225 (PDF p. 234)
[REPLACE cannon WITH cannons]

Unit 6 TG, Teacher Resources, p. 401 (PDF p. 410)
[REPLACE 1. painting WITH 1. paintings, REPLACE 11. president WITH 11.
presidents, REPLACE 15. battle WITH 15. battles, REPLACE 18. cannon WITH

18. cannons]

Unit 6 TG, Activity Book Answer Key, p. 476 (PDF p. 485)

REPLACE Activity Page 16.3 redux WITH Activity Page 16.3 redux that shows the following words: presidents, cannons, battles, paintings

G2, Skills Unit 6 Lesson Slides

Lesson 16, slide PDF p. 341

REPLACE 2. president WITH 2. presidents, REPLACE 3. battle WITH 3. battles, REPLACE 11. cannon WITH 11. cannons, REPLACE 17. painting WITH 17. paintings

Lesson 16, slide PDF p. 342

REPLACE 1. battle WITH 1. battles, REPLACE 3. cannon WITH 3. cannons, REPLACE 15. painting WITH 15. paintings REPLACE 17. president WITH 17. presidents

Lesson 16, slide PDF p. 344

REPLACE image of Activity Page 16.1 redux on the clipboard WITH image of new version of Activity Page 16.1 that shows the following words in its plural form: presidents, cannons, battles, paintings

Lesson 16, slide PDF p. 346

REPLACE image of Activity Page 16.3 redux on the clipboard WITH image of new version of Activity Page 16.3 that shows the following words: presidents, cannons, battles, paintings

Page Number: p. 190-191

Location:

Skills Unit 6 TG: Lesson 16: Introduce Spelling Words (PDF p. 199-200)

URL to Content: [View Publisher Materials](#)

**Component: Amplify ELAR Texas Skills, Grade 2 Unit 1 Teacher Guide
(ISBN: 9798894040394)**

REPORTED FEEDBACK:

Consider moving the direct teach piece on the inflectional ending -ing from the side bar under Language to the main narrative, "Introduce Spelling Words". Also, the TEKS use the term, "inflectional ending". Consider changing suffix to inflectional ending or using them both interchangeably during the lesson.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 1 Teacher Guide

G2, Skills Unit 1, Lesson 16, Introduce Spelling Words, p. 199 (PDF p. 208)

[INSERT after second bullet]

- Remind students that the suffix -ing is called an inflectional ending because it changes the meaning of the base word. For example, in the sentence "I run," it means that it is happening in the present. If you add the suffix -ing, the word is now running and the sentence would be "I am running," meaning that it is still happening in the present and continuing.

Page Number: p. 199

Location:

Skills Unit 1 TG: Lesson 16: Introduce Spelling Words (PDF p. 208)

URL to Content: [View Publisher Materials](#)

**Component: Amplify ELAR Texas Skills, Grade 2 Teacher Digital License
(ISBN: DI0343)**

REPORTED FEEDBACK:

This is in a supplemental resource. Consider including in the tier 1 lessons as well.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 4 Teacher Guide to include decoding comparative adjectives with suffix –er.

G2, Skills Unit 4, Lesson 1, Introduce /er/ > ‘ur’, ‘ir’, p. 10 (PDF p. 17)

REPLACE • We know /er/ is a vowel sound because adding it to the end of a word adds a syllable: steep > steeper.

WITH • We know /er/ is a vowel sound because adding it to the end of a word adds a syllable: steep > steeper.

- Explain that we can add ‘er’ to the end of words when we want to compare two things. Write small/smaller on the board. Draw a line between the base word small and the suffix –er. Ask students to read the two parts of the word together. (smaller)

- Ask students to provide additional words that include the suffix –er that compares two things. (Answers may vary but could include loud/ louder, slow/slower, big/bigger, fast/faster, deep/deeper, quieter, etc.)

Amplify will revise the Grade 2, Skills Unit 5 Teacher Guide to include decoding adjectives with suffixes –er and –est.

G2, Skills Unit 5 Teacher Guide

Lesson 3, Review Adjectives p. 35–36 (PDF p. 44–45)

[INSERT below ◦ know the weather (rainy day)]

- make a comparison (big, bigger)

REPLACE Read the following sentences aloud. Ask students to identify the adjective and the noun it is describing.

WITH Write the following sentences on the board. Ask students to read the sentences aloud and identify the adjective and the noun they are describing.

REPLACE 2. Orange hair rocks.

WITH 2. Rocks are bigger than pebbles.

REPLACE Check for Understanding: After identifying the adjective in each sentence below, call on different students to provide a different adjective for the noun, making note of any student who appears to struggle or who hesitates in responding.

WITH Check for Understanding: Have students create new adjectives for the nouns in the sentences, including comparative adjectives with suffix the –er.

Write their suggestions on the board and have students read each new sentence. Make note of any student who appears to struggle or who hesitates in responding.

Lesson 4, Adjective Hunt, p. 44 (PDF p. 53)

This lesson already includes practice with comparative and superlative adjectives using -er and -est. In addition, Amplify will revise the following: REPLACE • Direct students' attention to the last sentence on page 10: "But Sir Gus liked a long soak in a bathtub better than a fight."

- Have students identify the noun and adjective. Soak is the noun, and long is the adjective.

WITH

- Direct students' attention to the last sentence on page 10: "But Sir Gus liked a long soak in a bathtub better than a fight."
- Have students identify the noun and adjective. Soak is the noun, and long is the adjective.
- Ask students to add an -er to the adjective. Ask, "What is the new adjective?" (longer) Write the word on the board and have students read it aloud.
- Ask students what would happen if you added -est to the adjective. (The word would be longest.) Write the word on the board and have students read it aloud.
- Have students orally generate new sentences using the noun soak and the new adjectives longer and longest.

G2, Skills Unit 4 Lesson Slides

Lesson 1

ADD Whiteboard slide after slide PDF p. 7 Let's Listen

[NOTE: The whiteboard slide corresponds to the new TG instruction of 'Write small/smaller on the board']

G2, Skills Unit 5 Lesson Slides

Lesson 3, slide PDF p. 58

REPLACE 2. Orange hair rocks. WITH 2. Rocks are bigger than pebbles.

ADD Check for Understanding slide after slide PDF p. 58

[NOTE: Currently the Check for Understanding slide is missing after slide PDF p. 58]

Page Number: p. 2-16

Location:

Instructional Strategies for Reading, Spelling, Identifying Meaning, and Using Words with Suffixes -er and -est, (PDF p. 2-16)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 2 Unit 6 Teacher Guide (ISBN: 9798894040448)

REPORTED FEEDBACK:

Only 4/20 words end in -s. Consider adding more.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 6 Teacher Guide to include additional words with the inflectional ending, -s.

Unit 6 TG, Lesson 16, Introduce Spelling Words, p. 190 (PDF p. 199)
[REPLACE 2. president WITH 2. presidents, REPLACE 3. battle WITH 3. battles, REPLACE 11. cannon WITH 11. cannons, REPLACE 17. painting WITH 17. paintings]

Unit 6 TG, Lesson 16, also update table on p. 191 (PDF p. 200)
[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 Activity Book, Activity Page 16.1, p. 83 (PDF p. 88)
[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 Activity Book, Activity Page 16.3, p. 87 (PDF p. 92)
[REPLACE president WITH presidents, REPLACE battle WITH battles, REPLACE cannon WITH cannons, REPLACE painting WITH paintings]

Unit 6 TG, Lesson 20, Spelling Assessment, p. 224 (PDF p. 233)
[REPLACE 1. painting WITH 1. paintings, REPLACE 11. president WITH 11. presidents, REPLACE 15. battle WITH 15. battles, REPLACE 18. cannon WITH 18. cannons]

Unit 6 TG, Lesson 20, also update both tables on p. 225 (PDF p. 234)
[REPLACE cannon WITH cannons]

Unit 6 TG, Teacher Resources, p. 401 (PDF p. 410)
[REPLACE 1. painting WITH 1. paintings, REPLACE 11. president WITH 11. presidents, REPLACE 15. battle WITH 15. battles, REPLACE 18. cannon WITH 18. cannons]

Unit 6 TG, Activity Book Answer Key, p. 476 (PDF p. 485)
REPLACE Activity Page 16.3 redux WITH Activity Page 16.3 redux that shows the following words: presidents, cannons, battles, paintings

G2, Skills Unit 6 Lesson Slides

Lesson 16, slide PDF p. 341
REPLACE 2. president WITH 2. presidents, REPLACE 3. battle WITH 3. battles, REPLACE 11. cannon WITH 11. cannons, REPLACE 17. painting WITH 17. paintings

Lesson 16, slide PDF p. 342
REPLACE 1. battle WITH 1. battles, REPLACE 3. cannon WITH 3. cannons, REPLACE 15. painting WITH 15. paintings REPLACE 17. president WITH 17. presidents

Lesson 16, slide PDF p. 344
REPLACE image of Activity Page 16.1 redux on the clipboard WITH image of new version of Activity Page 16.1 that shows the following words: presidents, cannons, battles, paintings

Lesson 16, slide PDF p. 346
REPLACE image of Activity Page 16.3 redux on the clipboard WITH image of new version of Activity Page 16.3 that shows the following words:

presidents, cannons, battles, paintings

Page Number: p. 224-225

Location:

Skills Unit 6 TG: Lesson 20: Spelling Assessment (PDF p. 233-234)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 2 Unit 4 Teacher Guide (ISBN: 9798894040424)

REPORTED FEEDBACK:

The assignment has two examples of /oe/. This is not a great assessment of the standard.

Publisher Response:

Full response details [here](#). Amplify will revise the Word Recognition Assessment list in G2 Unit 4 to include an additional variant vowel spelling for /oe/.

G2, Skills Unit 4, Lesson 23, Word Recognition Assessment, p. 268 (PDF p. 275)

[REPLACE in chart top of p. 268 (PDF p. 275)]

REPLACE 2. burn

REPLACE 2. burn - burst

WITH 2. so - grow

G2 Skills Unit 4 Activity Book, Activity Page 23.5:

P. 131 (PDF page 136)

REPLACE 2. burnt-bend-burn-bunt

WITH 2. soot-so-sock-soon

p. 132 (PDF p. 137)

REPLACE 12. born - burst - barn - fun

WITH 12. good - grow - gown - bog

Unit 4 TG, Teacher Resources, p. 297 (PDF p. 304)

REPLACE 2. 'ur' WITH 2. 'o' as /oe/

Unit 4 TG, Answer Key, p. 371 (PDF p. 378)

REPLACE Activity Page 23.5 reduces with Activity Page 23.5 reduces that show 2. soot-so-sock-soon and 12. good-grow-gown-bog

G2, Skills Unit 4 Lesson Slides

Lesson 23, slide PDF p. 600

REPLACE image of Activity Page 23.5 redux on the clipboard WITH new image of Activity Page 23.5 that shows 2. soot-so-sock-soon

Page Number: p. 267-268

Location:

Skills Unit 4 TG: Lesson 23-25: Unit Assessment: Word Recognition Assessment (PDF p. 274-275)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 2 Unit 2 Activity Book (ISBN: 9798894040462)

REPORTED FEEDBACK:

Consider adding more words to the list or modifying the list to include words that contain the inflectional ending -er. Ex. louder, smaller, greater, etc.

Publisher Response:

Full response details [here](#). Amplify will revise G2 Unit 2 Activity Book, Activity Page 10.3 to include an additional word with inflectional ending -er.

REPLACE flower

WITH sweeter

Unit 2 TG, Activity Book Answer Key, p. 323 (PDF p. 330)

REPLACE Activity Page 10.3 redux WITH Activity Page 10.3 redux that shows the word sweeter

G2, Skills Unit 2 Lesson Slides

Lesson 10, slide PDF p. 280

REPLACE image of Activity Page 10.3 redux on the clipboard WITH image of new version of Activity Page 10.3 that shows the word 'sweeter'

Page Number: p. 49

Location:

Skills Unit 2 AB: Activity Page 10.3 (PDF p. 54) "later"

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 2 Unit 2 Teacher Guide (ISBN: 9798894040400)

REPORTED FEEDBACK:

To better align with the TEKS, consider including examples such as, "Tricky Words with open syllables, Ex. He, She, etc.".

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 1 Teacher Guide to include more practice with reading and writing open-syllable Tricky Words.

G2, Skills Unit 1 Teacher Guide

Lesson 11, Tricky Words: the, he, she, we, be, me, p. 131 (PDF 140)

[INSERT after • After going over the Tricky Words, complete a quick flash card review. You do not need to discuss which parts are tricky; simply ask students to read the word.]

- Have students open their Dictation Journals. Read each of the Tricky Words aloud and tell students to write them in their journals. Check their Dictation Journals frequently to see if any students are struggling and need additional help.

G2, Skills Unit 1 Lesson Slides

Lesson 1

ADD new slide after slide PDF p. 198 (tricky word 'me')

The new slide is the clipboard slide with image of writing paper on the clipboard; to the right of the clipboard the text should read: Dictation Journal

Page Number: p. 6

Location:

Skills Unit 2 TG: Introduction: Writing - see 4th paragraph (PDF p. 13)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 2 Unit 4 Teacher Guide (ISBN: 9798894040424)

REPORTED FEEDBACK:

The only compound word on the spelling list is "cowboy" In order to truly meet the TEKS, consider adding more compound words that follow the spelling patterns like outlook, goodbye, afternoon, seesaw, bedroom, etc.

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 4 Teacher Guide to include additional compound words.

Unit 4 TG, Lesson 1, Introduce Spelling Words, p. 14 (PDF p. 22)

[REPLACE moon WITH moonlight in 'oo' > /oo/ column, REPLACE yawn WITH seesaw in the 'aw' > /aw/ column]

Unit 4 Activity Book, Activity Page 1.1, p. 1 (PDF p. 6)

REPLACE moon WITH moonlight

REPLACE yawn WITH seesaw

Unit 4 TG, Lesson 5, Spelling Assessment, p. 63 (PDF p. 70)

REPLACE 1. moon WITH 1. moonlight

REPLACE 2. yawn WITH 2. seesaw

Unit 4 TG, Teacher Resources, p. 285 (PDF p. 292)

REPLACE moon WITH moonlight

REPLACE yawn WITH seesaw

G2, Skills Unit 4 Lesson Slides

Lesson 1, slide PDF p. 20

REPLACE yawn WITH seesaw in the 'aw' > /aw/ column

REPLACE moon WITH moonlight in the 'oo' > /oo/ column

Lesson 1, slide PDF p. 23

REPLACE image of Activity Page 1.1 redux on the clipboard WITH image of new version of Activity Page 1.1 that shows the words 'seesaw' and 'moonlight'

Page Number: p. 63-64

Location:

Skills Unit 4 TG: Lesson 5: Spelling Assessment (PDF p. 70-71)

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 2 Unit 1 Reader (ISBN: 9798894040516)

REPORTED FEEDBACK:

There is only one word with an inflectional ending, "biggest".

Publisher Response:

Full response details [here](#). Amplify will revise the Grade 2, Skills Unit 5 Teacher Guide to include decoding adjectives with suffixes -er and -est.

G2, Skills Unit 5 Teacher Guide

Lesson 3, Review Adjectives p. 35–36 (PDF p. 44–45)

[INSERT below ◦ know the weather (rainy day)]

◦ make a comparison (big, bigger)

REPLACE Read the following sentences aloud. Ask students to identify the

adjective and the noun it is describing.

WITH Write the following sentences on the board. Ask students to read the sentences aloud and identify the adjective and the noun they are describing.

REPLACE 2. Orange hair rocks.

WITH 2. Rocks are bigger than pebbles.

REPLACE Check for Understanding: After identifying the adjective in each sentence below, call on different students to provide a different adjective for the noun, making note of any student who appears to struggle or who hesitates in responding.

WITH Check for Understanding: Have students create new adjectives for the nouns in the sentences, including comparative adjectives with the suffix -er. Write their suggestions on the board and have students read each new sentence. Make note of any student who appears to struggle or who hesitates in responding.

Lesson 4, Adjective Hunt, p. 44 (PDF p. 53)

This lesson already includes practice with comparative and superlative adjectives using -er and -est. In addition, Amplify will revise the following:

REPLACE • Direct students' attention to the last sentence on page 10: "But Sir Gus liked a long soak in a bathtub better than a fight."

- Have students identify the noun and adjective. Soak is the noun, and long is the adjective.

WITH

- Direct students' attention to the last sentence on page 10: "But Sir Gus liked a long soak in a bathtub better than a fight."

- Have students identify the noun and adjective. Soak is the noun, and long is the adjective.

- Ask students to add -er to the adjective. Ask, "What is the new adjective?" (longer) Write the word on the board and have students read it aloud.

- Ask students what would happen if you added -est to the adjective. (The word would be longest.) Write the word on the board and have students read it aloud.

- Have students orally generate new sentences using the noun soak and the new adjectives longer and longest.

G2, Skills Unit 5 Lesson Slides

Lesson 3, slide PDF p. 58

REPLACE 2. Orange hair rocks. WITH 2. Rocks are bigger than pebbles.

ADD Check for Understanding slide after slide PDF p. 58

[NOTE: Currently the Check for Understanding slide is missing after slide PDF p. 58]

Page Number: p. 8

Location:

Skills Unit 1 Reader: The Cat Bandit: "Chicken Nugget" (PDF p. 13) "biggest"

URL to Content: [View Publisher Materials](#)

Component: Amplify ELAR Texas Skills, Grade 2 Unit 3 Teacher Guide
(ISBN: 9798894040417)

REPORTED FEEDBACK:

Consider saying, "We are going to change the final sound by replacing /k/ with /t/." When you say that they are changing the, "Letter k to the letter t" that sounds more like spelling than phonological awareness.

Publisher Response:

Full response details [here](#). Amplify will revise Unit 3, Lesson 7 to be more precise in language.

Lesson 7, p. 92 (PDF p. 99), third bullet

REPLACE: • Ask, "What happens when I replace the letter 'k' with the letter 't'?" Say the word oat aloud, first in segmented fashion and then blended.

Then write oat

on the board/chart paper, emphasizing that replacing the letter 'k' with the letter 't' changed oak to oat.

WITH: • Ask, "What happens when I replace the final sound /k/ with /t/?" Say the

word oat aloud, first in segmented fashion and then blended. Then write oat

on the board/chart paper, emphasizing that replacing /k/ with /t/ changed oak to oat.

Page Number: p. 92

Location:

Skills Unit 3 TG: Lesson 7: Teacher Chaining (PDF p. 99)

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: G2, Skills Unit 5 Teacher Guide (ISBN: 9798894040431)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 5 Teacher Guide, Pausing Point, p. 315 (PDF p. 324) 1 mention
Appendix B: Using Chunking to Decode Multisyllable Words, p. 405 (PDF p. 414) 2 mentions; p. 409 (PDF p. 418) 2 mentions

URL to Content: N/A

Component: G2, Skills Unit 2 Teacher Guide (ISBN: 9798894040400)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 2 Teacher Guide Lesson 1, p. 22-23 (PDF p. 29-30) 4 mentions
Lesson 5, p. 76 (PDF p. 83) 1 mention Lesson 6, p. 86 (PDF p. 93) 1 mention
Lesson 6, p. 92-93 (PDF p. 99-100) 5 mentions Appendix B, p. 346 (PDF p. 353) 2 mentions; p. 350 (PDF p. 357)

URL to Content: N/A

Component: G2, Skills Unit 4 Teacher Guide (ISBN: 9798894040424)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skill Unit 4 Teacher Guide, Lesson 6, p. 83 (PDF p. 90) 1 mention Appendix:
Using Chunking to Decode Multisyllable Words, p. 387 (PDF p. 349) 2
mentions, p. 391 (PDF p. 398) 2 mentions

URL to Content: N/A

Component: G2, Skills Unit 1 Teacher Guide (ISBN: 9798894040394)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 1 Teacher Guide Introduction, p. 12 (PDF p. 210) 2 mentions
Lesson 13, p. 161 (PDF p. 170) 3 mentions Lesson 19, p. 225 (PDF p. 234) 2 mentions
Appendix C, p. 406 (PDF p. 415) 2 mentions; p. 410 (PDF p. 419) 2 mentions

URL to Content: N/A

Component: G2, Skills Unit 3 Teacher Guide (ISBN: 9798894040417)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 3 Teacher Guide, Lesson 10, p. 130 (PDF p. 137) 1 mention Lesson 16, p. 196 (PDF p. 203) 1 mention Pausing Point, p. 305 (PDF p. 312) 1 mention Appendix: Using Chunking to Decode Multisyllable Words, p. 458 (PDF p. 465) 2 mentions, p. 462 (PDF p 469) 2 mentions

URL to Content: N/A

Component: G2, Skills Unit 2 Activity Book (ISBN: 9798894040462)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 2 Activity Book, p. 5 (PDF p. 10) 1 mention, p. 33 (PDF p. 38) 1 mention

URL to Content: N/A

Component: G2, Skills Unit 6 Teacher Guide (ISBN: 9798894040448)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking

about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 6 Teacher Guide, Lesson 1, p. 11 (PDF p. 20) 1 mention Appendix: Using Chunking to Decode Multisyllable Words, p. 497 (PDF p. 506) 2 mentions; p. 501 (PDF p. 510) 2 mentions

URL to Content: N/A

Component: G2, Skills Unit 2 Lesson Slides (ISBN: 9798894046150)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 2 Lesson Slides (PDF p. 40-43) 4 mentions, (PDF p. 180) 1 mention, (PDF p. 195-198) 4 mentions

URL to Content: N/A

ELAR, Phonics, Grade 3 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 3

Editorial Changes

Component: G3, Skills Unit 2 Teacher Guide (ISBN: 9798891808621)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 2 Teacher Guide

Contents, (PDF p. 4) 4 mentions; (PDF p. 5) 3 mentions; (PDF p. 6) 3 mentions; (PDF p. 7) 3 mentions; (PDF p. 8) 1 mention

Introduction, p. 3 (PDF p. 14) 1 mention

Lesson 1, p. 8 (PDF p. 19) 1 mention; p. 12 (PDF p. 23) 4 mentions; p. 13 (PDF p. 24) 1 mention

Lesson 2, p. 21 (PDF p. 32) 1 mention; p. 12 (PDF p. 36) 4 mentions; p. 26 (PDF p. 37) 1 mention

Lesson 3, p. 33 (PDF p. 44) 1 mention; p. 37 (PDF p. 48) 2 mentions; p. 38 (PDF p. 49) 1 mention

Lesson 4, p. 45 (PDF p. 56) 1 mention; p. 49 (PDF p. 60) 2 mentions

Lesson 6, p. 69 (PDF p. 80) 1 mention; p. 74 (PDF p. 85) 5 mentions; p. 26 (PDF p. 37) 1 mention

Lesson 7, p. 81 (PDF p. 92) 1 mention; p. 86 (PDF p. 97) 5 mentions

Lesson 8, p. 92 (PDF p. 103) 1 mention; p. 93 (PDF p. 104) 1 mention; p. 98 (PDF p. 36) 4 mentions

Lesson 9, p. 105 (PDF p. 116) 1 mention; p. 109 (PDF p. 120) 2 mentions; p. 110 (PDF p. 121) 5 mentions

Lesson 10, p. 121 (PDF p. 132) 5 mentions

Lesson 11, p. 130 (PDF p. 141) 1 mention; p. 134 (PDF p. 145) 2 mentions; p. 135 (PDF p. 146) 1 mention
Lesson 12, p. 141 (PDF p. 152) 1 mention; p. 145 (PDF p. 156) 1 mention; p. 146 (PDF p. 157) 2 mentions
Lesson 13, p. 151 (PDF p. 162) 1 mention; p. 152 (PDF p. 163) 1 mention; p. 156 (PDF p. 167) 1 mention
Lesson 14, p. 162 (PDF p. 173) 1 mention; p. 166 (PDF p. 177) 1 mention; p. 167 (PDF p. 178) 4 mentions
Lesson 15, p. 178 (PDF p. 189) 2 mentions

Lesson 16, p. 187 (PDF p. 198) 1 mention; p. 192 (PDF p. 203) 7 mentions
Lesson 17, p. 200 (PDF p. 211) 1 mention; p. 204 (PDF p. 215) 2 mentions; p. 205 (PDF p. 216) 2 mentions
Lesson 18, p. 204 (PDF p. 215) 2 mentions; p. 217 (PDF p. 228) 6 mentions; p. 218 (PDF p. 229) 5 mentions
Lesson 19, p. 229 (PDF p. 240) 1 mention; p. 230 (PDF p. 241) 1 mention
Lesson 20, p. 241 (PDF p. 252) 1 mention; p. 242 (PDF p. 253) 2 mentions
Lesson 21, p. 254 (PDF p. 265) 2 mentions; p. 267 (PDF p. 278) 1 mention; p. 278 (PDF p. 289) 3 mentions
Activity Book Answer Key

URL to Content: N/A

Component: G3, Skills Unit 1-2 Activity Book (ISBN: 9798894046235)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 1 Activity Book

Activity Page 3.2, p. 15 (PDF p. 22), 1 mention

Activity Page 4.1, p. 21 (PDF p. 28), 1 mention

Activity Page 4.2, p. 23 (PDF p. 30), 1 mention

Activity Page 6.2, p. 39 (PDF p. 46), 3 mentions

Activity Page 7.2, p. 45 (PDF p. 52), 1 mention

Activity Page 8.2, p. 50 (PDF p. 57), 3 mentions

Activity Page 9.2, p. 57 (PDF p. 64), 1 mention

Activity Page 10.2, p. 61 (PDF p. 68), 1 mention

Activity Page 16.2, p. 99 (PDF p. 106), 2 mentions

Activity Page 17.2, p. 105 (PDF p. 112), 1 mention

Activity Page 18.2, p. 109 (PDF p. 116), 1 mention

Skills Unit 2 Activity Book

Activity Page 2.2, p. 143 (PDF p. 150) 1 mention

Activity Page 3.2, p. 147 (PDF p.154) 2 mentions

Activity Page 6.2, p. 167 (PDF p. 174) 4 mentions

Activity Page 7.2, p. 173 (PDF p. 180) 3 mentions

Activity Page 8.2, p. 177 (PDF p. 184) 1 mention

Activity Page 9.2, p. 185 (PDF p. 192) 3 mentions

Activity Page 10.1, p. 187 (PDF p. 194) 1 mention

Activity Page 11.2, p. 195 (PDF p. 202) 1 mention

Activity Page 12.2, p. 201 (PDF p. 208) 1 mention

Activity Page 13.2, p. 205 (PDF p. 212) 1 mention

Activity Page 14.2, p. 213 (PDF p. 220) 2 mentions

Activity Page 16.2, p. 225 (PDF p. 232) 3 mentions

Activity Page 17.2, p. 231 (PDF p. 238) 1 mention

Activity Page 18.2, p. 235 (PDF p. 242) 2 mentions

Activity Page 19.3, p. 245 (PDF p. 252) 1 mention

Activity Page 20.3, p. 251 (PDF p. 258) 3 mentions

URL to Content: N/A

Component: G3, Skills Unit 4 Teacher Guide (ISBN: 9798891808645)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 4 Teacher Guide

Contents, (PDF p. 4) 4 mentions; (PDF p. 5) 2 mentions; (PDF p. 6) 2 mentions; (PDF p. 7) 1 mention

Lesson 1, p. 6 (PDF p. 15) 1 mention; p. 11 (PDF p. 20) 3 mentions

Lesson 2, p. 19 (PDF p. 20) 1 mention; p. 23 (PDF p. 32) 4 mentions; p. 24 (PDF p. 33) 2 mentions

Lesson 3, p. 31 (PDF p. 40) 1 mention; p. 36 (PDF p. 45) 6 mentions; p. 37 (PDF p. 46) 1 mention

Lesson 4, p. 44 (PDF p. 53) 1 mention; p. 48 (PDF p. 57) 3 mentions

Lesson 5, p. 56 (PDF p. 65) 1 mention; p. 60 (PDF p. 69) 1 mention

Lesson 8, p. 95 (PDF p. 104) 1 mention; p. 96 (PDF p. 105) 1 mention; p. 101 (PDF p. 110) 2 mentions

Lesson 9, p. 108 (PDF p. 117) 1 mention; p. 109 (PDF p. 118) 1 mention; p. 111 (PDF p. 120) 1 mention; p. 113 (PDF p. 122) 8 mentions

Lesson 19, p. 248 (PDF p. 257) 4 mentions; p. 249 (PDF p. 258) 2 mentions

Activity Book Answer Key

URL to Content: N/A

Component: G3, Skills Unit 1 Teacher Guide (ISBN: 9798891808614)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking

about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 1 Teacher Guide Contents (PDF p. 4), 4 mentions; (PDF p. 5), 3 mentions; (PDF p. 6), 1 mention; (PDF p. 7), 3 mentions; (PDF p. 8), 4 mentions Introduction, p. 3 (PDF p. 12), 1 mention; p. 11 (PDF p. 20), 1 mention Lesson 1, p. 13 (PDF p. 22), 1 mention; p. 14 (PDF p. 23), 1 mention; p. 18 (PDF p. 27), 2 mentions Lesson 2, p. 26 (PDF p. 35), 1 mention; p. 27 (PDF p. 36), 1 mention; p. 31 (PDF p. 40), 2 mentions Lesson 3, p. 39 (PDF p. 48), 2 mentions; p. 40 (PDF p. 49), 1 mention; p. 44 (PDF p. 53), 4 mentions Lesson 4, p. 52 (PDF p. 61), 1 mention; p. 55 (PDF p. 64), 2 mentions; p. 56 (PDF p. 65), 2 mentions; p. 60 (PDF p. 69), 1 mention Lesson 5, p. 65 (PDF p. 74), 1 mention Lesson 6, p. 70 (PDF p. 79), 1 mention; p. 77 (PDF p. 86), 1 mention; p. 78 (PDF p. 87), 1 mention, p. 82 (PDF p. 91), 2 mentions, p. 82 (PDF p. 91), 1 mention Lesson 7, p. 90 (PDF p. 99), 1 mention; p. 91 (PDF p. 100), 1 mention; p. 96 (PDF p. 105), 3 mentions; p. 97 (PDF p. 106), 2 mentions Lesson 8, p. 104 (PDF p. 113), 1 mention; p. 105 (PDF p. 114), 1 mention; p. 110 (PDF p. 119), 2 mentions; p. 111 (PDF p. 120), 1 mention Lesson 9, p. 116 (PDF p. 125), 1 mention; p. 117 (PDF p. 126), 1 mention; p. 121 (PDF p. 130), 1 mention; p. 122 (PDF p. 131), 2 mentions Lesson 10, p. 129 (PDF p. 138), 1 mention; p. 134 (PDF p. 143), 2 mentions Lesson 13, p. 168 (PDF p. 177), 1 mention; p. 169 (PDF p. 178), 1 mention, p. 173 (PDF p. 182), 2 mentions Lesson 14, p. 182 (PDF p. 191), 1 mention; p. 187 (PDF p. 196), 1 mention Lesson 16, p. 209 (PDF p. 218), 1 mention; p. 214 (PDF p. 223), 3 mentions; p. 215 (PDF p. 224), 1 mention Lesson 17, p. 223 (PDF p. 232), 1 mention; p. 228 (PDF p. 237), 1 mention; p. 229 (PDF p. 238), 1 mention Lesson 18, p. 237 (PDF p. 246), 1 mention; p. 241 (PDF p. 250), 4 mentions; p. 242 (PDF p. 251), 3 mentions Lesson 19, p. 249 (PDF p. 258), 1 mention; p. 253 (PDF p. 262), 1 mention Lesson 20, p. 262 (PDF p. 271), 1 mention; p. 266 (PDF p. 275), 3 mentions TR 4.1, p. 283 (PDF p. 292), 1 mention Activity Book Answer Key TR 4.1 answer key, p. 325 (PDF p. 334), 1 mention ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3, p. 339 (PDF p. 348), 1 mention

URL to Content: N/A

Component: G3, Skills Unit 3-4 Activity Book (ISBN: 9798894046235)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 3 Activity Book

Activity Page 2.2, p. 11 (PDF p. 18) 9 mentions; p. 12 (PDF p. 19) 6 mentions

Activity Page 3.2, p. 15 (PDF p. 22) 2 mentions, p. 16 (PDF p. 23) 1 mention

Activity Page 4.2, p. 23 (PDF p. 30) 2 mentions

Activity Page 5.2, p. 27 (PDF p. 34) 3 mentions

Activity Page 6.2, p. 35 (PDF p. 42) 3 mentions

Activity Page 7.2, p. 41 (PDF p. 48) 1 mention

Activity Page 8.2, p. 45 (PDF p. 52) 3 mentions

Activity Page 9.2, p. 53 (PDF p. 60) 1 mention

Activity Page 11.2, p. 65 (PDF p. 72) 1 mention

Activity Page 12.3, p. 75 (PDF p. 82) 1 mention

Activity Page 14.2, p. 87 (PDF p. 94) 1 mention

Activity Page 17.2, p. 107 (PDF p. 114) 1 mention

Activity Page 20.2, p. 123 (PDF p. 130) 2 mentions

Activity Page 23.3, p. 145 (PDF p. 152) 1 mention

Activity Page 24.1, p. 153 (PDF p. 160) 3 mentions

Skills Unit 4 Activity Book

Activity Page 1.2, p. 175 (PDF p. 182) 2 mentions

Activity Page 3.2, p. 187 (PDF p. 194) 1 mention

Activity Page 4.2, p. 197 (PDF p. 204) 1 mentionActivity Page 8.2, p. 223 (PDF

p. 230) 1 mention

Activity Page 9.2, p. 231 (PDF p. 238) 2 mentions

URL to Content: N/A

Component: G3, Skills Unit 3 Teacher Guide (ISBN: 9798891808638)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Full response details [here](#). While we use the word “root” synonymously with “base” in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word “root” with “base” when talking about words with prefixes or suffixes throughout the program.

Updated Text:

"root" will be replaced with "base" throughout program where applicable.

Page Number: N/A

Location:

Skills Unit 3 Teacher Guide

Contents, (PDF p. 4) 4 mentions; (PDF p. 5) 3 mentions; (PDF p. 6) 3 mentions; (PDF p. 7) 1 mention; (PDF p. 8) 1 mention; (PDF p. 9) 1 mention

Introduction, p. 3 (PDF p. 14) 1 mention

Lesson 1, p. 6 (PDF p. 17) 1 mention; p. 10 (PDF p. 21) 4 mentions

Lesson 2, p. 19 (PDF p. 30) 1 mention; p. 23 (PDF p. 34) 2 mentions

Lesson 3, p. 29 (PDF p. 40) 1 mention; p. 30 (PDF p. 41) 1 mention; p. 33 (PDF p. 43) 4 mentions; p. 34 (PDF p. 45) 1 mention

Lesson 4, p. 42 (PDF p. 52) 1 mention; p. 45 (PDF p. 56) 2 mentions; p. 46 (PDF p. 57) 1 mention

Lesson 5, p. 57 (PDF p. 68) 1 mention

Lesson 6, p. 66 (PDF p. 77) 1 mention; p. 70 (PDF p. 81) 5 mentions

Lesson 7, p. 78 (PDF p. 89) 1 mention; p. 83 (PDF p. 94) 2 mentions; p. 84 (PDF p. 95) 1 mention

Lesson 8, p. 90 (PDF p. 101) 1 mention; p. 91 (PDF p. 102) 1 mention; p. 96 (PDF p. 107) 7 mentions; p. 97 (PDF p. 108) 4 mentions

Lesson 9, p. 103 (PDF p. 114) 1 mention; p. 108 (PDF p. 119) 3 mentions; p.

109 (PDF p. 120) 2 mention
Lesson 10, p. 120 (PDF p. 131) 1 mention; p. 130 (PDF p. 141) 1 mention
Lesson 11, p. 136 (PDF p. 147) 2 mention; p. 143 (PDF p. 154) 1 mention
Lesson 12, p. 148 (PDF p. 159) 8 mentions
Lesson 13, p. 161 (PDF p. 172) 3 mentions
Lesson 14, p. 169 (PDF p. 180) 1 mention; p. 173 (PDF p. 184) 1 mention
Lesson 16, p. 198 (PDF p. 209) 3 mentions
Lesson 17, p. 206 (PDF p. 217) 2 mentions; p. 211 (PDF p. 222) 2 mentions\
Lesson 19, p. 229 (PDF p. 240) 1 mention; p. 233 (PDF p. 244) 2 mentions
Lesson 21, p. 258 (PDF p. 269) 1 mention
Lesson 22, p. 266 (PDF p. 277) 1 mention; p. 270 (PDF p. 281) 2 mentions
Lesson 23, p. 281 (PDF p. 292) 4 mentions
Activity Book Answer Key
URL to Content: N/A

SLAR, Phonics, Grade K (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade K

SRP Feedback

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 5 Activity Book (ISBN: 9798885761413)

REPORTED FEEDBACK:

In the instructions, "encerrar en rojo", "encerrar en azul", it would make more sense to write " dibuja un circulo azul/rojo".

Publisher Response:

View full response details [here](#). The following changes will be made to Unit 5 AB, Lesson 18: Activity Page 18.1 (PDF p. 106) and to 18.1 Activity Page Answer Key in Unit 5 TG p. 357 (PDF p. 364):

-REPLACE "Encerrar de azul las imágenes cuyo nombre inicia con el sonido /rr/."

WITH "**Circula con** azul las imágenes cuyo nombre inicia con el sonido /rr/."

-REPLACE "Encerrar de rojo las imágenes cuyo nombre finaliza con el sonido /r/."

WITH "**Circula con** rojo las imágenes cuyo nombre finaliza con el sonido /r/."

Page Number: p. 101

Location:

Habilidades y Destrezas Unit 5 AB: Lesson 18: Activity Page 18.1 (PDF p. 106)

URL to Content: [View Publisher Materials](#)

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 3 Teacher Guide (ISBN: 9798885761208)

REPORTED FEEDBACK:

For the identification of rhyming words, I will suggest the use of visuals, as flash card, on the identification of the words "rana" "Susana" to scaffold the expressive language.

Publisher Response:

View full response details [here](#). The following change will be made to Unit 3 TG, Lesson 14: "Cómo identificar palabras que riman"(PDF p. 237):

Edit instruction in the second bullet.

REPLACE (También puede utilizar palabras del texto de la lección, un trabalenguas, una canción u otro poema, o un banco de palabras.)

WITH (También puede utilizar palabras del texto de la lección, un trabalenguas, una canción u otro poema, un banco de palabras, **o las tarjetas de imágenes: rana, Susana, mariposa, rosa.**)

Amplify will add a new image card: Susana

Page Number: p. 230

Location:

Habilidades y Destrezas Unit 3 TG Lesson 14: "Cómo identificar palabras que riman"/"Verificar la comprensión" (PDF p. 237)

URL to Content: [View Publisher Materials](#)

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 2 Activity Book (ISBN: 9798885761116)

REPORTED FEEDBACK:

Consider using a different image on Memo, because it can be confusing since either picture could go with the word Memo.

Publisher Response:

View full response details [here](#). The following change will be made to Unit 2 AB, Activity Page 12.2 (PDF p. 62) and to 12.2 Activity Page Answer Key in Unit 2 TG p. 367 (PDF p. 374):

REPLACE image of a dog

WITH an image of an airplane to avoid any confusion with the word "Memo"

The following change will be made to Unit 2 Lesson Slides/Diapositivas de lecciones (PDF p. 252):

REPLACE the image of Activity Page 12.2 to reflect the image change from above (dog replaced with an image of an airplane).

Page Number: p. 57

Location:

Habilidades y Destrezas Unit 2 AB: Activity Page 12.2 (PDF p. 62)

URL to Content: [View Publisher Materials](#)

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 5 Teacher Guide (ISBN: 9798885761406)

REPORTED FEEDBACK:

Consider using a different word instead of Chester to match ccvcv (Chester is ccvcc)

Publisher Response:

View full response details [here](#). The following changes will be made to Unit 5 TG, Lesson 4: Presentar /ch/ > ch, Ch (PDF p. 75):

-REPLACE Chester WITH chile

-REPLACE Chó WITH chico

Page Number: p. 68

Location:

Habilidades y Destrezas Unit 5 TG: Lesson 4: Presentar /ch/ >ch, Ch (PDF p. 75)

URL to Content: [View Publisher Materials](#)

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade K Unit 1 Teacher Guide (ISBN: 9781639488384)

REPORTED FEEDBACK:

Although it may be correct to say in the Nota dejan de lado in context it sounds awkward. Consider wording it differently.

Publisher Response:

View full response details [here](#). The following change will be made to the first sentence of the note found in Unit 1 TG, Lesson 5: "Escuchar palabras en frases y oraciones" (PDF p. 91):

REPLACE "En este ejercicio, los estudiantes dejan de lado los ruidos ambientales y aprenden a separar frases y oraciones en palabras."

WITH "En este ejercicio, los estudiantes aprenderán a separar frases y oraciones en palabras."

Page Number: p. 84-85

Location:

Habilidades y Destrezas Unit 1 TG: Lesson 5: "Escuchar palabras en frases y oraciones" (PDF p. 91–92)

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: N/A (ISBN: NA)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A - no editorial change required

Updated Text:

Full response details [here](#).

In response to public testimony on 09/10/2024 presented by Jackie Besinger, thank you for your feedback.

"Amplify ELAR is not traditional phonics instruction."

Amplify response: Amplify Texas K-3 ELAR Skills and K-2 SLAR Habilidades y Destrezas programs align 100% with the Texas Essential Knowledge and Skills (TEKS) framework, including standards related to phonics instruction. Both programs also earned perfect scores in the Quality Review evaluation process, underscoring the rigor of our materials. These programs are designed to meet Texas educational standards while promoting student success in reading.

Amplify's phonics instruction is grounded in decades of research on how students learn to read. It follows the principles of the Science of Teaching Reading mandated by Texas state law. The program prioritizes the explicit teaching of letter-sound correspondences through systematic phonemic awareness and phonics instruction, allowing students to decode text confidently. This approach is key to building a solid reading foundation in both English and Spanish.

"Amplify ELAR Skills oral blending decodable readers heavily rely on digital materials."

Amplify response: The Amplify Texas ELAR and SLAR Skills are print-based programs. Our digital resources serve as supplementary tools to enhance engagement and provide additional support for teachers and students, but the core instruction remains firmly rooted in print materials.

"What is being pushed via TX Gateway OER is pushing religious views."

Amplify response: The concerns raised about religious content do not pertain to our submitted materials. Amplify's literacy skills programs, including the supporting digital resources, do not include any religious views or instruction.

Page Number: N/A

Location:

N/A - no editorial change required

URL to Content: N/A

Component: N/A (ISBN: NA)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A - No editorial change required

Updated Text:

Full response details [here](#). In response to public testimony on 09/10/2024 presented by Madeline Steubing, thank you for your feedback.

"In Unit 6, Lesson 7. This is in the Teacher's manual, say, 'We are a democracy. Democracy typically means a form of government in which everyday people get to elect or vote for a leader that represents them.' And it says, 'the United States is in a democracy because citizens are able to vote.' "

Amplify response: Amplify appreciates the opportunity to provide clarifications. The specific content in question, which refers to the United States as a democracy and describes how citizens vote, is not part of Amplify's ELAR and SLAR skills product submissions for the 2024 IMRA review.

Page Number: N/A

Location:

N/A - No editorial change required

URL to Content: N/A

Component: N/A (ISBN: NA)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A - No editorial change required

Updated Text:

Full response details [here](#).

In response to public testimony on 09/10/2024 presented by Francine Erickson, thank you for your feedback.

"Amplify Skills did not have words in the Big Book until later units of GK unit 5 and did not introduce capitalization and punctuation at that point. We need to have print."

Amplify response: Amplify Texas ELAR and SLAR Skills programs adhere to the Texas Essential Knowledge and Skills (TEKS) and align with the Science of Teaching Reading (STR) legislation. Amplify's K-3 Skills curriculum introduces print concepts systematically. Students are exposed to reading print in the Big Book, Readers, and in lessons daily. In Grade K, students begin by learning sounds and letter symbols in Unit 3, with the most frequent sound-spellings introduced first. Big Books, which are reproductions of student Readers, are used starting in Unit 4, allowing teachers to model print concepts such as word recognition and fluent reading. Once students have a solid foundation in the most common letter-sound correspondences, all the letter names are introduced in Unit 6. Additionally, capitalization and punctuation are introduced incrementally to align with students' developing understanding of letter-sound correspondences.

"Amplify has little phonics and does not use the classical 'This is the letter A. It says Ah-Ah.' Children being taught without visual words during instructional reading time will not be successful at reading. The program isolates children from getting that instructional time and artificially changes things to keep them from progressing."

Amplify response: Amplify follows a synthetic phonics approach grounded in the Science of Teaching Reading specified by Texas state law. Rather than starting with letter names (e.g., "This is the letter A. It says Ah"), Amplify begins with the sound itself (e.g., "This is the /m/ sound"). This approach emphasizes phonemic awareness and phonics by focusing on sounds and the symbols representing them before introducing the corresponding letter names. Students then learn to decode and blend sounds to form words, helping build foundational reading skills. As they progress in the school year, students engage in activities that strengthen their ability to manipulate sounds, understand letter-sound correspondences, and blend sounds into

words. Amplify does not rely on multiple cueing strategies, which are prohibited under Texas state law. Instead, we ensure students can decode based on the sounds and spelling patterns they've been explicitly taught.

"There is no echo, reading, choral, reading, or independent reading during instructional time. That doesn't exist in the Amplify curriculum. Concerned about phonemic awareness. There's no reading inventory, testing of children's independent frustrational instructional levels, and leveling. "

Amplify response: We agree that exposure to print and the opportunity to read aloud are critical for developing literacy skills. With Amplify Texas literacy skills programs, students read grade-level decodable texts that directly align with the phonics instruction they receive, ensuring that the words they encounter are accessible based on the letter-sound correspondences taught. Echo reading, choral reading, and independent reading occur during these sessions to reinforce decoding and reading fluency.

"A globalist education and teaching Kings and Queens is inappropriate. It may have UK origins. We need content that does not make kids think about adult topics or traumatize them."

"How are we assessing using the reading assessment and QTI? Who Manages that? Everything is on a device."

Amplify response: Concerns raised about Kings and Queens and QTI are unrelated to Amplify products submitted for the 2024 Instructional Materials Review and Approval (IMRA) process. The Amplify Texas skills programs submitted as part of the 2024 IMRA process offer a broad range of stories that are relatable to students. For example, inspired by the illustrator's own experiences growing up on the farmlands in Pennsylvania, Pet Fun (Grade K, Unit 4) takes place on a farm. Zack and Ann (Grade K, Unit 9) feature family adventures set in Houston. Finally, in Green Fern Zoo (Grade 1, Unit 4), students encounter people and animals at a zoo.

"Amplify phonics pilot data from 2022 to 2024 is not too different from the trend of the state."

Amplify response: In our statewide analysis from 2021 to 2023, Amplify Texas ELAR/SLAR showed promising results. Through the CRIMSI pilot, which included over 70 districts, we tracked performance on STAAR for grades 3, 4, and 5. Using the metric "Approaching the State Standard (or above)," districts that implemented Amplify products made greater average gains

than the state as a whole. Specifically, third-grade students grew 10 points from the 2021 to 2023 STAAR assessments, compared to a 9-point increase statewide. Further, when using the threshold of “Meeting the State Standard,” the percentage of third-graders in districts implementing Amplify grew by an average of 13 points, compared to a 12-point increase statewide. These results demonstrate the effectiveness of Amplify’s materials in helping lower-performing districts make significant progress, even with the STAAR redesign.

Page Number: N/A

Location:

N/A - No editorial change required

URL to Content: N/A

SLAR, Phonics, Grade 1 (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade 1

SRP Feedback

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade 1 Unit 3 Teacher Guide (ISBN: 9798885761239)

REPORTED FEEDBACK:

The practice words only contain one word with silabas trabadas. Please include more words with silabas trabadas for a better match of the TEKS.

Publisher Response:

Full response details [here](#). The following changes will be made to Unit 3 TG, Lesson 5: Mezclar sílabas Segmentar sílabas (PDF p. 89):

REPLACE auto (au-to) WITH flauta (flau-ta)

REPLACE piano (pia-no) WITH glaciador (gla-ciador)

The following changes will be made to Unit 3 TG PREPARACIÓN PREVIA (PDF p. 87):

REPLACE Para la actividad de Mezclar y segmentar sílabas, tenga preparado el Componente digital 5.1 que contiene imágenes de las siguientes palabras:

bailo, reina, auto, aplauso, piano, agua.

WITH Para la actividad de Mezclar y segmentar sílabas, tenga preparado el Componente digital 5.1 que contiene imágenes de las siguientes palabras: bailo, reina, flauta, aplauso, glaciar, agua.

The following changes will be made to Unit 3 Componente digital 5.1(PDF p. 11-12) and Unit 3 Lesson Slides / Diapositivas de lecciones (PDF p. 81):

REPLACE auto image WITH an image of a flauta

REPLACE piano image WITH an image of a glaciar

Page Number: p. 82

Location:

Habilidades y Destrezas Unit 3 TG: Lesson 5: Mezclar y segmentar sílabas (PDF p. 89)

URL to Content: [View Publisher Materials](#)

SLAR, Phonics, Grade 2 (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade 2

SRP Feedback

Component: Amplify SLAR Texas Habilidades y Destrezas, Grade 2 Unit 2 Teacher Guide (ISBN: 9798885761178)

REPORTED FEEDBACK:

The student page has boxes instead of lines as indicated in the instructions. It would make more sense to write "en la caja provista."

Publisher Response:

Full response details [here](#). The following change will be made to the instruction line in Unit 2 AB, Activity Page 12.2 (PDF p. 102) and to 12.2 Activity Page Answer Key in Unit 2 TG p. 420 (PDF p. 427):

REPLACE "...o no al escribir una palomita en la línea proveída."

WITH "...o no al escribir una palomita en la **caja**."

The following change will be made to the Lesson Slides / Diapositivas de

lecciones Activity Page 12.2 image (PDF p. 280):
REPLACE "...o no al escribir una palomita en la línea proveída."
WITH "...o no al escribir una palomita en la **caja**."

Page Number: p. 192

Location:

Habilidades y Destrezas Unit 2 TG: Lesson 12: Practicar palabras con hiato sin tilde (PDF p. 199)

URL to Content: [View Publisher Materials](#)

Publisher: Just Right Reader, Inc.

ELAR, Phonics, Grade K (IMRA)

Program: Kindergarten - Early Decodables

SRP Feedback

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

It would be helpful to provide a visual of the squares you are referring to in this lesson. New teachers might need to be aware to place them left to right, or vertical. You do have this listed in the materials, but I think it would be more helpful to have a small visual to go along with it.

Publisher Response:

We have made the requested change. Please view the changes in this document: <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20Lesson%20Plan.pdf>

Page Number: 2

Location:

Deleting Syllables in a Word Lesson Plan > Step 1: Introduce deleting syllables in a word- top of page

URL to Content: [View Publisher Materials](#)

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

It would be helpful if there was page numbers on the bottom right corner of the pages. We noticed that the lessons are also not numbered in the teachers edition.

Publisher Response:

We have made this change, the requested changes can be seen in this document. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20Lesson%20Plan.pdf>

Page Number: 3

Location:

Blending & Segmenting Phonemes Lesson Plan > Segmenting Step 2:
Guided Practice

URL to Content: [View Publisher Materials](#)

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

It might be helpful to put a comma after "Remember, as the model, the teacher....."

Publisher Response:

We have made the requested change. Please see the new content in the linked document. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20Lesson%20Plan.pdf>

Page Number: 4

Location:

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Change: [ELPS alignment](#) in the Teacher Guide
Kinder

Proposed Update: [Pacing Guide](#) to include guidance for multiple
instructional calendars.
Kinder

Proposed Change: [Lesson Plan Internalization](#) Template for the Teacher's
Edition.

Proposed Change: [Instructional Coach Guidance](#) for the Teacher's Edition.

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Lesson Plans

This updated content demonstrates the progression of Phonological Awareness from simple to complex.

Within the proposed updates for **Lesson Plans** there is a **Student Feedback** section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Practice and reinforcement for phonological awareness are provided in existing lesson plans through **Syllable Clapping**. In the **Reading Workouts**, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the **QR code videos** for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Change: Immediate Feedback Guide

Proposed Update: Lesson Plan Section

The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback:

- A proposed **Immediate and Corrective Feedback Guide** Kindergarten, for the Teacher's Edition.
- A proposed [Student Feedback](#) (pg 3) section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"
- Proposed, updated prompts in the [Independent Reading](#) (pg 3) section for immediate and corrective feedback.
- A proposed updated **Small Group Reading Observation** form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposes Updates: Lesson Plans

Proposed Update: Pacing Guide

Proposed Update: Skill-Lesson Plans

Kindergarten: The proposed materials include a new section in Lesson Plans for **Student Feedback** (pg 3). The section follows **Guided Reading** and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are also included in the existing **Prompting Guide**. The proposed new **Phonics Rules Lessons** and **Slides** (1st Grade Sample) are linked from the **Pacing Guide** and include additional activities and resources for students to develop, practice, and reinforce the application of letter-sound correspondence to decode one-syllable words in decodable connected text.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Skill-Based Lessons

Existing materials include a variety of activities and resources in **Lesson Plans** and the grade-level **Spelling Lesson Plans** to reinforce grade-level sound-spelling patterns, including cumulative review.

- In the **Phonics Review** section of **Lesson Plans**, students practice encoding as they blend new and review words with manipulatives.
- In the **Writing Application section of Lesson Plans**, students practice encoding by writing teacher dictated words and sentences. They also practice encoding in comprehension-based activities where they write about the book using prompts for the storyline, sequencing, character, or summarizing.
- In the existing **Spelling Lesson** (one for each grade-level K-2), students

practice teacher-directed encoding with letter tiles using an I Do, We Do, You Do methodology. Next they continue practice with a Say It, Tap It, Write It, Check It methodology where they practice encoding and writing words from a variety of grade-level spelling lists that use phonics rules from the lessons.

- In the proposed **Phonics Rules Lessons** and **Slides** (1st Grade Sample), students practice encoding throughout lessons using manipulatives writing to practice spelling words using the lesson phonics rule.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Change: [ELPS alignment](#) in the Teacher Guide
Kinder

Proposed Update: [Pacing Guide](#) to include guidance for multiple instructional calendars.

Kinder

Proposed Change: [Lesson Plan Internalization](#) Template for the Teacher's Edition.

Proposed Change: [Instructional Coach Guidance](#) for the Teacher's Edition.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Kindergarten - Early Decodables 9798892398657 (ISBN: 9798892398657)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Updates: Pacing Guide

Proposed Update: Lesson Plans

Proposed Change: New Decodable Books

K-2 grade band: Within the proposed, updated **Pacing Guide**, a new column now shows the progression of Phonemic Awareness from simple to complex. Proposed updates to the lesson plans include a new review section in the **Phonics Review** where the teacher leads a review of previously taught phonics rules or high-frequency words. Proposed update to the **Pacing Guide** also include new guidance for weekly and cumulative reviews of the spiraled curriculum.

The Lesson Plans include a proposed **Student Feedback** section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Kindergarten: The proposed materials include 5 new **Decodables Word Books** for kindergarten to provide additional practice and reinforcement for phonemic awareness. The new word books include *Jam*, *Fin*, *Cot*, *Dog*, and *Bug*.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QR%20>

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Update: Progress Monitoring Guide

The proposed materials include updates for the **Progress Monitoring Guide** with new guidance for accelerating learning based on progress monitoring data to reach mastery of specific concepts.

<https://drive.google.com/file/d/17ltO0RFbalfitdL9CnGdhFt2lIWaNO7/view?usp=sharing>

URL to Content: [View Publisher Materials](#)

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

Add a step after highlighting initial consonant blends to have students read either the blends or the whole word.

Publisher Response:

We have made the requested change.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20Lesson%20Plan.pdf>

Page Number: 2

Location:

Set 18 Lesson Plan: Brad and Greg Play Hide and Seek > Phonics Review
Step 3

URL to Content: [View Publisher Materials](#)

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

We would like to see additional examples of -es.

Publisher Response:

We have made this requested change. Please see the updated content within the linked document provided.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20Lesson%20Plan.pdf>

Page Number: 2

Location:

Suffixes -s and -es Lesson Plan > Introduction and Teacher Model

URL to Content: [View Publisher Materials](#)

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

Although these words are closed syllable words, there may be an opportunity to add verbiage to refer to this concept.

Publisher Response:

We have made the requested change.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20Lesson%20Plan%20Set%2012%20The%20Box%20Phonics%20Review%20Steps%201-2.pdf>

Page Number: 2

Location:

Set 12 Lesson Plan: The Box > Phonics Review Steps 1-2 (top of page)

URL to Content: [View Publisher Materials](#)

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

Add "Read the highlighted words."

Publisher Response:

We have made the requested change. Please see the updated content in the linked document. <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20Lesson%20Plan%20Set%2020%20Max%20Gets%20Locked%20In!%20Phonics%20Review%20Step%203.pdf>

Page Number: 2

Location:

Set 20 Lesson Plan: Max Gets Locked In! > Phonics Review Step 3

URL to Content: [View Publisher Materials](#)

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

This lesson focuses on the digraph -th. Although these words have closed syllables, there might be an opportunity to add language about closed syllable words in the lesson directions.

Publisher Response:

We have made the requested change.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20Lesson%20Plan%201-2.pdf>

Page Number: 2

Location:

Set 12 Lesson Plan: Beth and Seth Play > Phonics Review Steps 1-2

URL to Content: [View Publisher Materials](#)

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

It would be helpful to provide instructions to read the highlighted word.

Publisher Response:

We have made the requested change.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20Lesson%20Plan%203.pdf>

Page Number: 2

Location:

Set 19 Lesson Plan: Shama's Pets > Phonics Review Step 3 (middle part of page 2)

URL to Content: [View Publisher Materials](#)

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

Add "Read the highlighted words."

Publisher Response:

We have made the requested change.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20Lesson%20Plan%20Set%2031%20Mark's%20Cars%20Phonics%20Review%20Step%203.pdf>

Page Number: 2

Location:

Set 31 Lesson Plan: Mark's Cars > Phonics Review Step 3

URL to Content: [View Publisher Materials](#)

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

Add a step to have students read the words after highlighting the pattern.

Publisher Response:

We have made the requested change.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans%202024/Temporary%20Lesson%20Plan%20Set%2031%20Mark's%20Cars%20Phonics%20Review%20Step%203.pdf>

Page Number: 2

Location:

Set 26 Lesson Plan: Jade Skates > Phonics Review Step 3

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: 1st Grade Decodables (ISBN: 9798892398640)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Change: Immediate Feedback Guide Proposed Update:

Lesson Plan Section The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback: • A proposed **Immediate and Corrective Feedback Guide** 1st Grade, for the Teacher's Edition. • A proposed [Student Feedback](#) (pg 3) section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!" • Proposed, updated prompts in the [Independent Reading](#) (pg 3) section for immediate and corrective feedback. • A proposed updated **Small Group Reading Observation** form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: 1st Grade Decodables (ISBN: 9798892398640)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Skill-Based Lessons Existing materials include a variety of activities and resources in **Lesson Plans** and the grade-level **Spelling Lesson Plans** to reinforce grade-level sound-spelling patterns, including cumulative review. • In the **Phonics Review** section of **Lesson Plans**, students practice encoding as they blend new and review words with manipulatives. • In the **Writing Application section of Lesson Plans**, students practice encoding by writing teacher dictated words and sentences. They also practice encoding in comprehension-based activities where they write about the book using prompts for the storyline, sequencing, character, or summarizing. • In the existing **Spelling Lesson** (one for each grade-level K-2), students practice teacher-directed encoding with letter tiles using an I Do, We Do, You Do methodology. Next they continue practice with a Say It, Tap It, Write It, Check It methodology where they practice encoding and writing words from a variety of grade-level spelling lists that use phonics rules from the lessons. • In the proposed **Phonics Rules Lessons** and **Slides** (1st Grade Sample), students practice encoding throughout lessons using manipulatives writing to practice spelling words using the lesson phonics rule.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: 1st Grade Decodables (ISBN: 9798892398640)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Lesson Plans This updated content demonstrates the progression of Phonological Awareness from simple to complex. Within the proposed updates for **Lesson Plans** there is a **Student Feedback** section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that

encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!" Practice and reinforcement for phonological awareness are provided in existing lesson plans through **Syllable Clapping**. In the **Reading Workouts**, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the **QR code videos** for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: 1st Grade Decodables (ISBN: 9798892398640)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Change: [ELPS alignment](#) in the Teacher Guide
1st Grade

Proposed Update: [Pacing Guide](#) to include guidance for multiple instructional calendars.
1st Grade

Proposed Change: [Lesson Plan Internalization](#) Template for the Teacher's Edition.

Proposed Change: [Instructional Coach Guidance](#) for the Teacher's Edition.

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: 1st Grade Decodables (ISBN: 9798892398640)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposes Updates: Lesson Plans

Proposed Update: Pacing Guide

Proposed Update: Skill-Lesson Plans

First Grade: The proposed materials include a new section in Lesson Plans for **Student Feedback (pg 3)**. The new section follows **Guided Reading** and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are included in the existing **Prompting Guide**. The proposed new **Phonics Rules Lessons** and **Slides** (1st Grade Sample) are linked from the **Pacing Guide** and include additional activities and resources for students to develop, practice, and reinforce the application of letter-sound correspondence to decode one-syllable words in decodable connected text.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: 1st Grade Decodables (ISBN: 9798892398640)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

First Grade: The **Scope and Sequence** shows the systematic progression for introducing grade-level morphemes, including adding the inflectional endings -ing, -ed, -es, -ed (change to base word), and -ing (change to base word). Students practice using the morphemse in **Lesson Plans** in the **Phonics Review**, in the comprehension discussion in the **Reading Review**, and in the **Writing Application** where they write teacher-dictated words or sentences and respond to prompts where they write about the book using prompts for the storyline, sequencing, character, or summarizing. The proposed materials include a new review section for previously taught concepts in the **Teacher Led Phonics Review** (pg 2) section for every lesson.

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: 1st Grade Decodables (ISBN: 9798892398640)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide
1st Grade

Proposed Update: Pacing Guide to include guidance for multiple instructional calendars.

1st Grade

Proposed Change: [Lesson Plan Internalization](#) Template for the Teacher's Edition.

Proposed Change: [Instructional Coach Guidance](#) for the Teacher's Edition.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

ELAR, Phonics, Grade 2 (IMRA)

Program: 2nd Grade Decodables

SRP Feedback

Component: English Lesson Plan Catalog (ISBN: JRR01LPCAT123)

REPORTED FEEDBACK:

Add "Read the highlighted word."

Publisher Response:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/English%20Lesson%20Plans/Temporary%20links%20for%20review/2nd%20Grade%20Decodables%20Lesson%20Plans/2nd%20Grade%20Decodables%20Lesson%20Plans%20-%20English%20Lesson%20Plans%20-%20Temporary%20links%20for%20review.pdf>

Will make these changes

Page Number: 2

Location:

Set 50 Lesson Plan: Knox Writes a Book > Phonics Review Step 3 (middle of page 2)

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: 2nd Grade Decodables (ISBN: 9798892398633)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Second Grade: The **Scope and Sequence** shows the systematic progression for introducing grade-level morphemes, including adding the inflectional endings -ing (changed root word), -ed (changed root word), -es (changed root word), and the suffixes -less, -ful, -ly, -un, re-, dis-, -er, -ive, -ent, a-, mis-, pre-, co-, con-, com-, ex-, non-, -ion, -ite, -im, post-, pro-, -ery, pest-, pro-, -ery, -ity, -ize, and -ment. Students practice using the morphemes in Lesson Plans in the **Phonics Review**, in the comprehension discussion in the Reading Review, and in the **Writing Application** where they write teacher-dictated words or sentences and respond to prompts where they write about the book using prompts for the storyline, sequencing, character, or summarizing. The proposed materials include a new review section for previously taught concepts in the **Teacher Led Phonics Review** (pg 2) section for every lesson.

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: 2nd Grade Decodables (ISBN: 9798892398633)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Update: Lesson Plans

The instructional materials include explicit and systematic guidance for developing oral language and authentic opportunities for active listening and discussing in each lesson plan.

- In the existing **Phonics Review** the teacher models the new phonics skills, showing correct pronunciation and emphasizing articulators. Students join in and practice the phonics skills using manipulatives and voicing the phonics skill.
- In the existing **Guided Reading** section, the teacher models reading a section of text from the lesson decodable with expression and prosody. Students join the teacher in choral reading of the same section with expression and prosody.
- In the existing **Reading Review** section, students complete a proposed **Turn and Talk** (pg 3) activity that allows students to develop and practice their oral language skills by processing and discussing their thoughts about the book with a partner prior to participating in the teacher-led group discussion. In the group discussion, students respond to comprehension questions about the book, asking authentic questions and actively listening to other students' responses.
- The existing **QR code videos** for every book provide more opportunities for oral language development. The video teacher models the phonics concept orally with articulators and invites students to join in, echoing the lesson phonemes with her.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Love>

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: 2nd Grade Decodables (ISBN: 9798892398633)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:**Proposed Change: Immediate Feedback Guide****Proposed Update: Lesson Plan Section**

The instructional materials include proposed updated content per SBOE feedback to address opportunities for explicit, immediate, and corrective feedback:

- A proposed **Immediate and Corrective Feedback Guide** 2nd Grade, for the Teacher's Edition.
- A proposed [Student Feedback](#) (pg 3) section in lesson plans that provides recommended explanatory feedback for students based on common errors and misconceptions. The proposed section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"
- Proposed, updated prompts in the [Independent Reading](#) (pg 3) section for immediate and corrective feedback.
- A proposed updated **Small Group Reading Observation** form that suggests the next steps for teachers to address student challenges noted while observing student independent reading.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: 2nd Grade Decodables (ISBN: 9798892398633)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

New content based on SBOE feedback

Updated Text:

Proposed Update: Skill-Based Lessons

Existing materials include a variety of activities and resources in **Lesson Plans** and the grade-level **Spelling Lesson Plans** to reinforce grade-level sound-spelling patterns, including cumulative review.

- In the **Phonics Review** section of **Lesson Plans**, students practice encoding as they blend new and review words with manipulatives.
- In the **Writing Application section of Lesson Plans**, students practice encoding by writing teacher dictated words and sentences. They also practice encoding in comprehension-based activities where they write about the book using prompts for the storyline, sequencing, character, or summarizing.
- In the existing **Spelling Lesson** (one for each grade-level K-2), students practice teacher-directed encoding with letter tiles using an I Do, We Do, You Do methodology. Next they continue practice with a Say It, Tap It, Write It, Check It methodology where they practice encoding and writing words from a variety of grade-level spelling lists that use phonics rules from the lessons.
- In the proposed **Phonics Rules Lessons** and **Slides** (1st Grade Sample), students practice encoding throughout lessons using manipulatives writing to practice spelling words using the lesson phonics rule.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: 2nd Grade Decodables (ISBN: 9798892398633)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Lesson Plans

This updated content demonstrates the progression of Phonological Awareness from simple to complex.

Within the proposed updates for **Lesson Plans** there is a **Student Feedback** section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Practice and reinforcement for phonological awareness are provided in existing lesson plans through **Syllable Clapping**. In the **Reading Workouts**, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the **QR code videos** for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: 2nd Grade Decodables (ISBN: 9798892398633)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Change: [ELPS alignment](#) in the Teacher Guide
1st Grade

Proposed Update: [Pacing Guide](#) to include guidance for multiple instructional calendars.
2nd Grade

Proposed Change: [Lesson Plan Internalization](#) Template for the Teacher's Edition.

Proposed Change: [Instructional Coach Guidance](#) for the Teacher's Edition.

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: 2nd Grade Decodables (ISBN: 9798892398633)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposes Updates: Lesson Plans Proposed Update: Pacing Guide

Proposed Update: Skill-Lesson Plans Second Grade: The proposed materials include a new section in Lesson Plans for **Student Feedback**. The new section follows **Guided Reading** and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are also included in the **Prompting Guide**. We also propose new **Phonics Rules Lessons** and **Slides** (1st Grade Sample) that are linked from the **Pacing Guide** that I include additional activities and resources for students to develop, practice, and reinforce applying letter-sound correspondence to decode one-syllable words in decodable connected text.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

SLAR, Phonics, Grade K (IMRA)

Program: Decodificables de jardín de infantes

SRP Feedback

Component: Customer Resource Page (ISBN: JRR01RSRC1234)

REPORTED FEEDBACK:

Page with letter tiles is incorrect. Also Elkonin boxes are difficult to find.

Publisher Response:

Pages 1-5 Customer Resource Page (password: TexasReview) / Letter Tiles (Spanish) /Students will build words using letter tiles to demonstrate phonetic knowledge by matching common sounds with the letters they represent for words beginning with letter p.

Elkonin Boxes: <https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Elkonin%20Boxes.pdf>
(<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Elkonin%20Boxes.pdf>).

Page Number: 8

Location:

Customer Resource Page (password: TexasReview) / Letter Tiles (Spanish) /Students will build words using letter tiles to demonstrate phonetic knowledge by matching common sounds with the letters they represent for words beginning with letter p.

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Lesson Plans The instructional materials include explicit and systematic guidance for developing oral language and authentic opportunities for active listening and discussing in each lesson plan. • In the existing **Phonics Review** the teacher models the new phonics skills, showing correct pronunciation and emphasizing articulators. Students join in and practice the phonics skills using manipulatives and voicing the phonics skill. • In the existing **Guided Reading** section, the teacher models reading a section of text from the lesson decodable with expression and prosody. Students join the teacher in choral reading of the same section with expression and prosody. • In the existing **Reading Review** section, students complete a proposed **Turn and Talk** (pg 3) activity that allows students to develop and practice their oral language skills by processing and discussing their thoughts about the book with a partner prior to participating in the teacher-led group discussion. In the group discussion, students respond to comprehension questions about the book, asking authentic questions and actively listening to other students' responses. • The existing **QR code videos** for every book provide more opportunities for oral language development. The video teacher models the phonics concept orally with articulators and invites students to join in, echoing the lesson phonemes with her.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

New content based on SBOE feedback

Updated Text:

Proposed Update: Lesson Plans

Teacher guidance for preteaching unfamiliar vocabulary and references and guidance for implementing differentiated instruction for students who have not yet reached on grade-level proficiency.

- Proposed new guidance for vocabulary in the section **New Vocabulary**. The teacher introduces new vocabulary words, the definitions, and images or actions to demonstrate the meaning of the new word.
- Proposed Update to the **Differentiation** section of the lesson provides more explicit guidance in using **Reading Workouts** for students who have not yet reached on grade-level proficiency. These proposed materials include guidance for using Reading Workouts as extensions for students who have already mastered the grade level concepts.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Assessment and Progress Monitoring Guide

The proposed, updated **Assessment and Progress Monitoring Guide** includes tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

Kindergarten: The existing progress monitoring materials include diagnostic,

formative (mastery measures), and summative assessments. Proposed new **Oral Reading Fluency Reading Probes** for letter-sound fluency bridge letter-sound relationships and decoding (K-2 Sample).

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Change: Lesson Plans

Proposed new [Phonics Rules Lessons](#) and [Slides](#) with comprehensive, structured, detailed lesson plans that include daily objectives, cumulative review, questions, tasks, and materials (1st Grade Sample).

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Lesson Plans

This updated content demonstrates the progression of Phonological Awareness from simple to complex.

Within the proposed updates for **Lesson Plans** there is a **Student Feedback** section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Practice and reinforcement for phonological awareness are provided in existing lesson plans through **Syllable Clapping**. In the **Reading Workouts**, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the **QR code videos** for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Update: Lesson Plan

The Teacher's Edition includes comprehensive [Unit Overviews](#). Proposed changes to the **Lesson Plans** include a new [Background Knowledge \(pg 1\)](#)

section with background content knowledge for teachers about phonics rule concepts that prepare them for explicit instruction directions when introducing new vocabulary words and context.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20SP/QR>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%20el>

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Updates: Pacing Guide Proposed Update: Lesson Plans

Proposed Change: New Decodable Books K-2 grade band: Within the proposed, updated Pacing Guide, a new column now shows the progression of Phonemic Awareness from simple to complex. Proposed updates to the lesson plans include a new review section in the **Phonics Review** where the teacher leads a review of previously taught phonics rules

or high-frequency words. Proposed update to the **Pacing Guide** also include new guidance for weekly and cumulative reviews of the spiraled curriculum. The Lesson Plans include a proposed **Student Feedback** section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!" Kindergarten: The proposed materials include 5 new **Decodable Word Books** for kindergarten to provide additional practice and reinforcement for phonemic awareness. The new word books include: [El lago](#) [El pino](#) [La seña](#) [La rata](#) [La joya](#)

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposes Updates: Lesson Plans Proposed Update: Pacing Guide

Proposed Update: Skill-Lesson Plans Kindergarten: The proposed materials include a new section in Lesson Plans for [Student Feedback](#) (pg 3). The section follows **Guided Reading** and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are also included in the existing **Prompting Guide**. The proposed new **Phonics Rules Lessons** and **Slides** (1st Grade Sample) are linked from the **Pacing Guide** and include

additional activities and resources for students to develop, practice, and reinforce the application of letter-sound correspondence to decode one-syllable words in decodable connected text.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Lesson Plans The proposed materials include a new review section for previously taught concepts in the **Phonics Review** section for every lesson. In this section, the teacher leads a review of a previously introduced phonics skills or high-frequency words in a spiraled approach. Information for cumulative review has also been added to the Pacing Guides, with a suggestion for the new and reviewed content for each week.

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Update: [Pacing Guide](#) to include guidance for multiple instructional calendars.
Kinder

Proposed Change: [Lesson Plan Internalization](#) Template for the Teacher's Edition.

Proposed Change: [Instructional Coach Guidance](#) for the Teacher's Edition.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/QE>

[https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Lesson%20Plan%](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Lesson%20Plan%20Template)

[https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Tools%20for%20,](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Tools%20for%20Q)

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

SLAR, Phonics, Grade 1 (IMRA)

Program: Decodificables de primer grado

SRP Feedback

Component: Catálogo de planes de lecciones de español (ISBN: JRR02LPCAT123)

REPORTED FEEDBACK:

Add a list of words with l: sílabas trabadas, tales como "bla", "gla".

Publisher Response:

We have made this requested change.

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20C

Page Number: 1

Location:

Spanish Lesson Plan Catalog / Additional Resources/ Stand Alone Lesson Plans (Spanish) / On the middle of the Spelling Lesson Plan, students will complete the second task of say it, type it, write it to spell words with sílabas trabadas with their teacher.

URL to Content: [View Publisher Materials](#)

Component: Catálogo de planes de lecciones de español (ISBN: JRR02LPCAT123)

REPORTED FEEDBACK:

Provide a list of words with other digraphs like: ll, rr.

Publisher Response:

We have made this requested change.

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20C

Page Number: 1

Location:

Spanish Lesson Plan Catalog / Additional Resources/ Stand Alone Lesson Plans (Spanish) / On the middle of the Spelling Lesson Plan, students will complete the second task of say it, type it, write it to spell words with consonant digraphs with their teacher.

URL to Content: [View Publisher Materials](#)

Component: Catálogo de planes de lecciones de español (ISBN: JRR02LPCAT123)

REPORTED FEEDBACK:

Add more diphthongs to the list

Publisher Response:

We have made this requested change.

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20C

Page Number: 1

Location:

Spanish Lesson Plan Catalog / Additional Resources/ Stand Alone Lesson Plans (Spanish) / On the middle of the Spelling Lesson Plan, students will complete the first task of spelling with letter tiles to spell words with diphthongs with their teacher.

URL to Content: [View Publisher Materials](#)

Component: Guille la guerrera (ISBN: 9798892390606)

REPORTED FEEDBACK:

En the activity for spelling the directions say to pick 5 words to spell to a partner from the list provided but the list provided has two types of syllables: gue and gui. Be more specific on the directions to ensure they are spelling words with gue-. If student picks 5 words with gui then they don't practice writing words with gue.

Publisher Response:

We have made the requested change.

[https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20C%20Guille%20la%20guerrera%20\(Set%2017\)_V2.pdf](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20C%20Guille%20la%20guerrera%20(Set%2017)_V2.pdf)

Page Number: 1-15

Location:

Students will read the decodable focused on the spelling of multisyllabic words with gue with their teacher.

URL to Content: [View Publisher Materials](#)

Component: Guille la guerrera (ISBN: 9798892390606)

REPORTED FEEDBACK:

Be more intentional with directions. If student picks 5 words with gui then they don't practice writing words with gue.

Publisher Response:

We have made this requested change.

[https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20C%20Guille%20la%20guerrera%20\(Set%2017\)_V2.pdf](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/TEKS_Temporary%20links%20for%20Updated%20C%20Guille%20la%20guerrera%20(Set%2017)_V2.pdf)

Page Number: 1-15

Location:

Students will read the decodable focused on the spelling of multisyllabic words with gue with their teacher.

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Decodificables de primer grado (ISBN: 9798892398602)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Assessment and Progress Monitoring Guide

The proposed, updated **Assessment and Progress Monitoring Guide** includes tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

Kindergarten: The existing progress monitoring materials include diagnostic, formative (mastery measures), and summative assessments. Proposed new **Oral Reading Fluency Reading Probes** for letter-sound fluency bridge letter-sound relationships and decoding (K-2 Sample).

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de primer grado (ISBN: 9798892398602)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: [Pacing Guide](#) to include guidance for multiple instructional calendars.

1st Grade

Proposed Change: [Lesson Plan Internalization](#) Template for the Teacher's

Edition.

Proposed Change: [Instructional Coach Guidance](#) for the Teacher's Edition.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de primer grado (ISBN: 9798892398602)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Updates: Pacing Guide Proposed Update: Lesson Plans

Proposed Change: New Decodable Books K-2 grade band: Within the proposed, updated [Pacing Guide](#), a new column now shows the progression of Phonemic Awareness from simple to complex. Proposed updates to the lesson plans include a new review section in the **Phonics Review** where the teacher leads a review of previously taught phonics rules or high-frequency words. Proposed update to the **Pacing Guide** also include new guidance for weekly and cumulative reviews of the spiraled curriculum. The Lesson Plans include a proposed [Student Feedback](#) section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!" First Grade: The existing **Orally Segmenting and Blending Syllables** lesson plan provides additional practice and reinforcement for phonemic awareness. In the lesson, students practice blending sounds from word lists that include 2 sounds, 3 sounds, initial consonant blends, final consonant blends, and initial and final consonant

blends. They also practice segment sounds from word lists that include 2 sounds, 3 sounds, initial consonant blends, final consonant blends, and initial and final consonant blends.

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: Decodificables de primer grado (ISBN: 9798892398602)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Lesson Plans

This updated content demonstrates the progression of Phonological Awareness from simple to complex.

Within the proposed updates for **Lesson Plans** there is a **Student Feedback** section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Practice and reinforcement for phonological awareness are provided in existing lesson plans through **Syllable Clapping**. In the **Reading Workouts**, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the **QR code videos** for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de primer grado (ISBN: 9798892398602)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Update: Lesson Plans

The proposed materials include a new review section for previously taught concepts in the **Phonics Review** section for every lesson. In this section, the teacher leads a review of a previously introduced phonics skills or high-frequency words in a spiraled approach. Information for cumulative review has also been added to the Pacing Guides, with a suggestion for the new and reviewed content for each week.

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: Decodificables de primer grado (ISBN: 9798892398602)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposes Updates: Lesson Plans
Proposed Update: Pacing Guide
Proposed Update: Skill-Lesson Plans

First Grade: The proposed materials include a new section in Lesson Plans for **Student Feedback** (pg 3). The new section follows **Guided Reading** and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are included in the existing **Prompting Guide**. The proposed new **Phonics Rules Lessons** and **Slides** (1st Grade Sample) are linked from the **Pacing Guide** and include additional activities and resources for students to develop, practice, and reinforce the application of letter-sound correspondence to decode one-syllable words in decodable connected text.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de primer grado (ISBN: 9798892398602)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Lesson Plans

The instructional materials include explicit and systematic guidance for developing oral language and authentic opportunities for active listening and discussing in each lesson plan.

- In the existing **Phonics Review** the teacher models the new phonics skills, showing correct pronunciation and emphasizing articulators. Students join in and practice the phonics skills using manipulatives and voicing the phonics skill.
- In the existing **Guided Reading** section, the teacher models reading a

section of text from the lesson decodable with expression and prosody. Students join the teacher in choral reading of the same section with expression and prosody.

- In the existing **Reading Review** section, students complete a proposed **Turn and Talk** (pg 3) activity that allows students to develop and practice their oral language skills by processing and discussing their thoughts about the book with a partner prior to participating in the teacher-led group discussion. In the group discussion, students respond to comprehension questions about the book, asking authentic questions and actively listening to other students' responses.
- The existing **QR code videos** for every book provide more opportunities for oral language development. The video teacher models the phonics concept orally with articulators and invites students to join in, echoing the lesson phonemes with her.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de primer grado (ISBN: 9798892398602)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Change: Lesson Plans

Proposed new [Phonics Rules Lessons](#) and [Slides](#) with comprehensive, structured, detailed lesson plans that include daily objectives, cumulative review, questions, tasks, and materials (1st Grade Sample).

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

SLAR, Phonics, Grade 2 (IMRA)

Program: Decodificables de segundo grado

Editorial Changes

Component: Decodificables de segundo grado (ISBN: 9798892398596)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposes Updates: Lesson Plans

Proposed Update: Pacing Guide

Proposed Update: Skill-Lesson Plans

Second Grade: The proposed materials include a new section in Lesson Plans for **Student Feedback**. The new section follows **Guided Reading** and includes a prompt for correcting phonics errors and a reinforcing prompt for correct attempts. Additional prompts for feedback for common misconceptions are also included in the **Prompting Guide**. We also propose new **Phonics Rules Lessons** and **Slides** (1st Grade Sample) that are linked from the **Pacing Guide** that I include additional activities and resources for students to develop, practice, and reinforce applying letter-sound correspondence to decode one-syllable words in decodable connected text.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de segundo grado (ISBN: 9798892398596)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

New content based on SBOE feedback.

Updated Text:**Proposed Update: Lesson Plans**

The proposed materials include a new review section for previously taught concepts in the **Phonics Review** section for every lesson. In this section, the teacher leads a review of a previously introduced phonics skills or high-frequency words in a spiraled approach. Information for cumulative review has also been added to the Pacing Guides, with a suggestion for the new and reviewed content for each week.

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Component: Decodificables de segundo grado (ISBN: 9798892398596)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

New content based on SBOE feedback

Updated Text:

Proposed Change: Lesson Plans Proposed new [Phonics Rules Lessons](#) and [Slides](#) with comprehensive, structured, detailed lesson plans that include daily objectives, cumulative review, questions, tasks, and materials (1st Grade Sample).

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de segundo grado (ISBN: 9798892398596)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback

Updated Text:

Proposed Update: Lesson Plans

The instructional materials include explicit and systematic guidance for developing oral language and authentic opportunities for active listening and discussing in each lesson plan.

- In the existing **Phonics Review** the teacher models the new phonics skills, showing correct pronunciation and emphasizing articulators. Students join in and practice the phonics skills using manipulatives and voicing the phonics skill.
- In the existing **Guided Reading** section, the teacher models reading a section of text from the lesson decodable with expression and prosody. Students join the teacher in choral reading of the same section with expression and prosody.
- In the existing **Reading Review** section, students complete a proposed **Turn and Talk** (pg 3) activity that allows students to develop and practice their oral language skills by processing and discussing their thoughts about the book with a partner prior to participating in the teacher-led group discussion. In the group discussion, students respond to comprehension questions about the book, asking authentic questions and actively listening to other students' responses.
- The existing **QR code videos** for every book provide more opportunities for oral language development. The video teacher models the phonics concept orally with articulators and invites students to join in, echoing the lesson phonemes with her.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de segundo grado (ISBN: 9798892398596)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

New content based on SBOE feedback

Updated Text:

Proposed Update: [Pacing Guide](#) to include guidance for multiple instructional calendars.

2nd Grade

Proposed Change: [Lesson Plan Internalization](#) Template for the Teacher's Edition.

Proposed Change: [Instructional Coach Guidance](#) for the Teacher's Edition.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de segundo grado (ISBN: 9798892398596)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

New content based on SBOE feedback

Updated Text:

Proposed Update: Lesson Plans

This updated content demonstrates the progression of Phonological Awareness from simple to complex.

Within the proposed updates for **Lesson Plans** there is a **Student Feedback** section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Practice and reinforcement for phonological awareness are provided in existing lesson plans through **Syllable Clapping**. In the **Reading Workouts**, the Blend It, Clapping Syllables, Does It Rhyme, and Odd One Out activities provide reinforcement and practice. Family Reading Bingo and the **QR code videos** for every book also provide additional practice with phonemic awareness with modeling by the video teacher and echoing from students.

Page Number: N/A

Location:

New content based on SBOE feedback

URL to Content: N/A

Component: Decodificables de segundo grado (ISBN: 9798892398596)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New content based on SBOE feedback.

Updated Text:

Proposed Updates: Pacing Guide

Proposed Update: Lesson Plans

Proposed Change: New Decodable Books

K-2 grade band: Within the proposed, updated **Pacing Guide**, a new column now shows the progression of Phonemic Awareness from simple to complex. Proposed updates to the lesson plans include a new review section in the **Phonics Review** where the teacher leads a review of previously taught phonics rules or high-frequency words. Proposed update to the **Pacing Guide** also include new guidance for weekly and cumulative reviews of the spiraled curriculum.

The Lesson Plans include a proposed **Student Feedback** section that provides recommended explanatory feedback for students based on common errors and misconceptions. The new section includes prompts that encourage self-correction, such as, "That was close! Look at the ___ letter. What sound does that letter make? Now try it again." It also includes prompts to reinforce success, such as, "Wow, you worked hard to figure out _____. You looked at the letters, sounded it out, and blended it perfectly. That's what good readers do!"

Second Grade: The existing **Manipulating Phonemes** lesson plan provides additional practice and reinforcement for phonemic awareness. In the lesson, students practice adding and deleting sounds to the beginning and ending of words and changing sounds in the beginning, middle, and end of words.

Page Number: N/A

Location:

New content based on SBOE feedback.

URL to Content: N/A

Publisher: William H. Sadlier, Inc.

ELAR, Phonics, Grade 1 (IMRA)

Program: From Phonics to Reading, Grade 1

SRP Feedback

Component: From Phonics to Reading Student Edition eBook, Gr. 1
(ISBN: 9781421715612)

REPORTED FEEDBACK:

Ability to appropriately demonstrate decoding the inflectional ending "es" limited to the first option on the worksheet (and it may not be used at all if the student chooses the "ing" ending).

Publisher Response:

There are additional opportunities to practice the "es" inflectional ending beyond the citation given. For example, Word Building activity on Student Edition, page 422 and Word Study activity on Student Edition page 433.

Page Number: Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 6, Lesson 29

Location:

Digital, SadlierConnect.com, Component Type: Online eBook, Edition: Student Edition, Unit 6, Lesson 29

Word Study/Morphology: Transition to Longer Words
(Student Activity: "Read the Words")

Print (Student Edition), p. 419

URL to Content: [View Publisher Materials](#)

Publisher: Accelerate Learning Inc.

Math, Grade K (IMRA)

Program: STEMscopes Texas Math - Kindergarten

SRP Feedback

Component: STEMscopes Texas Math - Kindergarten (One online license) (ISBN: 9798893533699)

REPORTED FEEDBACK:

This is a good explore activity and the citation was accepted. However, the SE 3.C.i states explain using spoken words. It would be beneficial to add teacher guidance to have students to explain to their partner how they solved it in addition to writing to explain.

Publisher Response:

Thank you for your feedback! A step has been added to the teacher guidance after Step 6 prompting students to explain their model and strategy to their partner. Students are also prompted to verbally explain their strategy in Step 9b. This revision can be viewed in the file titled "TXMR_K_JoinandSeparate_EXPLORE4_ExploreAdditionandSubtractionStrateg

Page Number: TeacherDirections

Location:

Join and Separate - Explore - Explore 4 - Explain Addition and Subtraction Strategies - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: STEMscopes Texas Math - Kindergarten (ISBN: 9798893538571)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides

teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Page Number: All content scopes

Location:

Kindergarten, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Kindergarten (ISBN: 9798893538571)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated Text:

Section deleted from video

Page Number: Evaluate, Standards-Based Assessment-Grades 2-Algebra I, video

Location:

Kindergarten, How to Use STEMscopes Texas Math, Evaluate

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Kindergarten (ISBN: 9798893538571)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Explore, Explore - Explore Activities video

Location:

Kindergarten, How to Use STEMscopes Texas Math, Explore

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Kindergarten (ISBN: 9798893538571)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Sitewide, Teacher Toolbox, Planning Guides video

Location:

Kindergarten, How to Use STEMscopes Texas Math, Sitewide

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Kindergarten (ISBN: 9798893538571)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Page Number: Teacher Directions

Location:

Kindergarten, Growth Measurement Assessments

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Kindergarten (ISBN: 9798893538571)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Explore Addition and Subtraction Strategies"

Updated Text:

"Explain Addition and Subtraction Strategies"

Page Number: Teacher Directions

Location:

Day 8 and 9; Whole Group section; Explore title

URL to Content: [View Publisher Materials](#)

Math, Grade 1 (IMRA)

Program: STEMscopes Texas Math - Grade 1

SRP Feedback

Component: STEMscopes Texas Math - Grade 1 (one online license)
(ISBN: 9798893533705)

REPORTED FEEDBACK:

Materials use the word "prediction" which although means the same as estimation, is a science term where the word estimation is a math term and referred to in the breakout.

Publisher Response:

Thank you for your feedback. The terminology in this scope has been adjusted to say "estimate" or "estimation" in place of "predict" or "prediction." Please see the following files:

TXMR_1_Length_EXPLAIN_LanguageConnections_AdvancedHandout_AnswerI
TXMR_1_Length_EXPLAIN_LanguageConnections_BeginnerHandout_AnswerK
TXMR_1_Length_EXPLAIN_LanguageConnections_IntermediateHandout_Ansv
TXMR_1_Length_EXPLAIN_LanguageConnections_Markdown;
TXMR_1_Length_EXPLORE2_MeasureObjects_Markdown;
TXMR_1_Length_EXPLORE2_StudentJournal_AnswerKey;
TXMR_1_Length_EXPLORE3_MeasuretheSameThingwithDifferentUnits_ExitTic
TXMR_1_Length_EXPLORE3_MeasuretheSameThingwithDifferentUnits_Markc
TXMR_1_Length_EXPLORE3_MeasuretheSameThingwithDifferentUnits_StudeI
TXMR_1_Length_HOME_ContentSupport

Page Number: TeacherDirections

Location:

Length - Explore - Explore 2 - Measure Objects - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Page Number: All content scopes

Location:

Grade 1, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Students connect the predicted length to the actual length when measuring objects."; "Students predict the length of an object before measuring."

Updated Text:

"Students connect the estimated length to the actual length when measuring objects."; "Students estimate the length of an object before measuring."

Page Number: Applying Mathematical Process Standards 1.1F; Measure Objects section

Location:

Grade 1, Length, Home, Content Support

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated Text:

Section deleted from video

Page Number: Evaluate, Standards-Based Assessment-Grades 2-Algebra I, video

Location:

Grade 1, How to Use STEMscopes Texas Math, Evaluate

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Explore, Explore - Explore Activities video

Location:

Grade 1, How to Use STEMscopes Texas Math, Explore

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"After a week, Jay predicted that the flower was 10 paper clips tall."; "What was Jay's prediction of the flower's height?"

Updated Text:

"After a week, Jay estimated that the flower was 10 paper clips tall."; "What was Jay's estimate of the flower's height?"

Page Number: Print Files, Answer Key - Advanced, page 2

Location:

Grade 1, Length, Explain, Language Connections

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"After a week, Jay predicted that it was 10 paper clips tall, but when he measured the flower, it was 5 paper clips tall."; "What was Jay's prediction of the flower's height?"

Updated Text:

"After a week, Jay estimated that it was 10 paper clips tall, but when he measured the flower, it was 5 paper clips tall."; "What was Jay's estimate of the flower's height?"

Page Number: Print Files, Answer Key - Beginner, page 2

Location:

Grade 1, Length, Explain, Language Connections

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"After one week, Jay predicted that it was 10 paper clips tall."; "What was Jay's prediction of the flower's height?"

Updated Text:

"After one week, Jay estimated that it was 10 paper clips tall."; "What was Jay's estimate of the flower's height?"

Page Number: Print Files, Answer Key - Intermediate, page 2

Location:

Grade 1, Length, Explain, Language Connections

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Predict how many small paper clips and how many large paper clips it will take to measure the length of the fork."; "My Predictions"

Updated Text:

"Estimate how many small paper clips and how many large paper clips it will take to measure the length of the fork."; "My Estimates"

Page Number: Print Files, Exit Ticket

Location:

Grade 1, Length, Explore 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Predict how many small paper clips and how many large paper clips it will take to measure the length of the fork."; "My Predictions"

Updated Text:

"Estimate how many small paper clips and how many large paper clips it will take to measure the length of the fork."; "My Estimates"

Page Number: Print Files, Exit Ticket Answer Key

Location:

Grade 1, Length, Explore 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"After a week, Jay predicted that the flower was 10 paper clips tall."; "What was Jay's prediction of the flower's height?"

Updated Text:

"After a week, Jay estimated that the flower was 10 paper clips tall."; "What was Jay's estimate of the flower's height?"

Page Number: Print Files, Student Handout - Advanced, page 2

Location:

Grade 1, Length, Explain, Language Connections

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"After a week, Jay predicted that it was 10 paper clips tall, but when he measured the flower, it was 5 paper clips tall."; "What was Jay's prediction of the flower's height?"

Updated Text:

"After a week, Jay estimated that it was 10 paper clips tall, but when he measured the flower, it was 5 paper clips tall."; "What was Jay's estimate of the flower's height?"

Page Number: Print Files, Student Handout - Beginner, page 2

Location:

Grade 1, Length, Explain, Language Connections

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"After one week, Jay predicted that it was 10 paper clips tall."; "What was Jay's prediction of the flower's height?"

Updated Text:

"After one week, Jay estimated that it was 10 paper clips tall."; "What was Jay's estimate of the flower's height?"

Page Number: Print Files, Student Handout - Intermediate, page 2

Location:

Grade 1, Length, Explain, Language Connections

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Predict how long you think each object is, and write your prediction in the table."; "My Prediction"

Updated Text:

"Estimate how long you think each object is, and write your estimate in the table."; "My Estimate"

Page Number: Print Files, Student Journal

Location:

Grade 1, Length, Explore 2, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Every instance of "Predict how many of each unit will equal the length of the earthworm."; every instance of "Predicted Length"

Updated Text:

Every instance of "Estimate how many of each unit will equal the length of the earthworm."; every instance of "Estimated Length"

Page Number: Print Files, Student Journal

Location:

Grade 1, Length, Explore 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Predict how long you think each object is, and write your prediction in the table."; "My Prediction"; "Answers for predictions and actual length will vary."

Updated Text:

"Estimate how long you think each object is, and write your estimate in the table."; "My Estimate"; "Answers for estimates and actual length will vary."

Page Number: Print Files, Student Journal Answer Key

Location:

Grade 1, Length, Explore 2, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Every instance of "Predict how many of each unit will equal the length of the earthworm."; every instance of "Predicted Length"; "Predictions will vary."

Updated Text:

Every instance of "Estimate how many of each unit will equal the length of the earthworm."; every instance of "Estimated Length"; "Estimates will vary."

Page Number: Print Files, Student Journal Answer Key

Location:

Grade 1, Length, Explore 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Before using the tools to measure, students make a prediction about how many of that tool will be needed to measure the length of the object. Once they have made their predictions, they use the tools to measure the actual length of the object."; "Was your prediction close to your actual answer?"; "Before introducing the scenario, display the word prediction and come up with a classroom definition of this term. Discuss real life situations when it is appropriate and helpful to predict, and situations when measurements need to be exact."; "Support students with examples of the concept of a

prediction and the actual length with a visual word wall. For Spanish or Portuguese-speaking students relate the English word prediction with the Spanish word predicción."

Updated Text:

"Before using the tools to measure, students make an estimate about how many of that tool will be needed to measure the length of the object. Once they have made their estimate, they use the tools to measure the actual length of the object."; "Was your estimate close to your actual answer?";

"Before introducing the scenario, display the word estimate and come up with a classroom definition of this term. Discuss real life situations when it is appropriate and helpful to estimate, and situations when measurements need to be exact."; "Support students with examples of the concept of an estimate and the actual length with a visual word wall. For Spanish-speaking students relate the English word estimate with the Spanish word estimar."

Page Number: Procedure and Facilitation Points #4, 6b; Instructional Supports; Language Supports

Location:

Grade 1, Length, Explore 2, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Instruct students to predict and then measure the length of the earthworm (chenille stem) using the measurement units found at the station. They will choose one unit at a time and predict how many are equal to the length of the earthworm."; "How many ____ units do you predict will equal the length of the earthworm?"; "Before they measure with each unit, they will predict how many of those units will equal the length of the earthworm."; "How many ____ units do you predict will equal the length of the earthworm?"; "Review what it means to predict."

Updated Text:

"Instruct students to estimate and then measure the length of the earthworm (chenille stem) using the measurement units found at the station. They will choose one unit at a time and estimate how many are equal to the length of the earthworm."; "How many ____ units do you estimate will equal the length of the earthworm?"; "Before they measure with each unit, they will estimate how many of those units will equal the length of the earthworm."; "How many ____ units do you estimate will equal the length of the earthworm?"; "Review what it means to estimate."

Page Number: Procedure and Facilitation Points - Part 1 #4, 7a; Part 2 #2, 5a; Instructional Supports

Location:

Grade 1, Length, Explore 3, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"How many paper clips tall did Jay predict the flower was?"; "What was Jay's prediction of the flower's height?"

Updated Text:

"How many paper clips tall did Jay estimate the flower was?"; "What was Jay's estimate of the flower's height?"

Page Number: Procedure and Facilitation Points, Reading, Beginner and Intermediate

Location:

Grade 1, Length, Explain, Language Connections

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Sitewide, Teacher Toolbox, Planning Guides video

Location:

Grade 1, How to Use STEMscopes Texas Math, Sitewide

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 1 (ISBN: 9798893538588)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post-Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Page Number: Teacher Directions

Location:

Grade 1, Growth Measurement Assessments

Math, Grade 2 (IMRA)

Program: STEMscopes Texas Math - Grade 2

Editorial Changes

Component: STEMscopes Texas Math - Grade 2 (ISBN: 9798893538595)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Page Number: All content scopes

Location:

Grade 2, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 2 (ISBN: 9798893538595)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated Text:

Section deleted from video

Page Number: Evaluate, Standards-Based Assessment-Grades 2-Algebra I, video

Location:

Grade 2, How to Use STEMscopes Texas Math, Evaluate

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 2 (ISBN: 9798893538595)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Explore, Explore - Explore Activities video

Location:

Grade 2, How to Use STEMscopes Texas Math, Explore

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 2 (ISBN: 9798893538595)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Sitewide, Teacher Toolbox, Planning Guides video

Location:

Grade 2, How to Use STEMscopes Texas Math, Sitewide

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 2 (ISBN: 9798893538595)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Students generate numbers that are greater than or less than a given number."

Updated Text:

"Students compare and order whole numbers up to 1,200 using place value and number lines."

Page Number: Teacher Directions

Location:

Day 4 Objective

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 2 (ISBN: 9798893538595)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post-Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Page Number: Teacher Directions

Location:

Grade 2, Growth Measurement Assessments

URL to Content: [View Publisher Materials](#)

Math, Grade 3 (IMRA)

Program: STEMscopes Texas Math - Grade 3

SRP Feedback

**Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)**

REPORTED FEEDBACK:

I wonder if teachers will really go out and purchase the ingredients to complete this activity. Also, I wonder if 3rd grade teachers have access to an oven to bake a cake.

Publisher Response:

Thank you for your feedback! The preparation section has been modified to provide an alternative for teachers who may not have the ingredients available. Baking the cake is provided as an optional next step, but is not required. The first part of step 6 states, "Optional: After the batter is made, cover and refrigerate it until you are able to bake it." Please see the following file:

TXMR_3_WeightAndCapacity_ENGAGE_Hook_BakingaCake_Markdown_A

Page Number: TeacherDirections

Location:

Weight and Capacity - Engage - Hook - Entire Teacher Directions and Cake Recipe (Print Files)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

Great job including an example for teachers to guide students in the process of using manipulatives to model numbers. However, the end of the directions state, "Have students complete the same process for the Gemstone Discovery Cards." This is not accurate because not all cards represent the numbers without a need for regrouping. It would be helpful to include something anticipatory about this in the teacher directions prior to students engaging in the activity- possibly do 2 examples.

Publisher Response:

Thank you for your feedback! An anticipatory line was added to step 7 so that students are made aware of the possibility of regrouping place values. This Explore activity is preceded by a Skill Basics activity that covers how place values could be regrouped. Please see the following file:

TXMR_3_PlaceValueRelationships_EXPLORE3_ComposeandDecomposeNumb

Page Number: TeacherDirections

Location:

Place Value Relationships - Explore - Explore 3 - Compose and Decompose Numbers - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

Consider including objects that come in halves: half gallon of milk, half a dozen eggs, half court in basketball, half an hour, hemispheres of the Earth, etc.

Publisher Response:

Thank you for your feedback! An additional item has been added to the Explore's Instructional Supports to provide additional examples of fractional parts. Please see the following file:

TXMR_3_RepresentandInterpretFractions_EXPLORE1_PartsofaWhole_Markdo

Page Number: TeacherDirections

Location:

Represent and Interpret Fractions - Explore - Explore 1 - Parts of a Whole - Entire Teacher Directions and Print Files (Scenario Cards and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

I noticed that the citation is recorded for TEKS 3.1A and the product is aligned to this standard. However, the process standard is not listed at the top of teacher directions to indicate this alignment.

Publisher Response:

Thank you for your feedback! The process standards at the top of the teacher directions have been updated. Please see the following file:

TXMR_3_Area_EXPLORE3_DecomposeCongruentFigures_Markdown

Page Number: TeacherDirections

Location:

Area - Explore -

Explore 3 - Decompose Congruent Figures - Entire Teacher Directions and Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

Consider including objects that come in eighths: legs on a spider, arms on an octopus, sides of a stop sign, pints in a gallon, packs of hot dogs, etc.

Publisher Response:

Thank you for your feedback! An additional item has been added to the Explore's Instructional Supports to provide additional examples of fractional parts. Please see the following file:

TXMR_3_RepresentandInterpretFractions_EXPLORE1_PartsofaWhole_Markdo

Page Number: TeacherDirections

Location:

Represent and Interpret Fractions - Explore - Explore 1 - Parts of a Whole - Entire Teacher Directions and Print Files (Scenario Cards and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

I noticed that the citation is recorded for TEKS 3.1G and the product is aligned to this standard. However, the process standard is not listed at the top of teacher directions to indicate this alignment.

Publisher Response:

Thank you for your feedback! The process standards at the top of the teacher directions have been updated. Please see the following file:

TXMR_3_CompareFractions_EXPLORE2_CompareFractionswithEqualNumerat

Page Number: TeacherDirections

Location:

Compare Fractions - Explore - Explore 2 - Comparing Fractions with Equal Numerators - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

A more conceptual way of creating a strip diagram where the number of groups is unknown is to partition 2 boxes and put the value of each in one. Then add an ellipses in the portion of the strip diagram remaining. In the example provided, putting the words "? Groups" makes it appear the number of groups should be placed in the box which is incorrect.

Publisher Response:

Thank you for your feedback! The strip diagrams on the Student Journal Answer Key have been updated to include ellipses and a question mark to indicate that the number of groups is unknown. Please see the following file:

TXMR_3_MultiplicationandDivisionProblemSolving_EXPLORE1_ModelandSolveOneStepProblems_StudentJournal_AnswerKey

Page Number: TeacherDirections

Location:

Multiplication and Division Problem Solving - Explore - Explore 1 - Model and Solve One-Step Problems - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

Consider including objects that come in sixths: insects with 6 legs, sides of a hexagon, faces of a standard die, 6-pack of soda, strings on a standard guitar, players on a volleyball team, etc.

Publisher Response:

Thank you for your feedback! An additional item has been added to the Explore's Instructional Supports to provide additional examples of fractional parts. Please see the following file:

TXMR_3_RepresentandInterpretFractions_EXPLORE1_PartsofaWhole_Markdo

Page Number: TeacherDirections

Location:

Represent and Interpret Fractions - Explore - Explore 1 - Parts of a Whole - Entire Teacher Directions and Print Files (Scenario Cards and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

I noticed that the citation is recorded for TEKS 3.1D and the product is aligned to this standard. However, the process standard is not listed at the top of teacher directions to indicate this alignment.

Publisher Response:

Thank you for your feedback! The process standards at the top of the teacher directions have been updated. Please see the following file:

TXMR_3_CompareFractions_EXPLORE1_CompareFractionswithEqualDenomir

Page Number: TeacherDirections

Location:

Compare Fractions - Explore - Explore 1 - Compare Fractions with Equal Denominators - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

The Spanish subtraction work mat does not provide the subtraction/addition symbols that are included in the English work mat.

Publisher Response:

Thank you for your feedback! The Spanish version of the work mat has been updated to correspond with the English version. Please see the following file:

TXMR_3_AdditionandSubtractionStrategies_EXPLORE4_Subtraction_Subtracti

Page Number: TeacherDirections

Location:

Addition and Subtraction Strategies - Explore - Explore 4 - Subtraction - Entire Teacher Directions and Student Journal (Print Files)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

Consider including objects that come in fourths: quart of milk, quarter of a dollar, quarter stick of butter, 4 quarters in a football game, quarter of an hour, quarter of a school year, etc.

Publisher Response:

Thank you for your feedback! An additional item has been added to the Explore's Instructional Supports to provide additional examples of fractional parts. Please see the following file:

TXMR_3_RepresentandInterpretFractions_EXPLORE1_PartsofaWhole_Markdo

Page Number: TeacherDirections

Location:

Represent and Interpret Fractions - Explore - Explore 1 - Parts of a Whole - Entire Teacher Directions and Print Files (Scenario Cards and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

I noticed that the citation is recorded for TEKS 3.1C and the product is aligned to this standard. However, the process standard is not listed at the top of teacher directions to indicate this alignment.

Publisher Response:

Thank you for your feedback! The process standards at the top of the teacher directions have been updated. Please see the following file:

TXMR_3_AdditionandSubtractionStrategies_EXPLORE2_CompatibleNumbers_

Page Number: TeacherDirections

Location:

Addition and Subtraction Strategies - Explore - Explore 2 - Compatible Numbers - Entire Teacher Directions and Print Files (Camping Supplies Cards and Student Journal)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license) (ISBN: 9798893533729)

REPORTED FEEDBACK:

Pre-bundling the bills such as taking 10 thousands and paper clipping them together for the students lowers the rigor of this activity. Have you considered providing more than 10 thousands loose leaf so that students have to bundle themselves? If this post activity is after students have engaged in the Explores, then presenting the activity in a way that demands students to bundle would be more appropriate.

Publisher Response:

Thank you for your feedback! The teacher directions have been modified so that students will have the opportunity to bundle the thousands. Please see the following file:

TXMR_3_PlaceValueRelationships_ENGAGE_Hook_Markdown

Page Number: TeacherDirections

Location:

Place Value Relationships - Engage - Hook - Entire Teacher Directions and Student Handout (Print Files)

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (one online license)
(ISBN: 9798893533729)

REPORTED FEEDBACK:

Consider including objects that come in thirds: 3 leaf clover, poison ivy, periods in hockey, books in a trilogy, three strikes in baseball, sides of a triangle, colors on a stop light, etc.

Publisher Response:

Thank you for your feedback! An additional item has been added to the Explore's Instructional Supports to provide additional examples of fractional parts. Please see the following file:

TXMR_3_RepresentandInterpretFractions_EXPLORE1_PartsofaWhole_Markdo

Page Number: TeacherDirections

Location:

Represent and Interpret Fractions - Explore - Explore 1 - Parts of a Whole - Entire Teacher Directions and Print Files (Scenario Cards and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who

score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Page Number: All content scopes

Location:

Grade 3, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated Text:

Section deleted from video

Page Number: Evaluate, Standards-Based Assessment-Grades 2-Algebra I, video

Location:

Grade 3, How to Use STEMscopes Texas Math, Evaluate

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Explore, Explore - Explore Activities video

Location:

Grade 3, How to Use STEMscopes Texas Math, Explore

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Lisana: 10 groups of 300
Hannah: 10 groups of 30"

Updated Text:

"Lisana: 300 groups of 10.
Hannah: 30 groups of 10."

Page Number: Print Files, Answer Key - Advanced, Reading section, Page 2

Location:

Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Lisana: 10 groups of 300
Hannah: 10 groups of 30"

Updated Text:

"Lisana: 300 groups of 10.
Hannah: 30 groups of 10."

Page Number: Print Files, Answer Key - Beginner, Reading section, Page 2

Location:

Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Lisana: 10 groups of 300
Hannah: 10 groups of 30"

Updated Text:

"Lisana: 300 groups of 10.
Hannah: 30 groups of 10."

Page Number: Print Files, Answer Key - Intermediate, Reading section, Page 2

Location:

Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Lisana: 10 groups of ____
Hannah: 10 groups of ____"

Updated Text:

"Lisana: ____ groups of 10.
Hannah: ____ groups of 10."

Page Number: Print Files, Student Handout - Advanced, Reading section, Page 2

Location:

Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Lisana: 10 groups of ____
Hannah: 10 groups of ____"

Updated Text:

"Lisana: ____ groups of 10.

Hannah: ____ groups of 10."

Page Number: Print Files, Student Handout - Beginner, Reading section, Page 2

Location:

Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Lisana: 10 groups of ____

Hannah: 10 groups of ____"

Updated Text:

"Lisana: ____ groups of 10.

Hannah: ____ groups of 10."

Page Number: Print Files, Student Handout - Intermediate, Reading section, Page 2

Location:

Grade 3, Place Value Relationships, Explain, Language Connections, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Sitewide, Teacher Toolbox, Planning Guides video

Location:

Grade 3, How to Use STEMscopes Texas Math, Sitewide

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Page Number: Teacher Directions

Location:

Grade 3, Growth Measurement Assessments

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"For example, if a group was assigned \$12,486, you would cut out 10 thousands (then bundle and paper clip these together), 2 additional thousands, 4 hundreds, 8 tens, and 6 ones."; "Students may need guidance to recognize the stacks of 100-dollar bills are worth \$1,000 and a bundle of 10 thousands is worth \$10,000."

Updated Text:

"For example, if a group was assigned \$12,486, you would cut out 12 thousands, 4 hundreds, 8 tens, and 6 ones."; "Students may bundle the stacks of 100-dollar bills to represent \$1,000, and bundle 10 thousands to represent \$10,000."

Page Number: Teacher Directions, Preparation and Procedure and Facilitation Points, Part II #4

Location:

Grade 3, Place Value Relationships, Engage, Hook, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"This cake recipe does not require eggs. Make sure there are no students who are allergic to any of the ingredients."

Updated Text:

"This cake recipe does not require eggs. Make sure there are no students who are allergic to any of the ingredients. If the actual cake ingredients are not available or accessible, consider using replacement materials such as sand and water and pretend to make a cake with the students."

Page Number: Teacher Directions, Preparation, 4th bullet point

Location:

Grade 3, Weight and Capacity, Engage, Hook, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Have students complete the same process for the remaining Gemstone Discovery Cards and record their work on their Student Journals."

Updated Text:

"Have students complete the same process for the remaining Gemstone Discovery Cards and record their work on their Student Journals. Explain that some cards may require students to regroup place values."

Page Number: Teacher Directions, Procedure and Facilitation Point #7

Location:

Grade 3, Place Value Relationships, Explore 3, Teacher Directions

URL to Content: [View Publisher Materials](#)

Math, Grade 4 (IMRA)

Program: STEMscopes Texas Math - Grade 4

SRP Feedback

Component: N/A (ISBN: NA)

REPORTED FEEDBACK:

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

Publisher Response:

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

TXMR_4_Measurement_HOME_ContentUnwrapped

Page Number: NA

Location:

scope 4.8ABC, Measurement, home, content unwrapped, Vertical Alignment table

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

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

TXMR_4_PropertiesofTwo-
DimensionalFigures_EVALUATE_DecideandDefend_StudentHandout_Answerl

Page Number: PrintFiles

Location:

Properties of Two-Dimensional Figures - EVALUATE - Decide and Defend -
Print Files - Answer Key

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

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

TXMR_4_Measurement_EXPLORE4_ConvertUnitstoSolveProblemswithInterva
TXMR_4_Measurement_EXPLORE4_ConvertUnitstoSolveProblemswithInterva
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_S
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_M
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_E
TXMR_4_Measurement_EXPLAIN_ShowWhatYouKnow1_RelationshipsintheMe

Page Number: PrintFiles

Location:

Measurement - EXPLORE - Explore 1: Relationships in the Measurement
System - Print Files - Exit Ticket Answer Key

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

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

TXMR_4_AddandSubtractFractionsandMixedNumbers_EXPLAIN_ShowWhatYc

Page Number: PrintFiles

Location:

Add and Subtract Fractions and Mixed Numbers - EXPLAIN - Show What You Know - Part 2: Add Fractions and Mixed Numbers with Like Denominators - Print Files - Answer Key

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

Thank you for your feedback! The Student Journal Answer Key has been modified to show the regrouping process. An additional note has been added to the Teacher Directions to support students in modeling regrouping, recording it as a written process, and relating it to their work with whole numbers. Please see the following files:

TXMR_4_AddandSubtractDecimals_EXPLORE1_AddDecimals_Markdown;
TXMR_4_AddandSubtractDecimals_EXPLORE1_AddDecimals_StudentJournal_

Page Number: TeacherDirections

Location:

Add and Subtract Decimals - EXPLORE - Explore 1 - Add Decimals - Teacher Directions for Part I, Part II and Print Files (Scenario Cards, Grid Model Mat, Student Journal Answer Key, and Exit Ticket Answer Key)

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

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

TXMR_4_MultiplicationModelsandStrategies_EXPLORE2_Arrays_Markdown

Page Number: TeacherDirections

Location:

Multiplication Models and Strategies - EXPLORE - Explore 2 - Arrays - Teacher Directions (Language Supports)

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

A more aligned pictorial representation that leads to a number line is a strip diagram.

Publisher Response:

Thank you for your feedback! The Student Journal has been modified to encourage students to draw diagrams so that students create a pictorial model that builds to a number line. The Exit Ticket Answer Key has been modified to show how students may create a diagram of the problem. Please see the following files:

TXMR_4_AddandSubtractFractionsandMixedNumbers_EXPLORE3_SubtractFra
TXMR_4_AddandSubtractFractionsandMixedNumbers_EXPLORE3_SubtractFra

Page Number: TeacherDirections

Location:

Add and Subtract Fractions and Mixed Numbers - EXPLORE - Explore 3 - Subtract Fractions and Mixed Numbers with Like Denominators - Entire Teacher Directions and Print Files (Essentials Cards, Rock Climbing Cards, Number Line Spacers, Student Journal Answer Key, and Exit Ticket Answer Key)

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

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

TXMR_4_Measurement_EXPLORE4_ConvertUnitstoSolveProblemswithInterva
TXMR_4_Measurement_EXPLORE4_ConvertUnitstoSolveProblemswithInterva
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_5
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_1
TXMR_4_Measurement_EXPLORE1_RelationshipsintheMeasurementSystem_E
TXMR_4_Measurement_EXPLAIN_ShowWhatYouKnow1_RelationshipsintheMe

Page Number: TeacherDirections

Location:

Measurement - EXPLORE - Explore 1: Relationships in the Measurement System - Entire Teacher Directions and Print Files (Student Journal Answer Key, Equivalent Measurements, Measurement Diagrams, and Station Cards)

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

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

TXMR_4_AddandSubtractFractionsandMixedNumbers_EXPLORE1_Composea

Page Number: TeacherDirections

Location:

Add and Subtract Fractions and Mixed Numbers - EXPLORE - Explore 1 - Compose and Decompose Fractions in Multiple Ways - Entire Teacher Directions and Print Files (Pie Pieces and Student Journal Answer Key)

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

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

TXMR_4_MultiplicationModelsandStrategies_ENGAGE_Hook_SpottheTalent_M

Page Number: TeacherDirections

Location:

Multiplication Models and Strategies - ENGAGE - Hook - Entire Teacher Directions

URL to Content: [View Publisher Materials](#)

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

REPORTED FEEDBACK:

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

Publisher Response:

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

MATH_4_RepresentDecimalswithBaseTen_EXPLORE_SkillBasics_Markdown

Page Number: TeacherDirections

Location:

Represent and Compare Decimals - EXPLORE - Explore 2 - Represent Tenths and Hundredths with Expanded Notation - Entire Teacher Directions and Print Files (Place Value Mat, Teacher Guide, Student Journal Answer Key, and Exit Ticket Answer Key)

URL to Content: [View Publisher Materials](#)

Editorial Changes

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into

four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Page Number: All content scopes

Location:

Grade 4, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated Text:

Section deleted from video

Page Number: Evaluate, Standards-Based Assessment-Grades 2-Algebra I, video

Location:

Grade 4, How to Use STEMscopes Texas Math, Evaluate

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Explore, Explore - Explore Activities video

Location:

Grade 4, How to Use STEMscopes Texas Math, Explore

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Image of just a figure

Updated Text:

Perpendicular sides are labeled with words and arrows on the figure

Page Number: Print Files, Answer Key

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Print Files, Answer Key, Page 1

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Print Files, Answer Key, Page 1

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Print Files, Answer Key, Page 1

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

" $300 - 5 = 60$ "

Updated Text:

" $300 \div 3 = 100$ "

Page Number: Print Files, Answer Key, Page 1 under "Estimate the solution"

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Print Files, Answer Key, Page 1, 2nd Diagram

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Print Files, Checkup Answer Key, Page 2, Question #3

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Print Files, Checkup, Page 2, Question #3

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Print Files, Choice Board

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Print Files, Exit Ticket

Location:

Grade 4, Measurement, Explore 1, Print Files

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Image of model included 3 separate sections.

Updated Text:

Image of model changed to one whole divided into sections.

Page Number: Print Files, Exit Ticket Answer Key

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Print Files, Exit Ticket Answer Key

Location:

Grade 4, Measurement, Explore 1, Print Files

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Use fraction circles or fraction tiles to model the scenario."; "Model the scenario."

Updated Text:

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

Page Number: Print Files, Student Handout, Page 1

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"Use fraction circles or fraction tiles to model the scenario."; "Model the scenario."

Updated Text:

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

Page Number: Print Files, Student Handout, Page 1

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Print Files, Student Journal

Location:

Grade 4, Measurement, Explore 1, Print Files

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Print Files, Student Journal Answer Key

Location:

Grade 4, Measurement, Explore 1, Print Files

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Print Files, Student Journal Answer Key, Page 1

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Print Files, Student Journal Answer Key, Page 2

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Print Files, Student Journal Answer Key, Pages 1-2

Location:

Grade 4, Measurement, Explore 4, Print Files

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

"1"s were missing when student answer showed regrouping

Updated Text:

"1"s were added to show regrouping

Page Number: Print Files, Student Journal Answer Key, Pages 1-4

Location:

Grade 4, Add and Subtract Decimals, Explore 1, Print Files

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

Both instances of "Model the scenario."

Updated Text:

"Draw a diagram to model the scenario."

Page Number: Print Files, Student Journal, Page 1

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Print Files, Student Journal, Page 2

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"Answers will vary" in red text.

Updated Text:

Deleted "Answers will vary." in red text.

Page Number: Print Files, Student Journal, Page 3, Part II Directions

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Print Files, Student Journal, Pages 1-2

Location:

Grade 4, Measurement, Explore 4, Print Files

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Sitewide, Teacher Toolbox, Planning Guides video

Location:

Grade 4, How to Use STEMscopes Texas Math, Sitewide

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post-Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Page Number: Teacher Directions

Location:

Grade 4, Growth Measurement Assessments

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Teacher Directions, Language Supports, 4th support

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Teacher Directions, Materials and Preparation

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Teacher Directions, Procedure and Facilitation Point #10h

Location:

Grade 4, Measurement, Explore 1, Teacher Directions

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Teacher Directions, Procedure and Facilitation Points, Part 1
#10e

Location:

Grade 4, Measurement, Explore 4, Teacher Directions

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Teacher Directions, Procedure and Facilitation Points, Part 1
#2

Location:

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

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

"What shape is the stage? Rectangle"; "How do we find the area of a rectangle? We multiply the sides, the length by width. It is like an array."
"The area of a rectangle is length $\times$ width."

Updated Text:

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

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

Page Number: Teacher Directions, Procedure and Facilitation Points, Part 1 #5 and Part 2 #2 and #5

Location:

Grade 4, Multiplication Models and Strategies, Engage, Hook, Teacher Directions

URL to Content: [View Publisher Materials](#)

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

PUBLISHER EDITORIAL CHANGE:

Original Text:

"We should write 600 as our partial quotient because 300×2 is 600."

Updated Text:

"We should write 300 as our partial quotient because 300×2 is 600."

Page Number: Teacher Directions, Procedure and Facilitation Points, Part IV and V #5d

Location:

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

URL to Content: [View Publisher Materials](#)

Math, Grade 5 (IMRA)

Program: STEMscopes Texas Math - Grade 5

Component: N/A (ISBN: NA)

REPORTED FEEDBACK:

Video tour directs teachers to a standards progress tracker within the Teacher Toolbox Essentials menu and it does not exist in the actual product.

Publisher Response:

Thank you for your feedback. The section that discusses the Standards Progress Tracker in the Teacher Toolbox has been removed from the video. The updated video link can be found on the LCEC.

Page Number: NA

Location:

time stamp 2:51

URL to Content: [View Publisher Materials](#)

Component: N/A (ISBN: NA)

REPORTED FEEDBACK:

The resources provided by the website are not specifically designed for TEKS and Texas students. Although they have some alignment to the TEKS, the activities are written to be used with any state standards using quantile measures.

Publisher Response:

Thank you for your feedback. Quantiles are provided by a company utilized by the state of Texas for assessment reporting on the STAAR.

Page Number: NA

Location:

On page 2, the left-hand column callout #2 directing educators to the resources provided by Quantiles.com

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (one online license)
(ISBN: 9798893533743)

REPORTED FEEDBACK:

The space provided to create each type of graph is not adequate. Perhaps enlarge the space provided for the students to be able to accurately create their graphs.

Publisher Response:

Thank you for your feedback! The Student Handout has been modified to allow more space for student-created graphs. Please see the following file:

TXM_5_RepresentandInterpretData_EXPLAIN_InteractiveNotebook_StudentH

Page Number: PrintFiles

Location:

Represent and Interpret Data - EXPLAIN - Interactive Notebook - Print Files - Student Handout

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (one online license)
(ISBN: 9798893533743)

REPORTED FEEDBACK:

Consider using grade level vocabulary in table. Label the columns "Area of the Base" and "Total Volume" instead of number on bottom layer and total number. Include units within the table of cm and cubic cm labeling the numerical values.

Publisher Response:

Thank you for your feedback! The Student Handout has been modified so that the final column of each table is labeled "Total Volume." Students will be introduced to more formal terminology such as "area of the base" as a

part of the process for calculating the volume in the next Explore activity.
Please see the following file:

TXMR_5_PerimeterAreaandVolume_EXPLAIN_ShowWhatYouKnow3_CubicUni

Page Number: PrintFiles

Location:

Perimeter, Area, and Volume - EXPLAIN - Show What You Know- Part 3:
Cubic Units - Print Files - Answer Key

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The

tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Page Number: All content scopes

Location:

Grade 5, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated Text:

Section deleted from video

Page Number: Evaluate, Standards-Based Assessment-Grades 2-Algebra I, video

Location:

Grade 5, How to Use STEMscopes Texas Math, Evaluate

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Explore, Explore - Explore Activities video

Location:

Grade 5, How to Use STEMscopes Texas Math, Explore

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Each instance of "Total Number"

Updated Text:

Changed to "Total Volume"

Page Number: Print Files, Answer Key

Location:

Grade 5, Perimeter, Area, and Volume, Explain, Show What You Know Part 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The reviewer stated that more space was needed for students to create graphs.

Updated Text:

More space was added by changing the document from landscape to portrait.

Page Number: Print Files, Student Handout

Location:

Grade 5, Represent and Interpret Data, Explain, Interactive Notebook, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Each instance of "Total Number"

Updated Text:

Changed to "Total Volume"

Page Number: Print Files, Student Handout

Location:

Grade 5, Perimeter, Area, and Volume, Explain, Show What You Know Part 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Page 1 Flowchart - #5 is missing

Updated Text:

Added #5 to the flowchart on page 1

Page Number: Print Files, Student Handout, Page 1

Location:

Grade 5, Classify Two-Dimensional Figures, Evaluate, Skills Quiz, Print Files, Student Handout

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Part II: Types of Angles Size (Size has a strikethrough)

Updated Text:

Part II: Types of Angles

Page Number: Print Files, Student Journal, Page 2, Part II Title

Location:

Grade 5, Classify Two-Dimensional Figures, Explore 1 - Classify Polygons, Print Files, Student Journal

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Sitewide, Teacher Toolbox, Planning Guides video

Location:

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post-Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Page Number: Teacher Directions

Location:

Grade 5, Growth Measurement Assessments

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 5 (ISBN: 9798893538625)

PUBLISHER EDITORIAL CHANGE:

Original Text:

#7b, #8, #9c, #13 "top"

Updated Text:

#7b, #8, #9c, #13 "bottom"

Page Number: Teacher Directions, Procedure and Facilitation Points, Part III, #7-9, 13

Location:

Grade 5, Multiply Decimals, Intervention, Small Group Intervention, Teacher Directions

URL to Content: [View Publisher Materials](#)

Math, Grade 6 (IMRA)

Program: STEMscopes Texas Math - Grade 6

SRP Feedback

Component: STEMscopes Texas Math - Grade 6 (one online license)
(ISBN: 9798893533750)

REPORTED FEEDBACK:

On question #4, when students choose the expression of integer addition that is represented by the model, while they can infer that the correct expression would be the one that has an addition symbol, it is not clear that the yellow counters are positive and the blue counters are negative. Consider providing a key, so that this doesn't have to be decoded.

Publisher Response:

Thank you for your feedback. A key has been added to show that yellow counters are positive and blue counters are negative. Please see the following file:

TXMR_6_IntegerOperations_Evaluate_Tech-EnhancedQuestions_Question4

Page Number: DigitalActivity

Location:

Integer Operations - Evaluate - Tech-Based Questions - Question 4

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (one online license)
(ISBN: 9798893533750)

REPORTED FEEDBACK:

This activity has students comparing positive and negative decimals, fractions and mixed numbers on a number line, but not comparing integers alone.

Accepting this because the skill of comparing integers is used in comparing positive and negative values. But if you want to specifically address this standard, you could reference one of your activities that the students start comparing with integers only.

Publisher Response:

Thank you for your feedback. Activity has been updated to include one set of comparing only integers. Please see the following files:

TXMR_6_RationalNumbers_EXPLORE3_CompareRationalNumbers_Markdown
TXMR_6_RationalNumbers_EXPLORE3_CompareRationalNumbers_StudentJoi

Page Number: PrintFiles

Location:

Rational Numbers - Explore - Explore 3 - Print Files Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (one online license)
(ISBN: 9798893533750)

REPORTED FEEDBACK:

The Instructions should explicitly state in addition to identifying the equation, the students should write the equation.

Publisher Response:

Thank you for your feedback! The instructions on the Student Journal have been updated to include writing the equation. Please see the following file:

TXMR_6_AlgebraicExpressions_EXPLORE4_ExpressionsandEquations_Student

Page Number: PrintFiles

Location:

Algebraic Expressions - Explore - Explore 4 - Print Files Student Journal
Answer Key

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (one online license)
(ISBN: 9798893533750)

REPORTED FEEDBACK:

Great Activity: It would be beneficial if we were able to add a reflection question that engages the student to make the connection and relationships between the expression and the area model in order to connect the mathematical idea.

Publisher Response:

Thank you for your feedback! A reflection question has been added to help students make the connection between the area model and expression. Please see the following files:

TXMR_6_AlgebraicExpressions_EXPLORE3_SimplifyUsingProperties_Markdow
TXMR_6_AlgebraicExpressions_EXPLORE3_SimplifyUsingProperties_StudentJc

Page Number: PrintFiles

Location:

Algebraic Expressions - Explore - Explore 3 - Print Files - Student Journal
Answer Key

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (one online license)
(ISBN: 9798893533750)

REPORTED FEEDBACK:

Make the connection that unit rate is the same as scale factor.

Publisher Response:

Thank you for your feedback! The teacher procedure and facilitation points for Explore 3 have been updated to include the connection that unit rate is the same as scale factor. Please see the following file:

TXMR_6_RatiosRatesandUnitRates_EXPLORE3_RatesandUnitRates_Markdown

Page Number: PrintFiles

Location:

Ratios, Rates, and Unit Rates - Explore - Explore 3 - Print Files Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (one online license)
(ISBN: 9798893533750)

REPORTED FEEDBACK:

"students utilize the manipulative (the geoboards that they should have created designs on) to answer their questions in their journals"- we suggest that the written student instructions on the journal page include "Use the geoboard patterns and the design cards to identify.."

Publisher Response:

Thank you for your feedback! The instructions on the Student Journal have been updated to include using the geoboards. Please see the following file:

TXMR_6_TriangleProperties_EXPLORE3_TriangleSideAngleRelationship_Stude

Page Number: PrintFiles

Location:

Triangle Properties - Explore - Explore 3 - Print Files - Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (one online license)
(ISBN: 9798893533750)

REPORTED FEEDBACK:

Again, in this lesson activity, students are using the skill of ordering positive and negative numbers to order positive and negative decimals, fractions, and mixed numbers.

However, this standard breakout is specific about ordering integers, not all rational numbers.

I would advise that you link in an activity that orders integers alone to ensure students understand that integers do not include positive and negative decimals, fractions, and mixed numbers.

Publisher Response:

Thank you for your feedback. Activity has been updated to include one set of ordering only integers. Please see the following files:

TXMR_6_RationalNumbers_EXPLORE4_CompareandOrderRationalNumbers_I
TXMR_6_RationalNumbers_EXPLORE4_CompareandOrderRationalNumbers_9

Page Number: PrintFiles

Location:

Rational Numbers - Explore - Explore 4 - Print Files - Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Page Number: All content scopes

Location:

Grade 6, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated Text:

Section deleted from video

Page Number: Evaluate, Standards-Based Assessment-Grades 2-Algebra I, video

Location:

Grade 6, How to Use STEMscopes Texas Math, Evaluate

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

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

Page Number: Explore, Explore - Explore Activities video

Location:

Grade 6, How to Use STEMscopes Texas Math, Explore

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"Temperatures" card on page 2; temps include: Day 1 = 12; Day 2 = -2.5; Day 3 = $8\frac{7}{10}$; Day 4 = -1.9

Updated Text:

"Temperatures" card moved to page 1; temps include: Day 1 = 12; Day 2 = -2; Day 3 = 8; Day 4 = -8

Page Number: Print Files, Animal Show Information Cards

Location:

Grade 6, Rational Numbers, Explore 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"What fraction does the grid represent?"

Updated Text:

"What percent does the grid represent?"

Page Number: Print Files, Bam! Cards, page 1, bottom right card

Location:

Grade 6, Fractions, Decimals, and Percents, Elaborate, Fluency Builder - Equivalent Fractions, Decimals, and Percents, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

First section under "Earnings and Spendings"; each dollar amount includes: \$4.13, \$4.25, \$1.37, \$2.75; number line image from - \$4.50 to \$4.50

Updated Text:

First section under "Earnings and Spendings"; each dollar amount changed to: \$7.00, \$5.00, \$2.00, \$4.00; number line image updated to -\$7.50 to \$5.50; all answers on page 1 updated to reflect new dollar amounts.

Page Number: Print Files, Student Journal Answer Key, Page 1

Location:

Grade 6, Rational Numbers, Explore 4, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"Use the Design Cards to identify where the sides and angles are located on each of the triangle designs."

Updated Text:

"Use the geoboard patterns and Design Cards to identify where the sides and angles are located on each of the triangle designs."

Page Number: Print Files, Student Journal Answer Key, Page 1

Location:

Grade 6, Triangle Properties, Explore 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"Determine whether the amount of artwork that is displayed represents an expression or equation."

Updated Text:

"Determine whether the amount of artwork that is displayed represents an expression or equation. Then write the expression or equation."

Page Number: Print Files, Student Journal Answer Key, Page 1

Location:

Grade 6, Algebraic Expressions, Explore 4, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Temperatures section on page 4. "Read each Animal Show Information Card, and locate the rational numbers on your floor number line."; "Write an inequality statement to compare the warmest temperature and coldest temperature."; "Which day had the smallest absolute value?"

Updated Text:

Temperatures section on page 1. "Read the Temperatures Card, and locate the integers on your floor number line."; "Write an inequality statement to compare day 1 to day 2."; "Write an inequality statement to compare day 4 to day 3."; "Write an inequality statement to compare day 2 to day 4."; "Find the absolute value of each day's temperature." Image of number line updated.

Page Number: Print Files, Student Journal Answer Key, Page 1

Location:

Grade 6, Rational Numbers, Explore 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

57 ft.

Updated Text:

57 sq. ft.

Page Number: Print Files, Student Journal Answer Key, Page 3, Marigolds section

Location:

Grade 6, Area and Volume, Explore 2 - Finding the Area of Quadrilaterals, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Determine whether the amount of artwork that is displayed represents an expression or equation."

Updated Text:

"Determine whether the amount of artwork that is displayed represents an expression or equation. Then write the expression or equation."

Page Number: Print Files, Student Journal, Page 1

Location:

Grade 6, Algebraic Expressions, Explore 4, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Temperatures section on page 4. "Read each Animal Show Information Card, and locate the rational numbers on your floor number line."; "Write an inequality statement to compare the warmest temperature and coldest temperature."; "Which day had the smallest absolute value?"

Updated Text:

Temperatures section on page 1. "Read the Temperatures Card, and locate the integers on your floor number line."; "Write an inequality statement to compare day 1 to day 2."; "Write an inequality statement to compare day 4 to day 3."; "Write an inequality statement to compare day 2 to day 4."; "Find the absolute value of each day's temperature." Image of number line updated.

Page Number: Print Files, Student Journal, Page 1

Location:

Grade 6, Rational Numbers, Explore 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

First section under "Earnings and Spendings"; each dollar amount includes: \$4.13, \$4.25, \$1.37, \$2.75; number line image from - \$4.50 to \$4.50

Updated Text:

First section under "Earnings and Spendings"; each dollar amount changed to: \$7.00, \$5.00, \$2.00, \$4.00; number line image updated to -\$7.50 to \$5.50

Page Number: Print Files, Student Journal, Page 1

Location:

Grade 6, Rational Numbers, Explore 4, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Use the Design Cards to identify where the sides and angles are located on each of the triangle designs."

Updated Text:

"Use the geoboard patterns and Design Cards to identify where the sides and angles are located on each of the triangle designs."

Page Number: Print Files, Student Journal, Page 1

Location:

Grade 6, Triangle Properties, Explore 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Page 2 Table of Numbers still had color circles indicating the answers.

Updated Text:

Page 2 Table of Numbers - removed color circles

Page Number: Print Files, Student Journal, Page 2

Location:

Grade 6, Represent and Interpret Data, Explore 3 - Box Plots, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Sitewide, Teacher Toolbox, Planning Guides video

Location:

Grade 6, How to Use STEMscopes Texas Math, Sitewide

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post-Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Page Number: Teacher Directions

Location:

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Have students look at the Jumping Contest card."; "What comparison symbols can we use to compare the height that each animal jumped?"; "What would you write to compare Sally's jumping height to Sindy's jumping height? We would write $7.25 > 4 \frac{1}{2}$."

Updated Text:

"Have students look at the Temperatures card."; "What comparison symbols can we use to compare the temperatures each day during the show?"; "What would you write to compare day 1's temperature to day 2? We would write $12 > -2$."

Page Number: Teacher Directions, Procedure and Facilitation Point #4

Location:

Grade 6, Rational Numbers, Explore 3, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Explain the following concept to class: This is a special type of rate. Mathematicians call this rate the unit rate."

Updated Text:

"Explain the following concept to class: This is a special type of rate. Mathematicians call this rate the unit rate. Unit rate can also be called the scale factor."

Page Number: Teacher Directions, Procedure and Facilitation Points, Part I, #5h

Location:

Grade 6, Ratios, Rates, and Unit Rates, Explore 3, Teacher Directions

URL to Content: [View Publisher Materials](#)

Math, Grade 7 (IMRA)

Program: STEMscopes Texas Math - Grade 7

SRP Feedback

Component: STEMscopes Texas Math - Grade 7 (one online license)
(ISBN: 9798893533767)

REPORTED FEEDBACK:

All problems for students to divide here are divided by a whole number. You should include problems where the divisor is a fraction or decimal.

Publisher Response:

Thank you for your feedback. We have updated the Show What You Know to include divisors that are fractions and decimals. Please see the following file: TXMR_7_RationalNumbers_EXPLAIN_ShowWhatYouKnow_Part5_AnswerKey

Page Number: PrintFiles

Location:

Rational Numbers - Explain - Show What You Know 5 - Print Files Answer Key

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (one online license)
(ISBN: 9798893533767)

REPORTED FEEDBACK:

All examples here have students dividing rational numbers by whole numbers only. You should include examples where the divisor is a fraction or decimal value.

Publisher Response:

Thank you for your feedback. We have updated the Explore Student Journal to include divisors that are fractions and decimals. Please see the following file:

TXMR_7_RationalNumbers_EXPLORE5_DivideRationalNumberswithNumberLi

Page Number: PrintFiles

Location:

Rational Numbers - Explore - Explore 5 - Print Files Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (one online license) (ISBN: 9798893533767)

REPORTED FEEDBACK:

Suggestion: In the Student Journal Instructions, say "Model and solve the equations in the scenarios using the physical or virtual algebra tiles provided." This hints to readers that there are virtual algebra tiles available. One only knows about them if they read the teacher directions and sees where to locate the virtual algebra tiles from the Explore drop-down menu.

Publisher Response:

Thank you for your feedback. The instructions have been updated so students are aware they could use physical or virtual algebra tiles. Please see the following file:

TXMR_7_Two-
StepEquationsandInequalities_EXPLORE1_StudentJournal_AnswerKey

Page Number: PrintFiles

Location:

Two-Step Equations and Inequalities - Explore - Explore 1 - Print Files
Student Journal Answer Key

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on

their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Page Number: All content scopes

Location:

Grade 7, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated Text:

Section deleted from video

Page Number: Evaluate, Standards-Based Assessment-Grades 2-Algebra I, video

Location:

Grade 7, How to Use STEMscopes Texas Math, Evaluate

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Explore, Explore - Explore Activities video

Location:

Grade 7, How to Use STEMscopes Texas Math, Explore

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:

Original Text:

" $-10 \div 5$ "; "Complete each statement by using the word bank. The dividend (number you are dividing into) is the total length of all the arrows. The divisor (number you are dividing by) is the number of arrows that make up the distance. The quotient (answer) is the length of each arrow." Word Bank included.

Updated Text:

" $-4 \div 0.5$ "; two new lines added: " $-10.5 \div 3/4$ " and " $-6 \div 0.8$ "; answers adjusted for new lines; the following was removed from the file "Complete each statement by using the word bank. The dividend (number you are dividing into) is the total length of all the arrows. The divisor (number you are dividing by) is the number of arrows that make up the distance. The quotient (answer) is the length of each arrow." Word bank deleted.

Page Number: Print Files, Answer Key

Location:

Grade 7, Rational Numbers, Explain, Show What You Know - Part 5, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

" $-10 \div 5$ "; "Complete each statement by using the word bank. The _____ (number you are dividing into) is the _____ length of all the arrows. The _____ (number you are dividing by) is the number of _____ that make up the distance. The _____ (answer) is the _____ of each arrow." Word Bank included.

Updated Text:

" $-4 \div 0.5$ "; two new lines added: " $-10.5 \div 3/4$ " and " $-6 \div 0.8$ "; the following was removed from the file "Complete each statement by using the word bank. The _____ (number you are dividing into) is the _____ length of all the arrows. The _____ (number you are dividing by) is the number of _____ that make up the distance. The _____ (answer) is the _____ of each arrow." Word bank deleted.

Page Number: Print Files, Student Handout

Location:

Grade 7, Rational Numbers, Explain, Show What You Know - Part 5, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"Model and solve the equations in the scenarios using algebra tiles."

Updated Text:

"Model and solve the equations in the scenarios using physical or virtual algebra tiles."

Page Number: Print Files, Student Journal Answer Key, Page 1

Location:

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"David withdrew \$14 total from his bank account over a week."; "Melani deposited \$12.50 into a bank account each day over 5 days to save up money for equipment for the sports teams."

Updated Text:

"David withdrew \$14 total from his bank account over three and a half days."; "Melani deposited \$12.50 into a bank account each day over 2 1/2 days to save up money for equipment for the sports teams." Answers adjusted to reflect changes.

Page Number: Print Files, Student Journal Answer Key, Page 2

Location:

Grade 7, Rational Numbers, Explore 5, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Model and solve the equations in the scenarios using algebra tiles."

Updated Text:

"Model and solve the equations in the scenarios using physical or virtual algebra tiles."

Page Number: Print Files, Student Journal, Page 1

Location:

Grade 7, Two-Step Equations and Inequalities, Explore 1, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"David withdrew \$14 total from his bank account over a week."; "Melani deposited \$12.50 into a bank account each day over 5 days to save up money for equipment for the sports teams."

Updated Text:

"David withdrew \$14 total from his bank account over three and a half days."; "Melani deposited \$12.50 into a bank account each day over 2 1/2 days to save up money for equipment for the sports teams."

Page Number: Print Files, Student Journal, Page 2

Location:

Grade 7, Rational Numbers, Explore 5, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Sitewide, Teacher Toolbox, Planning Guides video

Location:

Grade 7, How to Use STEMscopes Texas Math, Sitewide

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post-Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Page Number: Teacher Directions

Location:

Grade 7, Growth Measurement Assessments

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 7 (ISBN: 9798893538649)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Direct students' attention to Part I of the Student Journal. Have students work with their partners to first fill in the strip diagram using the words and phrases provided in the word bank. Then have them use the Tip Task Cards

to apply their understanding of tips by calculating the tip on a meal and the total cost of the meal after the tip is applied."

Updated Text:

"Direct students' attention to Part I of the Student Journal. Have students work with their partners to read each of the Tip Task Cards. Students then apply their understanding of tips to calculate the tip on a meal and the total cost of the meal after the tip is applied."

Page Number: Teacher Directions, Procedure and Facilitation Points, Part 1 #5

Location:

Grade 7, Ratios, Rates, and Percents, Explore 2 - Tips and Commissions, Teacher Directions

URL to Content: [View Publisher Materials](#)

Math, Grade 8 (IMRA)

Program: STEMscopes Texas Math - Grade 8

SRP Feedback

Component: STEMscopes Texas Math - Grade 8 (one online license)
(ISBN: 9798893533774)

REPORTED FEEDBACK:

While the calculator is available on the tool bar, it could be referenced in the lesson as an available tool to solve these problems or to check work.

Publisher Response:

Thank you for your feedback. The directions have been updated to include using the calculator to check work. Please see the following file:

TXMR_8_PythagoreanTheorem_EVALUATE_StandardsBasedAssessment_Ansv

Page Number: PrintFiles

Location:

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Page Number: All content scopes

Location:

Grade 8, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated Text:

Section deleted from video

Page Number: Evaluate, Standards-Based Assessment-Grades 2-Algebra I, video

Location:

Grade 8, How to Use STEMscopes Texas Math, Evaluate

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Explore, Explore - Explore Activities video

Location:

Grade 8, How to Use STEMscopes Texas Math, Explore

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Read each question. Then follow the directions to answer each question. Mark each answer by circling the correct answer choice(s). If a question asks you to show or explain your work, you must do so to receive full credit."

Updated Text:

"Read each question. Then follow the directions to answer each question. Mark each answer by circling the correct answer choice(s). If a question asks you to show or explain your work, you must do so to receive full credit. Use the calculator to check your work."

Page Number: Print Files, Answer Key, Page 1

Location:

Grade 8, Pythagorean Theorem, Evaluate, Standards-Based Assessment, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Read each question. Then follow the directions to answer each question. Mark each answer by circling the correct answer choice(s). If a question asks you to show or explain your work, you must do so to receive full credit."

Updated Text:

"Read each question. Then follow the directions to answer each question. Mark each answer by circling the correct answer choice(s). If a question asks you to show or explain your work, you must do so to receive full credit. Use the calculator to check your work."

Page Number: Print Files, Student Handout, Page 1

Location:

Grade 8, Pythagorean Theorem, Evaluate, Standards-Based Assessment, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Page 3 - question numbers 12-16; Page 4 - question numbers 17-21

Updated Text:

Page 3 - question numbers 1-5; Page 4 - question numbers 6-10

Page Number: Print Files, Student Journal Answer Key, Pages 3-4

Location:

Grade 8, Proportional Relationships, Explore 1 - Represent Proportional Relationships, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Title for page is missing

Updated Text:

Added "Part II" title to page 3

Page Number: Print Files, Work Log Cards, Page 3

Location:

Grade 8, Distinguish Between Proportional and Non-Proportional, Explore 2
- Write Linear Equations from Tables and Graphs, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Sitewide, Teacher Toolbox, Planning Guides video

Location:

Grade 8, How to Use STEMscopes Texas Math, Sitewide

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Continue Explore 1: Interpret and contrast Bivariate Data - Part I"

Updated Text:

"Continue Explore 1: Bivariate sets of data"

Page Number: Suggested Scope Calendar, Day 2, under Focus Lesson

Location:

Grade 8, Bivariate Data, Home, Suggested Scope Calendar, Day 2

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Begin Explore 2: Understand Functions on a Graph"

"Continue Explore 2: Understand Functions on a Graph"

Updated Text:

"Begin Explore 2: Understand Functions on a Table"

"Continue Explore 2: Understand Functions on a Table"

Page Number: Suggested Scope Calendar, Day 4 and 5, under Focus Lesson

Location:

Grade 8, Functions, Home, Suggested Scope Calendar, Days 4 and 5

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the

Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Page Number: Teacher Directions

Location:

Grade 8, Growth Measurement Assessments

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Grade 8 (ISBN: 9798893538656)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"1 Toll of tape (per teacher)"

Updated Text:

"1 Roll of tape (per teacher)"

Page Number: Teacher Directions, Materials, Reusable

Location:

Grade 8, Bivariate Data, Explore 1 - Bivariate Sets of Data, Teacher Directions

URL to Content: [View Publisher Materials](#)

Algebra I (IMRA)

Program: STEMscopes Texas Math - Algebra I

SRP Feedback

Component: STEMscopes Texas Math - Algebra (one online license)
(ISBN: 9798893533682)

REPORTED FEEDBACK:

The game directions are not clear due to the use of multiple negatives. Students are told that they want to avoid the greater slope, so which shows the greater slope? Asking them to both avoid it and select it in the same sentence is confusing. Furthermore, when using the term greater in mathematics, the meaning can be misinterpreted when discussing slope. Between the values -2 and -6, -2 is the greater value, but -6 is a 'steeper' slope. It is unclear in the directions which one is preferred.

Publisher Response:

Thank you for your feedback. We have removed this game until it is corrected.

Page Number: DigitalActivity

Location:

Parallel and Perpendicular Lines - Elaborate - Interactive Practice - Function Junction

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra (one online license)
(ISBN: 9798893533682)

REPORTED FEEDBACK:

The sentence at the end of the sample answer seems to be generated by AI or a young student writing an essay. "I hope this explanation helps you understand how to write an equation in standard form given two points". This sentence is unnecessary.

Publisher Response:

Thank you for your feedback. The last line in the explanation on page 4 has been removed. Please see the following file:

TXMR_ALG1_ParallelandPerpendicularLines_EXPLORE2_WriteEquationsGiven

Page Number: Page 4

Location:

Student - Narrative - PrintFiles -

<https://drive.google.com/drive/folders/134gms90RY1Wt5V3u8hovDx1onC2D>

- New Google File titled

TXMR_ALG1_ParallelandPerpendicularLines_EXPLORE2_WriteEquationsGiven

- Page 4

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra (one online license)
(ISBN: 9798893533682)

REPORTED FEEDBACK:

I do not see where students are explicitly rewriting this with the distributive property. The area model is a way to model the distributive property but I think it is most beneficial for them to see the factors within the parenthesis side by side so they are more easily able to make the connection of where $(3x+3)(4x-1)$ fits into the area model.

Publisher Response:

Thank you for your feedback. The distributive property expressions written out from the area model have been added to the Student Journal. Please see the following file:

TXMR_ALG1_PolynomialOperations_EXPLORE3_MultiplyPolynomials_Student

Page Number: PrintFiles

Location:

Polynomial Operations - Explore - Explore 3 - Print Files - Student Journal

Answer Key - page 2

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra (one online license)
(ISBN: 9798893533682)

REPORTED FEEDBACK:

Algebra 1 TEKS do not include using interval notation for domain and range. It also does not include set builder notation. Algebra 1 should include inequalities like:

$2 < x < 30$ or similar. If including alternate representations in the answer key, be sure to include a note that these are beyond the scope of Algebra 1.

Publisher Response:

Thank you for your feedback. We have updated the student handout to include inequalities instead of set builder notation and interval notation. Please see the following file:

TXMR_ALG1_PropertiesofFunctions_EXPLAIN_ShowWhatYouKnow3_Domaina

Page Number: PrintFiles

Location:

Properties of Functions - Explain - Show What You Know - Part 3 - Print Files
- Answer Key - page 1 and 2

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra (one online license)
(ISBN: 9798893533682)

REPORTED FEEDBACK:

Great activity. Add Process Standard 1E in list of lesson standards

Publisher Response:

Thank you for your feedback. The Process Standard 1E has been added to the list of standards for this Explore. Please see the following file:

TXMR_ALG1_FactorsofPolynomials_EXPLORE1_FactorPolynomialsbyGCF_Mar

Page Number: PrintFiles

Location:

Factors of Polynomials - Explore - Explore 1 - Factor Polynomials by GCF -
Print Files - Student Journal Answer Key - page 2

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra (one online license)
(ISBN: 9798893533682)

REPORTED FEEDBACK:

In the first paragraph the example given states that "if both equations have the same isolated variable, then using a graph is most efficient."

This is only "most" effective when the isolated variable is the dependent variable. If the independent variable is isolated, it would be more efficient to use either substitution or elimination.

Publisher Response:

Thank you for your feedback. The language support example has been updated to include examples of isolating both the dependent and independent variables. Please see the following file:

TXMR_ALG1_SystemsofEquations_EXPLORE4_SelectMethodstoSolveSystems_

Page Number: TeacherDirections

Location:

Systems of Equations - Explore - Explore 4 - Teacher Directions - Under the header "Language Supports";

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra (one online license)
(ISBN: 9798893533682)

REPORTED FEEDBACK:

The sentence stem "I like to eat the fruit___." has a high potential to create grammatically incorrect sentences such as "I like to eat the fruit apple" or "I like to eat the fruit bananas".

Consider changing the sentence stem to read "The fruit I like to eat is ___." or "The fruit I like best is ___"

Publisher Response:

Thank you for your feedback. The sentence stem in the teacher directions has been updated so that students would not potentially create grammatically incorrect sentences. Please see the following file:

TXMR_ALG1_SolveEquations_EXPLAIN_LanguageConnections_Markdown

Page Number: TeacherDirections

Location:

Polynomial Operations - Explore - Explore 1 - Teacher Directions - Under the header "Language Supports"

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on the MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' Instructional Area scores."; "The guide is broken into four percentile ranges."; "Students who score in this percentile range on the MAP Growth assessment"; "Once the students have taken the MAP Growth assessment, complete the following steps:"

Updated Text:

"The Scaffolded Instruction Guide is provided so teachers can plan for the next steps based on student performance on the scope's assessments or their MAP Growth assessment data. It is an integrated tool that guides teachers to materials based on students' needs. Suggested materials are organized by standard. Within each standard, the materials are further sorted by the percentile range they best support."; "The guide is broken into four percentile ranges for every standard."; "Students who score in this percentile range on the scope's assessments or the MAP Growth assessment"; "To interpret and respond to student performance on the scope's assessments, complete the following steps: 1. Review the data collected through the online platform or the student's Heat Map to determine the student's percentile range for each standard assessed. 2. The tables provided recommend a set of instructional materials for each percentile range within each assessed standard. Choose which of these instructional materials you will use to best support the student based on their assessment data. 3. Click on the direct link to the material chosen for the student. To interpret and respond to student performance on the MAP Growth assessment, complete the following steps:"

Page Number: All content scopes

Location:

Algebra I, Content Scope, Home, Scaffolded Instruction Guide, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Minute 2:49 states Standards Progress Tracker

Updated Text:

Section deleted from video

Page Number: Evaluate, Standards-Based Assessment-Grades 2-Algebra I, video

Location:

Algebra I, How to Use STEMscopes Texas Math, Evaluate

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Explore, Explore - Explore Activities video

Location:

Algebra I, How to Use STEMscopes Texas Math, Explore

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Page 2 border and image of book missing

Updated Text:

Page 2 added border and image of book

Page Number: Language Connections, Print Files, Answer Key - Intermediate, Page 2

Location:

Algebra I, Arithmetic and Geometric Sequences, Explain, Language Connections, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

#2 D: $[2, 18]$ or D: $\{x \mid 2 \leq x \leq 18\}$; #3 R: $[5, 30]$ or R: $\{y \mid 5 \leq y \leq 30\}$; #4 D: $[2, 18]$ or D: $\{x \mid 2 \leq x \leq 18\}$; #5 R: $[10, 80]$ or R: $\{y \mid 10 \leq y \leq 80\}$; Range expressions in table and red sample answers: $\{y \mid y \leq ?\}$, $[?2, 2]$, $[0, ?)$, $\{y \mid 0 < y\}$

Updated Text:

#2 $2 \leq x \leq 18$, #3 $5 \leq y \leq 30$, #4 $2 \leq x \leq 18$, #5 $10 \leq y \leq 80$; Range expressions in table and red sample answers: All Real Numbers, $?2 \leq y \leq 2$, $y \leq 0$, $0 < y$

Page Number: Print Files, Answer Key, pages 1 and 3

Location:

Algebra I, Properties of Functions, Explain, Show What You Know - Part 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Range expressions in table and red sample answers: $\{y \mid y \leq ?\}$, $[?2, 2]$, $[0, ?)$, $\{y \mid 0 < y\}$

Updated Text:

Range expressions in table and red sample answers: All Real Numbers, $?2 \leq y \leq 2$, $y \leq 0$, $0 < y$

Page Number: Print Files, Student Handout, page 3

Location:

Algebra I, Properties of Functions, Explain, Show What You Know - Part 3,
Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Write the terms from the area models."

Updated Text:

"Write the terms from the area models to express the distributive property."
Sample answers added to reflect new request.

Page Number: Print Files, Student Journal Answer Key, Page 2

Location:

Algebra I, Polynomial Operations, Explore 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

x in the formula " $x = -1$ " was on the previous line

Updated Text:

" $x = -1$ " is on one line (second line)

Page Number: Print Files, Student Journal Answer Key, Page 6 #3

Location:

Algebra I, Solve Quadratics, Explore 4 - Use the Quadratic Formula, Print
Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Write the terms from the area models."

Updated Text:

"Write the terms from the area models to express the distributive property."

Page Number: Print Files, Student Journal, Page 2

Location:

Algebra I, Polynomial Operations, Explore 3, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The x in the formula " $x = -1$ " was on the previous line

Updated Text:

" $x = -1$ " is all on one line (second line) of question 3

Page Number: Print Files, Student Journal, Page 6 #3

Location:

Algebra I, Solve Quadratics, Explore 4 - Use the Quadratic Formula, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will see relationships between various representations. MP.2 Reason abstractly and quantitatively: Students will attend to the meanings of quantities, not just how to compute them. MP.6 Attend to precision: Students will understand the meanings of symbols used in mathematics and will label quantities appropriately.

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Graphs of Quadratic Functions, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP4. Model with mathematics: Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP5. Use appropriate tools strategically: Students will use available tools and recognize the strengths and limitations of each. Students will decide when to use appropriate tools such as graphing calculators, algebra tiles, and area models. MP8. Look for and express regularity in repeated reasoning: Students will see repeated calculations and look for generalizations and shortcuts. Students will make connections between patterns noticed in modeling and algebraic methods.

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Solve Quadratics, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.5 Model with mathematics: Students will use mathematical models for visualizing and analyzing information. They will use available tools and recognize the strengths and limitations of each. MP.6 Attend to precision: Students will calculate efficiently and accurately. Students will understand the meanings of symbols used in mathematics and will label quantities appropriately. MP.8 Look for and express regularity in repeated reasoning: Students will see repeated calculations and look for generalizations and shortcuts. Students will understand the broader applications of patterns and see the structures in similar situations.

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Polynomial Operations, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will monitor their progress and change their approach if necessary. Students will see relationships between various representations. MP.5 Use appropriate tools strategically: Students will use technological tools to deepen their understanding of mathematics. Students will use mathematical models for visualizing and analyzing information. MP.7 Look for and make use of structure: Students will look for the overall structure and patterns in mathematics. Students will see complicated things as single objects or as being composed of several objects.

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Factors of Polynomials, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.2 Reason abstractly and quantitatively: Students will make sense of quantities and their relationships. Students will be able to decontextualize and contextualize quantitative relationships. MP.3 Make sense of problems and persevere in solving them: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. Students will justify conclusions with mathematical ideas. Students will listen to the arguments of others and ask useful questions to determine if an argument makes sense. MP.4 Model with mathematics: Students will understand this is a way to reason quantitatively and abstractly. Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation.

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Solve Equations, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will relate current situations to concepts or skills previously learned and connect mathematical ideas to one another. MP.4 Model with mathematics: Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP.5 Use appropriate tools strategically: Students will use mathematical models for visualizing and analyzing information.

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Parallel and Perpendicular Lines, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.2 Reason abstractly and quantitatively: Students will make sense of quantities and their relationships. Students will create logical representations of problems. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP.8 Look for and express regularity in repeated reasoning: Students will see repeated calculations and look for generalizations and shortcuts. Students will understand the broader application of patterns and see the structure in similar situations.

Updated Text:

Mathematical Process Standards; (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Exponential Functions and Models, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.2 Reason abstractly and quantitatively: Students will make sense of quantities and their relationships. Students will decontextualize and contextualize quantitative relationships. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP.8 Look for and express regularity in repeated reasoning: Students will understand the broader application of patterns and see the structure in similar situations.

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Quadratic Extensions, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.1 Make sense of problems and persevere solving them: Students will see relationships between various representations. MP.2 Reason abstractly and quantitatively: Students will be able to decontextualize and contextualize quantitative relationships. MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. MP.4 Model with mathematics: Students will be able to simplify a complex problem and identify important quantities to look at relationships. Students will apply the math they know to solve problems in everyday life. MP.8 Look for and express regularity in repeated reasoning: Students will generalize a formula after repeated numerical calculations.

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Linear Functions and Models, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will interpret and understand the meaning of a problem by looking for starting points and analyzing what is given. Students will see relationships between various representations. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. Students will reflect on whether their result makes sense, possibly improving or revising the model. MP.7 Look for and make use of structure: Students will look for the overall structure and patterns in mathematics. Students will see complicated things as single objects or as being composed of several objects. MP.8 Look for and express regularity in repeated reasoning: Students will understand the broader application of patterns and see the structure in similar situations. Students will see the overall process of the problem and still attend to the details.

Updated Text:

Mathematical Process Standards; (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Arithmetic and Geometric Sequences, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. MP.4 Model with mathematics: Students will apply the math they know to solve problems in everyday life. MP.8 Look for and express regularity in repeated reasoning: Students will understand the broader application of patterns and see the structure in similar situations.

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Properties of Functions, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will relate current situations to concepts or skills previously learned and connect mathematical ideas to one another. MP.4 Model with mathematics: Students will represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation. MP.5 Use appropriate tools strategically: Students will use mathematical models for visualizing and analyzing information.

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Inequalities and Systems of Inequalities, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in construction arguments. Students will justify conclusions with mathematical ideas. Students will compare two arguments and determine correct or flawed logic. MP.6 Attend to precision: Students will calculate efficiently and accurately. Students will communicate precisely with others and try to use clear mathematical language when discussing their reasoning. MP.7 Look for and make use of structure: Students will apply general mathematical rules to specific situations. Students will look for the overall structure and patterns in mathematics.

Updated Text:

Mathematical Process Standards; (A) Apply mathematics to problems arising in everyday life, society, and the workplace. (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Systems of Equations, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Standards of Mathematical Practice; MP.1 Make sense of problems and persevere in solving them: Students will relate current situations to concepts or skills previously learned and connect mathematical ideas to one another. MP.3 Construct viable arguments and critique the reasoning of others: Students will analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments. Students will listen to the arguments of others and ask useful questions to determine if an argument makes sense. MP.7 Look for and make use of structure: Students will apply general mathematical rules to specific situations. Students will look for the overall structure and patterns in mathematics.

Updated Text:

Mathematical Process Standards; (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. (E) Create and use representations to organize, record, and communicate mathematical ideas. (F) Analyze mathematical relationships to connect and communicate mathematical ideas. (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Page Number: Print Files, Teacher Guide

Location:

Algebra I, Properties of Exponents and Radicals, Home, Scope Overview, Print Files

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: Sitewide, Teacher Toolbox, Planning Guides video

Location:

Algebra I, How to Use STEMscopes Texas Math, Sitewide

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Part III of Explore 4 - "Explore 4: Linear Transformations – Part II"

Updated Text:

"Explore 4: Linear Transformations – Part II and III"

Page Number: Suggested Scope Calendar, Day 8, Focus Lesson

Location:

Algebra I, Linear Functions and Models, Home, Suggested Scope Calendar, Day 8, Focus Lesson

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades 6-8 and Algebra 1. These assessments include the same standards on both the Pre and Post–Growth Measurement Assessments designed to track growth of on grade level standards from the beginning of the year to the end of the year."

Updated Text:

Deleted "Note: A Quantile® measure is provided on these Benchmark Assessments for grades 2–5. Note: Kindergarten and 1st grade do not receive Quantile® measures."; "Growth Measurement Assessments are included in grades K-8 and Algebra 1. These assessments are designed to track growth from the beginning of the year to the end of the year."

Page Number: Teacher Directions

Location:

Algebra I, Growth Measurement Assessments

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"For example, if both equations have the same isolated variable, then using a graph is most efficient."

Updated Text:

"For example, when the isolated variable in both equations is the dependent variable, then using a graph is most efficient. When the independent variable is isolated in both equations, then it is more efficient to use either substitution or elimination."

Page Number: Teacher Directions, Language Supports, 1st section

Location:

Algebra I, Systems of Equations, Explore 4, Teacher Directions

URL to Content: [View Publisher Materials](#)

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"I like to eat the fruit ____."

Updated Text:

"The fruit I like best is ____."

Page Number: Teacher Directions, Procedure and Facilitation Points,
Reading and Speaking section, Beginner, 2nd bullet point

Location:

Algebra I, Solve Equations, Explain, Language Connections, Teacher
Directions

URL to Content: [View Publisher Materials](#)

Publisher: Agile Mind, Inc.

Math, Grade 6 (IMRA)

Program: Agile Mind Texas Mathematics 6

SRP Feedback

Component: Texas Mathematics 6 online course (ISBN: 9781961490185)

REPORTED FEEDBACK:

If I were to use this as an initial introduction, I would keep the values whole numbers to make it easier for the students to see the changes.

Publisher Response:

Thank you for this suggestion. We will change the animation to show a starting state with no decimals in the angle measures: 30, 60, and 90 degrees for the three angles.

Page Number: T11 L4 Lesson activities pages 2-3

Location:

The breakout is addressed through the exploration of the interactive triangle on page 2 and the consolidation of the learning on page 3.

URL to Content: [View Publisher Materials](#)

Component: Texas Mathematics 6 online course (ISBN: 9781961490185)

REPORTED FEEDBACK:

To strengthen this, please have students describe the features of the debit card offered by different financial institutions.

Publisher Response:

We appreciate this feedback and will add a prompt and guidance to compare and prompts to describe features.

See planned development document here:

https://drive.google.com/file/d/1Sjs_ywPsIRA5YFE6SZx0l8f6g0UjrChw/view?usp=share_link

Page Number: T15 L1 Constructed response 1

Location:

The breakout is addressed with the activity described in Constructed response 1.

URL to Content: [View Publisher Materials](#)

Component: Texas Mathematics 6 online course (ISBN: 9781961490185)

REPORTED FEEDBACK:

This activity can be strengthened by having students compare the costs of a checking account with the two financial institutions

Publisher Response:

We appreciate this feedback and will add a prompt and guidance to compare to the directions of the task.

See planned development document here:

https://drive.google.com/file/d/1Sjs_ywPsIRA5YFE6SZx0l8f6g0UjrChw/view?usp=share_link

Page Number: T15 L1 Constructed response 1

Location:

The breakout is addressed with the activity described in Constructed response 1.

URL to Content: [View Publisher Materials](#)

Component: Texas Mathematics 6 online course (ISBN: 9781961490185)

REPORTED FEEDBACK:

Savings needs to be more explicitly explained.

Publisher Response:

We appreciate this feedback and will add detail to the paragraph. We have shared planned authoring for this page already as part of our response to rejected TEKS/ELPS breakouts. The new page text will be:

Stephen is worried that he may not be able to afford college. He and his family can start saving for college now. They can open a savings account that is intended to specifically pay for college. Then, they could plan to consistently add money to the savings account prior to college. They should look for a savings accounts that earns interest, or a special tax benefit account, called a 529 account. And there are other things Stephen can do in middle school and high school that can reduce the cost of college.

What do you think you could do in the next several years and through high school that will lower the cost of college?

[Check] ADD NEW FIRST BULLET

Start a savings account, and add to it regularly, to save for college.

Do your best in your classes now so that you may qualify for various grants and scholarships. This also helps to ensure that you do not have to take remedial or make-up courses.

Even if you plan on working toward a bachelor's degree or professional degree, you can save a significant amount of money by taking “the basics” at a community or junior college. You may even be able to take community college classes while you are in high school.

Taking Advanced Placement (AP) classes and exams or dual credit courses in high school can allow you to earn college credit. You can get college credit without paying tuition for certain courses, like AP English and AP Calculus. Some students enter college with much of their first year completed by taking this approach.

Try to decide on a major as early as possible (in high school or early in your college career). Changing majors may involve taking additional courses, which takes more time and money.

Learn more about your options for paying for tuition and all other fees and living costs. This includes applying for financial aid.

Page Number: T15 L3 Lesson activities page 8

Location:

The breakout is addressed through everything on the page and in check reveal box, Savings is explicit in 2nd sentence.

URL to Content: [View Publisher Materials](#)

Component: Texas Mathematics 6 online course (ISBN: 9781961490185)

REPORTED FEEDBACK:

Provide pictorial supports for emergent bilingual.

Publisher Response:

We appreciate this feedback and will make the background images of flour and eggs more prominent and move them to appear close to the words.

Page Number: T3 L10 Lesson Activities Page 4

Location:

See paragraph 1 and animation panels 1-3

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Agile Mind Texas Mathematics 6 (ISBN: 9781961490185)

PUBLISHER EDITORIAL CHANGE:

Original Text:

none

Updated Text:

c. Compare the rows. Consider what you heard in the videos about each career. How do the career descriptions, total tuition costs, mean annual salaries, and lifetime earnings for each occupation align with your interests, values, and career aspirations?

Page Number: Topic 15 Lesson 4 Constructed response 2

Location:

New part c added at the end of page 2.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Mathematics 6 (ISBN: 9781961490185)

PUBLISHER EDITORIAL CHANGE:

Original Text:

none

Updated Text:

3. Use the “Career videos” to watch people describe what they do in several occupations of your choice

Page Number: Topic 15 Lesson 4 Constructed response 2

Location:

New item 3 added to the numbered list at the top of page 1.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Mathematics 6 (ISBN: 9781961490185)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Stephen is worried that he may not be able to afford college. He and his family can start saving for college now. And there are other things Stephen can do in middle school and high school that can reduce the cost of college.

Updated Text:

Stephen is worried that he may not be able to afford college. He and his family can start saving for college now. They can open a savings account that is intended to specifically pay for college. Then, they could plan to consistently add money to the savings account prior to college. They should look for savings accounts that earns interest, or a special tax benefit account, called a 529 account. And there are other things Stephen can do in middle school and high school that can reduce the cost of college.

Page Number: Topic 15, Lesson 3, Lesson activities page 8

Location:

Edit to text above the Check button.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Mathematics 6 (ISBN: 9781961490185)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tile "Direct payments", and text in table: "These types of payments involve using debit cards or transfers from accounts (like savings accounts) that link to funds that are not borrowed."

Updated Text:

Tile "College savings account", and text in table: "A savings account that is created as part of a plan to save ahead for college."

Page Number: Topic 15, Lesson 3, Lesson activities page 9

Location:

Text edit to one of the draggable tiles, and to the last table row.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Mathematics 6 (ISBN: 9781961490185)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Excellent!

Updated Text:

Excellent! His bank account balances in order from greatest to least are \$23, \$12, \$10, \$4, \$0, \$-3, \$-5, and \$-27. The least balance represents the greatest debt.

Page Number: Topic 6 Lesson 1, Lesson activities page 8

Location:

Correct answer feedback that appears below panel 2, after completing the question correctly.

URL to Content: [View Publisher Materials](#)

Math, Grade 7 (IMRA)

Program: Agile Mind Texas Mathematics 7

Public Comments

Component: Texas Mathematics 7 Student Activity Book (ISBN: 9781955708227)

REPORTED PUBLIC COMMENT:

7th grade does not teach trapezoid prisms We have never had to draw net from a solid

Publisher Response:

Thank you for this feedback. We will add the following note to the beginning of the Deliver instruction teacher guidance for this lesson:

Teacher note. Because local standards may require it, this lesson includes the exploration of creating a net from a solid and finding the surface area of prisms with trapezoidal bases (page 6). This may go beyond your standards and can be used as an extension of grade-level content.

Page Number: N/A

Location:

8m7_14z Problems 5 and 8.

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Agile Mind Texas Mathematics 7 (ISBN: 9781961490192)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Use the diagram to complete the table and find the total surface area of the triangular prism. When you have found the total surface area, check your work.

Updated Text:

Use the diagram to complete the table and find the lateral surface area and the total surface area of the triangular prism. When you have found both the lateral surface area and the total surface area, check your work.

Page Number: Topic 11 Lesson 2 Lesson activities page 5

Location:

Text above the table.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Mathematics 7 (ISBN: 9781961490192)

PUBLISHER EDITORIAL CHANGE:

Original Text:

(Total surface area only)

Updated Text:

(Lateral surface area and Total surface area)

Page Number: Topic 11 Lesson 3 Lesson activities page 4

Location:

Text and calculations added to the bottom of the animation.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Mathematics 7 (ISBN: 9781961490192)

PUBLISHER EDITORIAL CHANGE:

Original Text:

With a gross income of \$1040, it is clear that Leslie cannot support this budget. The variable expenses in the list are food, clothes, entertainment, and savings. She could reduce these expenses somewhat. For example, perhaps she could lower her clothes and entertainment expenses by \$50 each. But, she still needs to reconsider her budget. How could she adjust it?

Updated Text:

With a gross income of \$1040, it is clear that Leslie cannot support this budget. To find out what wage would be required, divide the total monthly expenses by the number of hours worked per month. Leslie works 80 hours per month, so she would need to make a wage of $\frac{\text{total monthly expenses}}{80}$ per hour to support this budget. The variable expenses in the list are food, clothes, entertainment, and savings. She could reduce these expenses somewhat. For example, perhaps she could lower her clothes and entertainment expenses by \$50 each. But, she still needs to reconsider her budget. How could she adjust it?

Page Number: Topic 12 Lesson 2, Lesson activities page 8

Location:

Edited text shown after the Check button is clicked.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Mathematics 7 (ISBN: 9781961490192)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table with only Expense and Amount and one stem.

Updated Text:

Table with only Expense, Amount and Percent of Total Budget with fill in the blanks for multiple rows.

Page Number: Topic 12 Lesson 4, Practice page 3

Location:

Question revised to add blanks into the table.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Mathematics 7 (ISBN: 9781961490192)

PUBLISHER EDITORIAL CHANGE:

Original Text:

(Animated image of a single fish pond)

Updated Text:

New text: "Here are three possible ponds with side lengths 1, 2, and 3 ft. and the lengths of fence required for each. " (Art replaced with a static image of 3 fish ponds with labeled dimensions)

Page Number: Topic 3 Lesson 6, Lesson activities page 2

Location:

New 3rd paragraph added, revised artwork, and updated layout to accommodate the art edit.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Mathematics 7 (ISBN: 9781961490192)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"25% of the responses were between 63 and 67.", and "A student in band is twice as likely to be 64 inches as they are to be 63 inches tall."

Updated Text:

"19.4% of the band members were 61 inches tall.", and "The ratio of responses for 63 inches to 64 inches is 1 to 2."

Page Number: Topic 8 Lesson 5, Practice page 5

Location:

We edited two of the answer options.

URL to Content: [View Publisher Materials](#)

Algebra I (IMRA)

Program: Agile Mind Texas Algebra I

SRP Feedback

Component: Texas Algebra I online course (ISBN: 9781961490215)

REPORTED FEEDBACK:

The appearance of the exponential function for the student could be confusing since the label for the y-axis appears directly underneath the equation and since audio is enabled, it looks like you are dividing by y

Publisher Response:

To avoid the potential for confusion with a division bar, we will add space between the question stem and the graph and its labels. Use this link to see the layout change:

<https://drive.google.com/file/d/1Ce8hLQBuroH9a59nkeZumvQaYnptrqwe/viewusp=sharing>

Page Number: T12 L7 Practice, page 4

Location:

Breakout addressed on page.

URL to Content: [View Publisher Materials](#)

Component: Texas Algebra I online course (ISBN: 9781961490215)

REPORTED FEEDBACK:

Include a plotted point on the second point used for the slope.

Publisher Response:

We will add a second point to the graph at (10,12).

Page Number: T5 L1 Lesson activities, page 8

Location:

Breakout addressed on page.

URL to Content: [View Publisher Materials](#)

Component: Texas Algebra I online course (ISBN: 9781961490215)

REPORTED FEEDBACK:

In both the student prompt/narrative and in the Check, a vertical line's slope is stated interchangeably as both "no slope" and "undefined". Our group discussed how "no slope" may be confusing for students/staff who are used to slope describing data that is increasing, decreasing, or flat over a certain span. By using the term "no slope", some may believe this relates to a flat line or zero slope. The committee discussed a recommendation that asks the publisher to only use "undefined" slope for a vertical line since that is in the breakout of the standard and to remove "no slope".

Publisher Response:

We will edit this page by August 26 to make the language more clear.

CHANGE THIS TEXT:

[Paragraph at top and second reveal:]

In the previous animation, you calculated the slope of a horizontal line. You found that the value of the slope was 0. You also explored the slope of a line as it approached vertical. Why do you think a horizontal line has a slope of 0, while a vertical line is said to have no slope? You can use the slope formula to answer this question.

[Second reveal:]

Because there is no change in the x values in a vertical line, the denominator in the slope formula will always be 0. When you divide any non-zero number by 0, the answer is said to be undefined because you cannot find an answer to the division problem. Therefore, the slope of a vertical line is always undefined, and the line is said to have no slope.

TO THIS:

[Paragraph at top and second reveal:]

In the previous animation, you calculated the slope of a horizontal line. You found that the value of the slope was 0. You also explored the slope of a line as it approached vertical. Why do you think a horizontal line has a slope of 0, while a vertical line is said to have a slope that is undefined? You can use the slope formula to answer this question.

[Second reveal:]

Because there is no change in the x values in a vertical line, the denominator in the slope formula will always be 0. When you divide any non-zero number by 0, the answer is said to be undefined because you cannot find an answer to the division problem. Therefore, the slope of a vertical line is always undefined.

Page Number: T5 L7 Lesson activities, page 5

Location:

Breakout addressed on page and in the two "Check" buttons.

URL to Content: [View Publisher Materials](#)

Component: Texas Algebra I online course (ISBN: 9781961490215)

REPORTED FEEDBACK:

The committee wanted to share feedback that this item involves using the physical weight of students in a classroom. The committee believes that there may be different data that may be better used since this may

potentially lead to body shaming in a classroom.

Publisher Response:

We agree and are changing this item to refer to the body weight of a panda bear and the amount of bamboo it eats:

Giant pandas must consume large amounts of bamboo to meet their nutritional needs. Pandas eat between 15-20% of their body weight in bamboo each day.

The body weight and amount of bamboo eaten for eight pandas is shown, along with a scatterplot of the data.

Panda Eating Habits

Panda Weight (lbs) Amount of bamboo (lbs)

Which of the following statements best describes the relationship displayed in the scatterplot?

Heavier pandas always eat more bamboo.

There is a strong negative correlation between a panda's body weight and the amount of bamboo eaten.

Weighing less causes a panda to eat more bamboo.

There appears to be a positive correlation between weight and amount of bamboo eaten.

Page Number: T6 L9 Assessment, page 2

Location:

Breakout addressed with item on page. See answer choices.

URL to Content: [View Publisher Materials](#)

Geometry (IMRA)

Program: Agile Mind Texas Geometry

SRP Feedback

Component: Texas Geometry online course (ISBN: 9781961490178)

REPORTED FEEDBACK:

Original Prompt: "Sketch a triangle and dilate about a point by a scale factor of $\frac{1}{2}$. Then dilate the image about a different point by a scale factor of 2. What is the relationship between the resulting image and the original image?"

Consider including directions to include the center of dilation- student may think to use one of the vertices, otherwise.

Second- "original image" is imprecise- instead, say, "(Original) Pre-image", as original is then redundant, but acts as emphasis of comparing the pre-image to the final image.

Publisher Response:

We appreciate your comment and will make this change. We will...

CHANGE THIS:

"What is the relationship between the resulting image and the original image?"

TO THIS:

"What is the relationship between the final image and the pre-image?" to connect to formal geometry language. We will not edit the center of dilation because choosing a vertex as a center would not change the intended outcome of the question. Students can choose any center for the first dilation and then must choose a different point for the second dilation.

Page Number: T12 L2 Student Activity Sheet page 6, question 16

Location:

See question 16.

URL to Content: [View Publisher Materials](#)

Component: Texas Geometry online course (ISBN: 9781961490178)

REPORTED FEEDBACK:

Rephrase, as this is currently a "Yes/no" question.

Publisher Response:

We appreciate your comment and will rephrase the questions stem of this item.

CHANGING THIS:

Can you use a sequence of transformations to determine if $\triangle ABC$ is similar to $\triangle DEF$?

TO THIS:

Use a sequence of transformations to determine if $\triangle ABC$ is similar to $\triangle DEF$. Explain your reasoning and show your work.

Page Number: T12 L5 Student Activity Sheet page 1 question

Location:

See question 1.

URL to Content: [View Publisher Materials](#)

Component: Texas Geometry online course (ISBN: 9781961490178)

REPORTED FEEDBACK:

4th bullet. Consider adding "..., as it does in Euclidean geometry?"

Publisher Response:

We appreciate your comment and will make the suggested edit to the 4th bullet.

CHANGING THIS:

Find the sum of the three angles. Does it equal 180° ?

TO THIS:

Find the sum of the three angles. Does it equal 180° , as it does in Euclidean Geometry?

Page Number: T26 L4 page 7

Location:

Breakout is addressed on this page. Click the "What do you notice?" button for a sample response.

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Texas Agile Mind Geometry (ISBN: 9781961490178)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. How can you use the surveyor's measurements to find the distance across the lake?

Updated Text:

1. A surveyor measures and marks points D' and E' to create proportional sides. How can you use the surveyor's measurements and what you know about similarity and dilations to find the distance across the lake?

Page Number: Topic 12, Lesson 3 Student Activity Sheet question 1

Location:

Edit to question 1 to strengthen the connection to the definition of similarity in terms of dilations. See the [Geometry additional development document](#) for teacher version answer details.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Geometry (ISBN: 9781961490178)

PUBLISHER EDITORIAL CHANGE:

Original Text:

This illustration shows a dilated image. The dashed figure is the pre-image and the solid figure is the image. The center of dilation is the origin. What is the scale factor?

Updated Text:

Complete the statement of similarity based on the figures shown.

Quadrilateral BDEF is similar to quadrilateral [dropdown choices] because a [dropdown choices] by a scale factor of [dropdown choices] about the origin maps quadrilateral BDEF onto it.

Page Number: Topic 12, Lesson 4 Practice New page 2

Location:

See the new dropdown select item to replace original Practice page 2. Students will select from possible answer choices to complete a sentence. See [Geometry additional development document](#) to view the full item and image.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Geometry (ISBN: 9781961490178)

PUBLISHER EDITORIAL CHANGE:

Original Text:

None.

Updated Text:

Start caption: Now apply these formulas to find the total and lateral surface area of a cylinder with radius 2 cm and height 1.5 cm.

[See [Geometry additional development doc](#) for panel image.]

Page Number: Topic 22 Lesson 3, Lesson activities page 7

Location:

Add new panel 4 to let students practice applying the formulas. [See [Geometry additional development doc](#) for panel image.]

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Geometry (ISBN: 9781961490178)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Page 2-4

Show page 2 to help with the discussion of the framing question and to define combinations. Have students go back to question 4 on the Student Activity Sheet for Lesson 1 and add to their definitions.

Contrast combinations and permutations. Ask:

Would the number of combinations be smaller or larger than the number of permutations, given that the total set and the number of objects remain the same?

Why is that?

Use page 3 to remind students about the formula for calculating permutations and to discuss why there is an adjustment to the formula for combinations.

Have students calculate the total number of possible combinations for jurors in both the problem and classroom scenarios. [SAS, question 1]

Introduce students to the formula for combinations on page 4. [SAS, question 2]

Technology tip. Show students how to calculate combinations using their calculators.

Have students practice applying this formula to the new problem on page 4. [SAS, question 3] Use the reveal on this page to verify students' answers.

From the non-jurors in the room, identify 5 as possible witnesses. Let them know that only 2 will be called to the witness stand. Ask them to model (by actually moving) the possible pairings.

Updated Text:

Page 2-4

Show page 2 to help with the discussion of the framing question and to define combinations. Have students go back to question 4 on the Student Activity Sheet for Lesson 1 and add to their definitions.

Contrast combinations and permutations. Ask:

Would the number of combinations be smaller or larger than the number of permutations, given that the total set and the number of objects remain the same?

Why is that?

Use page 3 to remind students about the formula for calculating permutations and to discuss why there is an adjustment to the formula for combinations.

Have students calculate the total number of possible combinations for jurors in both the problem and classroom scenarios. [SAS, question 1]

Introduce students to the formula for combinations on page 4. [SAS, question 2]

Technology tip. Show students how to calculate combinations using their calculators.

Have students practice applying this formula to the new problem on page 4. [SAS, question 3] Use the reveal on this page to verify students' answers.

From the non-jurors in the room, identify 5 as possible witnesses. Let them know that only 2 will be called to the witness stand. Ask them to model (by actually moving) the possible pairings.

Page Number: Topic 27, Lesson 5, Deliver instruction

Location:

Edit advice for Lesson activities pages 2-4.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Geometry (ISBN: 9781961490178)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Before the trial begins, the attorney, Dewey Cheatham, wants to study the possible combinations of jury members. The mathematician, Cal Qulate, warns Dewey that there are a very large number of possible jury configurations given that only 12 out of 30 potential jurors will be selected. But Dewey wants to know exactly how many possible jury configurations exist.

Remember, permutations are used when order matters. In the license plate example, the outcomes A B C D E F and F E D C B A are separate and distinct possible license plate configurations. However, when determining the number of possible jury configurations, order does not matter. Potential jurors are assigned a number when they sign in at the courthouse. A jury consisting of Jurors 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 is the same group of people as a jury consisting of Jurors 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, and 1.

Since order does not matter, Cal wants to find the number of combinations of jury members. A **combination** is a grouping of some or all objects where order does not matter.

Updated Text:

Before the trial begins, the attorney, Dewey Cheatham, wants to study the possible combinations of jury members. The mathematician, Cal Qulate, warns Dewey that there are a very large number of possible jury configurations given that only 12 out of 30 potential jurors will be selected. Potential jurors are assigned a number when they sign in at the courthouse. Dewey wants to know exactly how many possible jury configurations exist.

Remember, permutations are used when order matters. In the license plate example, the outcomes A B C D E F and F E D C B A are separate and distinct possible license plate configurations. Is that also true for the jury selection?

[Check/reveal]

No, order does not matter in this case. A jury consisting of Jurors 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 is the same group of people as a jury consisting of Jurors 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, and 1.

[end reveal]

What does this mean about Cal's strategy to find the number of possible jury configurations? Since order does not matter, Cal wants to find the number of combinations of jury members. A **combination** is a grouping of some or all objects where order does not matter.

Page Number: Topic 27, Lesson 5, Lesson activities page 2

Location:

Edit text in the paragraph and Check/reveals.

URL to Content: [View Publisher Materials](#)

Component: Agile Mind Texas Geometry (ISBN: 9781961490178)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Using a similar format, write conjectures about each of the other three special angle pairs formed when parallel lines are cut by a transversal. Write conjectures for alternate interior angles, alternate exterior angles, and consecutive interior angles.

Updated Text:

Using a similar format, write conjectures about each of the other three special angle pairs formed when parallel lines are cut by a transversal. Write conjectures for alternate interior angles, alternate exterior angles, and

consecutive interior angles. You can use a variety of tools to help you with these conjectures, such as the interactive animation on the previous page, lined paper, rulers, and/or protractors.

Page Number: Topic 6 Lesson 1 Lesson activities page 9

Location:

Edit to refer students to previous online page for the dynamic animation for exploration or to paper and pencil options for exploration.

URL to Content: [View Publisher Materials](#)

Publisher: Alba Educational Consulting, LLC

Math, Grade K (IMRA)

Program: Progressions by Alba Math Grade K

SRP Feedback

Component: Progressions by Alba Math Grade K - Teacher Guide (ISBN: 9798990409019)

REPORTED FEEDBACK:

The sentence, "The total number of is the same, but the number of yellow and red changes." is awkward. We suggest changing it to, "The total number is the same..." or "The total is the same..."

Publisher Response:

We will change this to "The total number is the same..."

Page Number: 225

Location:

Unit 1: Number Sense, Lesson Title: Cup of Counters, Lesson Facilitation step 4.

URL to Content: [View Publisher Materials](#)

Component: Daily Energizers Grade K (ISBN: 9798990409057)

REPORTED FEEDBACK:

While the description does apply to mathematical problems in the workplace, we suggest using pictures of coins instead of bills to align with kindergarten standards.

Publisher Response:

We will change the pictures to coins.

Page Number: 96

Location:

Daily Energizers K.076, Puzzling Problems, There is an image of money. Week 16 Lesson Facilitation is found on page 95 Row 1.

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Progressions by Alba Math Grade K - Teacher Guide (ISBN: 9798990409019)

PUBLISHER EDITORIAL CHANGE:

Original Text:

When I Grow Up (Peppa Pig) by Marilyn Easton is out of print. This book has been replaced by Maybe You Should Fly a Jet! Maybe You Should Be a Vet! by Dr. Seuss.

Updated Text:

When I Grow Up (Peppa Pig) by Marilyn Easton is out of print. This book has been replaced by Maybe You Should Fly a Jet! Maybe You Should Be a Vet! by Dr. Seuss.

Page Number: 42

Location:

Unit 6: Money & Personal Financial Literacy -> Lesson Title: My Future as a _____!

URL to Content: [View Publisher Materials](#)

Math, Grade 1 (IMRA)

Program: Progressions by Alba Math Grade 1

SRP Feedback

Component: Progressions by Alba Math Grade 1 - Teacher Guide (ISBN: 9798990409033)

REPORTED FEEDBACK:

Steps 2-5 on the Lesson Facilitation section do have students ordering numbers on an open number line so I will accept it. However, I would consider removing the words "Open Number Line" from your work mat and the exit ticket. Open number lines are not marked. Most of the number lines on the work mat have labeled endpoints and the number lines on the exit ticket have labeled end points.

Publisher Response:

We changed the exit ticket to have no numbers or markings. We changed the work mat's title to "Number Lines" and labeled Number Line E as "Number Line E: Open Number Line." This is the newest number line with no markings.

Page Number: 156-166

Location:

Unit 6: Numbers to 120, Lesson Title: Open Number Lines, Lesson Facilitation steps 2-5 (page 156). See Open Number Line Anchor Chart on page 156 and Whole Number Cards on pages 161-166.

URL to Content: [View Publisher Materials](#)

Component: Progressions by Alba Math Grade 1 - Teacher Guide (ISBN: 9798990409033)

REPORTED FEEDBACK:

The number lines in this activity are not open number lines. Open number lines are unmarked. You could include unmarked lines and have a discussion with students about what numbers would be appropriate to put on the ends.

Publisher Response:

We made this change for the second round of reviews. We have included an open number line on the work mat. We also changed the exit ticket and anchor chart.

Page Number: 265-275

Location:

Unit 6: Numbers to 120, Lesson Title: Open Number Lines, Lesson Facilitation steps 7-16 (page 265). See Open Number Lines Work Mat on page 266, Whole Number Cards on pages 268-275.

URL to Content: [View Publisher Materials](#)

Component: Progressions by Alba Math Grade 1 - Teacher Guide (ISBN: 9798990409033)

REPORTED FEEDBACK:

You may consider adding teacher questioning specific to special rectangles.

Publisher Response:

We added the following verbiage to step 4.

If students create a square when prompted to create a rectangle, discuss why the square is a special rectangle. Students may say, *"The square is a special rectangle because it has L-shaped angles or corners."*

Page Number: 58

Location:

Unit 2: Geometry, Lesson Title: String Shapes, Lesson Facilitation steps 1-5.

URL to Content: [View Publisher Materials](#)

Component: Progressions by Alba Math Grade 1 - Teacher Guide (ISBN: 9798990409033)

REPORTED FEEDBACK:

On Step 8, you should clarify that the second page of the recording sheet contains the space where students will describe the differences between a rectangular prism and a triangular prism, as well as a word bank.

Publisher Response:

We added clarification in both steps 7 and 8.

Page Number: 58-61

Location:

Unit 2: Geometry, Lesson Title: Space Prisms, Lesson Facilitation step 8 (page 58). See Space Prisms Recording Sheet on pages 60-61.

URL to Content: [View Publisher Materials](#)

Component: Progressions by Alba Math Grade 1 - Teacher Guide (ISBN: 9798990409033)

REPORTED FEEDBACK:

The Interleaved practice at the bottom of the page has students compare 130 to 103. 130 goes beyond the scope of this TEKS. It would be better to change the numbers to 120 and 102.

Publisher Response:

This edit has been completed.

Page Number: 60

Location:

Unit 9: Data Analysis, Interleaved Practice, bottom of page, "Complete the sentences…”

URL to Content: [View Publisher Materials](#)

Component: Progressions by Alba Math Grade 1 - Teacher Guide (ISBN: 9798990409033)

REPORTED FEEDBACK:

Lesson Facilitation Step 4 is missing the word "pass". It should say Arrange students in pairs, and cut out ...1'

Publisher Response:

This edit has been made.

Page Number: 92-112

Location:

Unit 6: Numbers to 120, Lesson Title: Animal Feet Numbers, Lesson Facilitation steps 4-12 (pages 92-93). See Representing Numbers Animal Cards on pages 102-106.

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Progressions by Alba Math Grade 1 Teacher Guide (ISBN: 9798990409026TG)

PUBLISHER EDITORIAL CHANGE:

Original Text:

File was missing the Tallest Tower Display Cards

Updated Text:

The Tallest Tower Display Cards have been added.

Page Number: 119-125

Location:

Progressions by Alba Math Grade 1, Unit 5: Addition & Subtraction Part 2

Publisher: Cosenza & Associates, LLC

Math, Grade 6 (IMRA)

Program: Math - Grade 6

SRP Feedback

Component: N/A (ISBN: 9781948709347)

REPORTED FEEDBACK:

Replace Grade 8 with Grade 6 in second sentence.

Publisher Response:

Thank you for this feedback. We will replace "Grade 8" with "Grade 6".

Page Number: N/A

Location:

Top of "Grade 6 Teacher Materials" -First Paragraph: Math-Grade 6 by Cosenza & Associates is a full, Tier 1 curriculum resource. We address 100% of the TEKS and required ELPS for Grade 8 Mathematics.

URL to Content: [View Publisher Materials](#)

Component: Grade 6 TEKS Companion Guide - Digital (ISBN: 9781948709224)

REPORTED FEEDBACK:

The question says "Which friend has the least portion of action games?" To be better aligned with TEKS and for student clarity, the question should ask "Which friend has the smallest ratio of action to sports games?"

The terminology of portion (a part of a whole) if being interchanged with proportion (comparison of two quantities).

Publisher Response:

Thank you for your feedback! I appreciate your suggestion for greater clarity and we will make this revision, changing the last sentence of the question to "Which friend has the smallest ratio of action to sports games?"

Page Number: Pg. 89

Location:

Middle and left side of page 89, Question 2. In order to get to page reference, type 6.4B into search box, open pdf

URL to Content: [View Publisher Materials](#)

Component: Grade 6 TEKS Companion Guide - Digital (ISBN: 9781948709224)

REPORTED FEEDBACK:

The clip board is covering space where the first part of the problem needs to have the set-up diagram drawn. It is drawn for the second part of the problem, but not the first.

The problem is real world and does show correct computation.

Publisher Response:

Thank you for this feedback. The clipboard appears to be blocking information but it is not. However, the setup diagram from Step 1 is missing yet it is shown in Step 2. So, we will adjust the layout and include the setup diagram in Step 1 to be more parallel with Step 2. This should improve the clarity of the solution process.

Page Number: Pgs. 87-88

Location:

Middle of page 87, top of page 88, Example 2. In order to get to page reference, type 6.4B into search box, open pdf

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Math-Grade 6 Teacher Course (ISBN: 9781948709866)

PUBLISHER EDITORIAL CHANGE:

Original Text:

table with lessons addressed in Unit 5

Updated Text:

updated table to include spiral reviews

Page Number: 1

Location:

table at bottom of letter

URL to Content: [View Publisher Materials](#)

Component: Math-Grade 6 Teacher Course (ISBN: 9781948709866)

PUBLISHER EDITORIAL CHANGE:

Original Text:

none

Updated Text:

Use concrete models to determine the missing part, whole, or percent in each real-world problem.

1. Michael plays on the middle school football team. He caught 60% of the passes that the quarterback threw to him during the football season. If Michael caught 45 passes during the football season, how many passes did the quarterback throw to Michael during the football season?

6. Alex answered 85% of the questions correctly on the semester exam for social studies. There were just six questions that Alex answered

Page Number: 1 and 4

Location:

Questions 1 and 6

URL to Content: [View Publisher Materials](#)

Component: Math-Grade 6 Teacher Course (ISBN: 9781948709866)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

none

Updated Text:

Guidance for Teachers to Provide Linguistic Accommodations and Support Emergent Bilinguals

Students who are emergent bilinguals may have very different levels of English language proficiency.

Differentiated supports are required to effectively support and engage students in the use of increasingly

more academic language as they speak and write about their mathematical understanding. The table

below outlines examples of teacher actions that support emergent bilingual students at any level of

English language proficiency to make cross-linguistic connections through oral and written discourse.

Page Number: 8

Location:

Document linked on Course Documents tab

URL to Content: [View Publisher Materials](#)

Component: Math-Grade 6 Teacher Course (ISBN: 9781948709866)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

none

Updated Text:

teacher narrative and student/teacher components for spiral review 1

Page Number: Unit 5 Spiral Review 1 tab

Location:

Unit 5 Spiral Review 1, between lesson 4 and lesson 5

URL to Content: [View Publisher Materials](#)

Component: Math-Grade 6 Teacher Course (ISBN: 9781948709866)

PUBLISHER EDITORIAL CHANGE:

Original Text:

none

Updated Text:

teacher narrative and student/teacher components of spiral review

Page Number: Unit 5 Spiral Review 3 tab

Location:

Unit 5 Spiral Review 3 tab between Lesson 8 and Unit 5 Test

URL to Content: [View Publisher Materials](#)

Component: Math-Grade 6 Teacher Course (ISBN: 9781948709866)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Support for Emergent Bilinguals:

Monitor students' oral language production and help them employ self-corrective techniques or other resources. Use the following questions/statements.

What I hear you say is...

Please say that again.

What letter does the word ___ begin with?

What is the plural of that word?

How do you pronounce this word?

Updated Text:

Support for Emergent Bilinguals:

Monitor students' oral language production and help them employ self-corrective techniques or other resources. Use the following questions/statements.

What I hear you say is...

Please say that again.

What letter does the word ___ begin with?

What is the plural of that word?

How do you pronounce this word?

Connect back to students' prior experiences with graphing points in the first quadrant of the coordinate plane and associated Spanish-English cognates. See table below.

Provide students with opportunities to make cross-linguistic connections as they speak and write during lesson activities. Provide various accommodations for students with various language proficiency levels, such as:

Beginning: Pair the student with a same-language partner. Ask the partners to create labeled drawings in both languages for a classroom word wall using the list of Spanish-English cognates in the table below.

Intermediate: Pre-teach lesson vocabulary, leveraging the student's prior knowledge of the Spanish words in the table below to teach the student the English academic vocabulary. Provide a word bank

of learned academic vocabulary for the student to use during speaking and writing activities during the lesson.

Advanced: Provide sentence stems for the student to use in speaking and writing using academic vocabulary related to the lesson.

Advanced High: Ask the student to use academic vocabulary to explain their mathematical ideas related to the lesson in writing and when speaking to peers.

Page Number: Unit 6 Lesson 1 Exploration tab

Location:

Support for Emergent Bilinguals section

URL to Content: [View Publisher Materials](#)

Math, Grade 7 (IMRA)

Program: Math - Grade 7

SRP Feedback

Component: N/A (ISBN: 9781948709101)

REPORTED FEEDBACK:

Griddable responses were removed in the STAAR 2.0 format when interactive types were introduced. There is no need to practice them for STAAR specifically.

Publisher Response:

Thank you for this feedback. We will remove griddable responses from the materials.

Page Number: 2, 4, 6

Location:

page 2- second to last paragraph about "stepped out examples"

page 2- last paragraph about "practice problems"

page 4- "Griddable Response Practice"

page 6- "Using the Practice Problems" - Griddable Response section

URL to Content: [View Publisher Materials](#)

Component: Grade 7 TEKS Companion Guide - Digital (ISBN: 9781948709231)

REPORTED FEEDBACK:

Grid is outdated. Take it out

Publisher Response:

Thank you for this feedback. We will remove griddable responses from the materials.

Page Number: Pg. 110

Location:

Bottom and left side of page 110, Question 7. In order to get to page reference, type 7.5C into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Component: Grade 7 TEKS Companion Guide - Digital (ISBN: 9781948709231)

REPORTED FEEDBACK:

The formula on the math chart for the area of a triangle is $\frac{1}{2}bh$. Please change the work to match the use of that formula. Also take away the griddable.

Publisher Response:

Thank you for your feedback! We will remove the griddable here and in other places. The TEKS do not specify an area formula and students learn in prior grades that there are multiple formulas areas of triangles and rectangles involving base-height or length-width combinations. The formula used in the example is a mathematically correct formula so it is not necessary to rework the example.

Page Number: Pg. 117

Location:

Top of page 117, Example 1. In order to get to page reference, type 7.8B into search box, open pdf

URL to Content: [View Publisher Materials](#)

Component: Grade 7 TEKS Companion Guide - Digital (ISBN: 9781948709231)

REPORTED FEEDBACK:

take away the griddable. Also, most 7th graders DO NOT get to use a calculator so when creating compound interest problems please keep that in mind when using years higher than 2 years.

Publisher Response:

Thank you for this feedback! We will remove the grid here and in other places in our materials. The basic understandings and mathematical process standards in the Grade 7 Math TEKS call for the use of technology as appropriate. While students may not have access to a calculator on Grade 7 STAAR, technology should be used, as appropriate, in instruction.

Page Number: Pg. 195

Location:

Top and left side of page 195, Question 4. In order to get to page reference, type 7.13E into search box, open pdf

URL to Content: [View Publisher Materials](#)

Component: Grade 7 TEKS Companion Guide - Digital (ISBN: 9781948709231)

REPORTED FEEDBACK:

On step 2 of the division problem please make the place value line up. The minus 28 should be under the 3 and 1 not the 1 and 2.

Publisher Response:

Thank you for this feedback! We will correct this error.

Page Number: Pg. 52

Location:

Middle of page 52, Example 1. In order to get to page reference, type 7.4B into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Component: Grade 7 TEKS Companion Guide - Digital (ISBN: 9781948709231)

REPORTED FEEDBACK:

Do not use that griddable; that is not how students are asked in the state of Texas to write in answer choice any more.

Publisher Response:

Thank you for this feedback. We will remove griddable responses from the materials.

Page Number: Pgs. 107-108

Location:

Bottom of page 107 and all of page 108, Example 2. In order to get to page reference, type 7.5C into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Component: Grade 7 TEKS Companion Guide - Digital (ISBN: 9781948709231)

REPORTED FEEDBACK:

that gridabble is no longer used in the state of Texas

Publisher Response:

Thank you for this feedback. We will remove griddable responses from the materials.

Page Number: Pgs. 61-62

Location:

Bottom of page 61 and top of page 62, Example 2. In order to get to page reference, type 7.4D into search box, open "Solving Problems with Rates and Ratios" pdf.

URL to Content: [View Publisher Materials](#)

Component: Grade 7 TEKS Companion Guide - Digital (ISBN: 9781948709231)

REPORTED FEEDBACK:

You have used this griddable throughout your resource. This form of recording answers for students is no longer being used.

Publisher Response:

Thank you for this feedback. We will remove griddable responses from the materials.

Page Number: Pgs. 94-95

Location:

Middle of page 94 and top of page 95, Example 2. In order to get to page reference, type 7.4E into search box, open pdf.

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Math-Grade 7 Teacher Course (ISBN: 9781948709354)

PUBLISHER EDITORIAL CHANGE:

Original Text:

tables included lists of lessons

Updated Text:

tables updated to include spiral reviews

Page Number: 2 and 3

Location:

page 2 - time allotment

page 3 - calendars

URL to Content: [View Publisher Materials](#)

Math, Grade 8 (IMRA)

Program: Math - Grade 8

SRP Feedback

Component: N/A (ISBN: 9781948709026)

REPORTED FEEDBACK:

Griddable responses were removed in the STAAR 2.0 format when interactive types were introduced. There is no need to practice them for STAAR specifically.

Publisher Response:

Thank you for this feedback. We will remove griddable responses from the materials.

Page Number: 2, 4, 6

Location:

page 2- second to last paragraph about "stepped out examples"

page 2- last paragraph about "practice problems"

page 4- Griddable Response Practice"

page 6- "Using the Practice Problems" - Griddable Response section

URL to Content: [View Publisher Materials](#)

Component: Grade 8 TEKS Companion Guide - Digital (ISBN: 9781948709248)

REPORTED FEEDBACK:

take away the griddable (no longer used in the state of Texas)

Publisher Response:

Thank you for this feedback. We will remove griddable responses from the materials.

Page Number: Pgs. 189-190

Location:

Bottom of page 189, top of page 190, Example 1. In order to get to page reference, type 8.12G into search box, open pdf

URL to Content: [View Publisher Materials](#)

Component: Grade 8 TEKS Companion Guide - Digital (ISBN: 9781948709248)

REPORTED FEEDBACK:

In step 3 the formula should be $\frac{1}{3}Bh$. In the bullet points there should be a step for multiplying by $\frac{1}{3}$. 8th graders use a calculator which has a "pi" button. Therefore the final answer for the volume of the cone is 14.73 cubic inches.

Publisher Response:

Thank you for catching that typo! We will revise the formula and intermediate steps in Step 3 and correct the final answer. The TEKS do not specify how students should perform calculations involving pi, therefore whether to use the pi key on a calculator or the approximation of 3.14 is an instructional decision.

Page Number: Pgs. 98-99

Location:

Middle of page 98, top of page 99, Example 2. In order to get to page reference, type 8.7A into search box, open pdf

URL to Content: [View Publisher Materials](#)

Algebraic Reasoning (IMRA)

Program: Algebraic Reasoning Program

SRP Feedback

Component: Algebraic Reasoning Teacher Edition - Print (ISBN: 9780997226508)

REPORTED FEEDBACK:

What about students who have not seen these terms as often?

Publisher Response:

Thank you for your feedback. We are adding content to the Teachers Guide in the teacher online course that addresses different levels of English language proficiency.

Page Number: 187

Location:

Section 2.4 TWE annotation at top of margin, ""Supporting English Language Learners,"" to support Question 11

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Algebraic Reasoning TWE 2024 - Digital (ISBN: 9781948709163)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Using graphs and tables, verify whether or not $f(x) = (x - 1)^2$ and $g(x) = -\sqrt{x} + 1$ are inverses

if the domain of $f(x)$ is restricted to $\{x \mid x \geq 1\}$, including checking the domain restrictions.

Updated Text:

Using graphs and tables, verify whether or not $f(x) = (x - 1)^2$ and $g(x) = -\sqrt{x} + 1$ are inverses

if the domain of $f(x)$ is restricted to $\{x \mid x \geq 1\}$, including checking the domain restrictions. Communicate your reasoning using mathematical language as appropriate.

Page Number: 301

Location:

You Try It

URL to Content: [View Publisher Materials](#)

Component: Algebraic Reasoning Student Edition - Digital (ISBN: 9781948709170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Using graphs and tables, verify whether or not $f(x) = (x - 1)^2$ and $g(x) = -\sqrt{x} + 1$ are inverses

if the domain of $f(x)$ is restricted to $\{x \mid x \geq 1\}$, including checking the domain restrictions.

Updated Text:

Using graphs and tables, verify whether or not $f(x) = (x - 1)^2$ and $g(x) = -\sqrt{x} + 1$ are inverses

if the domain of $f(x)$ is restricted to $\{x \mid x \geq 1\}$, including checking the domain restrictions. Communicate your reasoning using mathematical language as appropriate.

Page Number: 301

Location:

You Try It

URL to Content: [View Publisher Materials](#)

Publisher: Curriculum Associates, LLC

Math, Grade K (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade K

SRP Feedback

**Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 1 Grade K (ISBN: 9781728047010)**

REPORTED FEEDBACK:

In order to guarantee that students are naming the 2-D shapes found in 3-D shapes, the teacher notes should include directions for students to name the flat shapes they drew, not just describe them.

Publisher Response:

We will add "Name the shapes." to the last bullet in the instructions.

Page Number: 166a

Location:

L8 > p. 166a > Discover It

URL to Content: [View Publisher Materials](#)

**Component: i-Ready Classroom 2024 Texas Mathematics Teacher
Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)**

REPORTED FEEDBACK:

Due to the fact that not all kindergarten children are reading yet, I recommend pairing visuals with words: income & gift

Publisher Response:

We will add a small image of a gift next to the word "gift" each time it occurs in this TFI.

Page Number: 4-7

Location:

Tools for Instruction - Income and Gifts

URL to Content: [View Publisher Materials](#)

Math, Grade 1 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 1

SRP Feedback

Component: i-Ready Classroom 2024 Texas Mathematics Teacher
Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

This was not the best example for circles, although they are mentioned in the top part of the activity. I would add some discourse to this activity, including asking students why they cannot make a circle on their geoboard.

Publisher Response:

We will add a bullet with the following text: Ask: Why is it difficult to make a circle on a Geoboard? *Geoboards are good for making shapes that have straight sides and corners. A circle does not have any straight sides or corners.*

Page Number: 1-2

Location:

Tools for Instruction - Plane Shapes - Defining Attributes

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Texas Mathematics Teacher
Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

Instructions should include "Repeat bullet 3 with different rectangles"

Publisher Response:

We will add a note to repeat bullet 3 with different shapes.

Page Number: 190

Location:

L23 > p 190 > p 3 of 8 in the PDF > Modeled Instruction Step by Step

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 1 Grade 1 (ISBN: 9781728047034)

REPORTED FEEDBACK:

Listen For directions refers to 2 plates. Visuals are bowls not plateas.

Publisher Response:

We will fix this.

Page Number: 327

Location:

Lesson 13; Session 4; Make Connections; How are picture graphs &
Tally charts related

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 2 Grade 1 (ISBN: 9781728047041)

REPORTED FEEDBACK:

I would include instructions for teachers to have students turn and talk after completing the problem. The directions say "listen for..." but students were not given instructions to discuss their responses.

Publisher Response:

We will add text to the Close box suggesting students discuss their answer.

Page Number: 425-426

Location:

Lesson 17; Session 2; Close Activity

URL to Content: [View Publisher Materials](#)

**Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 2 Grade 1 (ISBN: 9781728047041)**

REPORTED FEEDBACK:

The SE specifically says to include circles. The activity doesn't guarantee that a student will draw a circle. You could add a teacher note about sharing student examples that show circles.

Publisher Response:

We will add a bullet that says: Ask students if they can name any of the shapes with no corners. Discuss examples of circles.

Page Number: 560

Location:

Lesson 22 > p 560 > Build Concepts > Shapes with No Corners

URL to Content: [View Publisher Materials](#)

**Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 2 Grade 1 (ISBN: 9781728047041)**

REPORTED FEEDBACK:

Instructions should explicitly direct children to try building a rectangle with other shapes, otherwise they may skip it altogether.

Publisher Response:

We will add a bullet at the end of the list that says: Challenge students by asking if they are able to build a large rectangle and a large triangle using the shapes they have.

Page Number: 563

Location:

Lesson 22 > p 563 > Apply It > Let's Build It

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 2 Grade 1 (ISBN: 9781728047041)

REPORTED FEEDBACK:

To make sure that students build a triangle, directions should directly instruct students to build a triangle at some point during their activity, otherwise they may skip it altogether.

Publisher Response:

We will add a bullet at the end of the list that says: Challenge students by asking if they are able to build a large rectangle and a large triangle using the shapes they have.

Page Number: 563

Location:

Lesson 22 > p 563 > Apply It > Let's Build It

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 2 Grade 1 (ISBN: 9781728047041)

REPORTED FEEDBACK:

Would be helpful to add teacher instructions to make sure the discussion includes examples and nonexamples of fourths.

Publisher Response:

We will add a bullet that says "Amplify discussion about examples and non-examples of fourths."

Page Number: 597a

Location:

Lesson 23 > p 597a > Number Sense

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 2 Grade 1 (ISBN: 9781728047041)

REPORTED FEEDBACK:

The directions should say to add the cent symbol and the answer key should show the coin values with the cent symbol.

Publisher Response:

We will make the suggested change.

Page Number: 681

Location:

Lesson 27 > p 681 > Try-Discuss-Connect > Try It

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 2 Grade 1 (ISBN: 9781728047041)

REPORTED FEEDBACK:

pg 689> preparation- should the sentence say ",with each bag containing at least 1 quarter and 1 nickel" instead of "at most"?

Publisher Response:

We will adjust the language in the Preparation section to clarify the expectation.

Page Number: 689

Location:

Lesson 27 > p 689 > Apply It > Mystery Bags

URL to Content: [View Publisher Materials](#)

**Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 1 Grade 1 (ISBN: 9781728047034)**

REPORTED FEEDBACK:

Teachers may need to provide examples of "counting on" to model for students.

Publisher Response:

We will add the following to the bullet about Counting On in the Teacher's guide: You might need to provide students examples of *counting on* from previous lessons.

Page Number: 78

Location:

Lesson 4; Session 1; page 78; Build Concepts; #1

URL to Content: [View Publisher Materials](#)

Math, Grade 2 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 2

SRP Feedback

**Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 1 Grade 2 (2024) (ISBN: 9781728047058)**

REPORTED FEEDBACK:

It would be helpful to add in the directions for teachers to have manipulatives available for students to choose from.

Publisher Response:

We will add a bullet that says "As needed, provide other manipulatives to help students make connections across representations."

Page Number: 249

Location:

L9 > Session 5 > Hands-on Activity p.249

URL to Content: [View Publisher Materials](#)

Math, Grade 6 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 6

SRP Feedback

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

This citation meets the criteria as long as representation of solutions on number lines is added.

Publisher Response:

Thank you for providing this feedback. [We will ensure the TFI includes representation of solutions on a number line.]

Page Number: 1-2

Location:

Tools for Instruction - Solve Equations (Activity will be modified to include representing solutions of equations on number lines.)

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

This citation can be accepted on the condition that graphs are added, as noted in the citation.

Publisher Response:

Thank you for providing this feedback. [We will ensure the TFI includes graphs.]

Page Number: 1-2

Location:

Tools for Instruction - Visualize Rate (Activity will be modified to include graphing rates of real-world problems.)

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

This visual model doesn't provide any instructions regarding concrete models.

The instructions refer to a numberline, which is a pictorial model.

The visual model blurb does include the word integer chips in parentheses, but there are no instructions for how teachers would use that tool as a concrete model.

Publisher Response:

We will modify the reference to integer chips to say "integer chips in a number line arrangement" and delete "whenever possible".

Page Number: 150

Location:

p 2/11 in the PDF; Visual Model

URL to Content: [View Publisher Materials](#)

**Component: i-Ready Classroom 2024 Texas Mathematics Teacher
Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)**

REPORTED FEEDBACK:

While it is difficult to assess with concrete models, It might be beneficial to provide a note for either students or teachers on how to use concrete models, such as integer chips or tangible number lines, to answer the questions.

Publisher Response:

We discuss integer chips as a strategy in the lesson. In the Practice section, we don't feel Question 6 is the best place to reference integer chips since it specifically asks for a number line. Instead, we will address the feedback by modifying the answer for Question 7 to include: Students may use a variety of strategies to justify their explanation, including drawing integer chips.

Page Number: 157

Location:

p 9/11 in the PDF; TEKS Practice problem 6

URL to Content: [View Publisher Materials](#)

**Component: i-Ready Classroom 2024 Texas Mathematics Teacher
Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)**

REPORTED FEEDBACK:

While this touches on the breakout, I would recommend adding specifics into the challenge about researching the various incentives and features that might be available at local bank branches to insure that the teacher doesn't overlook that part of the TEKS.

Publisher Response:

We will the following as the second sentence in the second paragraph of the Challenge Activity: Pairs should also research the features of each account and incentives that might be available.

Page Number: 381

Location:

11/11 in the PDF; Challenge Activity

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

While the 10x10 grid is included here, it might be helpful to include a model or discussion around the use of a 10x10 grid. It feels thrown in and not authentic to the rest of the lesson.

Publisher Response:

We will adjust the answer indicated for Reflect Question 1 to read: In a 10 x 10 grid, the whole is 100 squares. Shading 25 of the squares represents $\frac{1}{4}$ on the grid, which can be written as $\frac{25}{100}$. 25 out of 100 is 25% and 0.25.

Page Number: 39

Location:

p 3/11 in the PDF; Reflect

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 1 Grade 6 (ISBN: 9781728047133)

REPORTED FEEDBACK:

This model is pictorial. I recommend explaining how to use tools such as tiles or unit cubes as a tool.

Publisher Response:

The Hands-On Activity on page 411 explains how to use unit cubes, helping students connect concrete and pictorial representations. We will modify the answer to Question 2 to include the following sentence: Student work may

incorporate varied representations, including unit cube drawings or number lines. Possible work: ..."

Page Number: 413

Location:

Practice Finding the Whole problems

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 1 Grade 6 (ISBN: 9781728047133)

REPORTED FEEDBACK:

While the Math Toolkit provides suggestions for possible manipulatives, it might be beneficial to provide teacher tips on how to use each of the manipulatives listed with students.

Publisher Response:

We will add the following sentence to the answers shown on page 69. Students might represent the scenario using 8 identical sticky notes to represent the tamales and 3 of a different type of sticky note to represent the bags.

Page Number: 69

Location:

Lesson 4, Page 69, Math Toolkit suggests students could use Algebra tiles, number lines, or sticky notes as manipulatives.

URL to Content: [View Publisher Materials](#)

Math, Grade 7 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 7

SRP Feedback

Component: i-Ready Classroom 2024 Texas Mathematics Teacher
Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

Adding word "real-world" to the student Think-Write minimizes misconception to translating equation/inequality from a math sentence to an English sentence.

Publisher Response:

We will change "word problem" to "real-world problem" in the Challenge Activity on page 132.

Page Number: 132

Location:

11/11 in the PDF; Challenge Activity

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

REPORTED FEEDBACK:

If you add to the teacher directions here that either a physical coin OR an online/app simulator could be utilized, it would meet the breakout by including technology.

Publisher Response:

We will modify the Concept Extension box on page 248 to add a reference to using a digital coin simulator as an option.

Page Number: 248

Location:

L22, Concept Extension p 248 (3/11 in the PDF)

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Mathematics Teacher Guide Volume 2 Grade 7 (ISBN: 9781728047164)

REPORTED FEEDBACK:

In order to better meet the part of the breakout that says "WITH TECHNOLOGY", you could potentially add verbage about using a digital coin toss, dice, or spinner option.

Publisher Response:

We will modify the first question in the Deepen Understanding box to say "When is a physical or digital simulation useful ..."

Page Number: 748

Location:

Model It and Deepen Understanding

URL to Content: [View Publisher Materials](#)

Math, Grade 8 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 8

SRP Feedback

Component: i-Ready Classroom 2024 Mathematics Teacher's Guide
volume 1 Grade 8 (ISBN: 9781728047171)

REPORTED FEEDBACK:

To align with the SE, have students write about the transformations they performed to go along with coordinate grid display.

Publisher Response:

We will modify the answer shown on the reduction of the Student Worktext to add: Consider asking students to write a description of the transformations they performed.

Page Number: 114

Location:

Problem 8 Math Journal Exit Ticket

URL to Content: [View Publisher Materials](#)

**Component: i-Ready Classroom 2024 Mathematics Teacher's Guide
volume 1 Grade 8 (ISBN: 9781728047171)**

REPORTED FEEDBACK:

The "Three Reads" can elicit student discourse or CFU that states transformation of a shape, the side lengths, area, and angle measures do not change.

Publisher Response:

After the paragraph about Three Reads, we will add a sentence: Ensure students understand that transformation of a shape does not change the shape's side lengths, area, and angle measures.

Page Number: 20

Location:

L2, p 20, Additional Practice problem 3

URL to Content: [View Publisher Materials](#)

**Component: i-Ready Classroom 2024 Texas Mathematics Teacher
Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)**

REPORTED FEEDBACK:

Explicitly stating the cylinder's base area 36π multiplied the height would complete the description.

Publisher Response:

We will modify the Mathematical Discourse section to say "Use the formula for the volume of a cylinder, which can be thought of as base area times height. Substitute the given values, and solve for the radius."

Page Number: 238

Location:

L22, Mathematical Discourse, p 238, 5/10 in the PDF

URL to Content: [View Publisher Materials](#)

**Component: i-Ready Classroom 2024 Mathematics Teacher's Guide
volume 1 Grade 8 (ISBN: 9781728047171)**

REPORTED FEEDBACK:

It would be beneficial to include guidance for teachers on how to utilize the online tools with their students in the classroom and include that online resource in the math toolkit section of the textbook.

Publisher Response:

We agree that digital tools are important to promote as an option in a student's toolkit. Our digital tools include a Help button that provides instructions on how to use each tool. Our implementation supports on Success Central discuss the role of physical and digital tools in the classroom. In addition, there are Support Videos for the digital math tools. To address this feedback, we will add these videos to a prominent location in the Program Implementation section of the Toolbox.

Page Number: 315

Location:

L14 > Session 2 > Try It > Math Toolkit > <https://teacher-toolbox.i-ready.com/toolbox/M.3/program-implementation...>

URL to Content: [View Publisher Materials](#)

**Component: i-Ready Classroom 2024 Mathematics Teacher Guide
Volume 2 Grade 8 (ISBN: 9781728047188)**

REPORTED FEEDBACK:

It would be beneficial to include guidance for teachers on how to utilize the online tools with their students in the classroom and include that online resource in the math toolkit section of the textbook.

Publisher Response:

We agree that digital tools are important to promote as an option in a student's toolkit. Our digital tools include a Help button that provides instructions on how to use each tool. Our implementation supports on Success Central discuss the role of physical and digital tools in the classroom. In addition, there are Support Videos for the digital math tools. To address this feedback, we will add these videos to a prominent location in the Program Implementation section of the Toolbox.

Page Number: 563

Location:

L23 > Session 2 > Try It > Math Toolkit > <https://teacher-toolbox.i-ready.com/toolbox/M.3/program-implementation...>

URL to Content: [View Publisher Materials](#)

Component: i-Ready Classroom 2024 Mathematics Teacher's Guide volume 1 Grade 8 (ISBN: 9781728047171)

REPORTED FEEDBACK:

It would be beneficial to include the algebraic rule to look ahead question 4C so that students can make the connection between the written expression and the rule that they see on staar ($\frac{1}{2}x$, $\frac{1}{2}y$)

Publisher Response:

Note: This is for problem 2C, not problem 4C. We will modify the answer shown on the reduction of the Student Worktext to add: ", which can be expressed as $\frac{1}{2}x$ and $\frac{1}{2}y$.

Page Number: 96

Location:

Look Ahead

URL to Content: [View Publisher Materials](#)

Publisher: Kiddom

Math, Grade K (IMRA)

Program: Texas Math: Grade K Powered by Kiddom

SRP Feedback

Component: Texas Math: Grade K Powered by Kiddom Print (ISBN: 9798894308791)

REPORTED FEEDBACK:

Consider adding a task where students tell a partner, instead of always just repeating chorally.

Publisher Response:

As part of the errata process we will edit this instruction, "To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words in unison 1–2 times: more, fewer, the same as." to "To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words, or share with a partner, in unison 1–2 times: more, fewer, the same as." to included this feedback.

Page Number: 126

Location:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words in unison 1–2 times: more, fewer, the same as

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Print (ISBN: 9798894308791)

REPORTED FEEDBACK:

Consider adding a word bank.

Publisher Response:

As part of the errata process we will revise this sentence to address the vocabulary of 'more' and 'less', "MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away. As students share when taking away and adding numbers highlight the vocabulary of *more* and *less* to support students in the activity."

Page Number: 204

Location:

MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away.

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Print (ISBN: 9798894308791)

REPORTED FEEDBACK:

Consider adding a sentence stem such as, "I counted by ___." to support English Language Learners.

Publisher Response:

As part of the errata process we will include the suggested sentence stem.

Page Number: 235

Location:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language.

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Print (ISBN: 9798894308791)

REPORTED FEEDBACK:

Consider including the vocabulary words students will internalize and use during this lesson.

Publisher Response:

As part of the errata process we will include a sentence after, "At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions." to read "As students explain highlight vocabulary words that will be used in the lesson."

Page Number: 259

Location:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. Invite groups to rehearse what they will say when they share with the whole class

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Print (ISBN: 9798894308791)

REPORTED FEEDBACK:

Consider turning the physical manipulatives to digital ones to meet the technology expectations.

Publisher Response:

Thank you for your feedback. We will consider it for future updates to the program that may include digital manipulatives.

Page Number: 269-270

Location:

Unit 4: Lesson 9: Activity 1: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Print (ISBN: 9798894308791)

REPORTED FEEDBACK:

Specific/ clarify that students needs to write in this activity, even if their drawing is considered writing.

Publisher Response:

As part of the errata process we will modify this sentence, "Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression." to "Because students have matched expressions to drawings in previous lessons, students may create a drawing or write to find the value of the expression.".

Page Number: 327

Location:

Narrative: In previous lessons, students interpreted expressions and connected expressions to story problems and drawings. This is the first lesson where students begin by working with only expressions. Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression. Students may also use their fingers or objects to represent the expression and count to find the total or difference

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Print (ISBN: 9798894308791)

REPORTED FEEDBACK:

Consider removing the choral response and giving the students to respond orally using the sentence stem provided without having to repeat it.

Publisher Response:

Thank you for your feedback. We will consider this feedback for future updates to the program.

Page Number: 40

Location:

MLR8 Discussion Supports. Synthesis: Use choral repetition to provide all students with an opportunity to produce language. Restate students' observations ("____ and ____ are alike because . . ."; or "____ and ____ are different because . . ."), then invite all students to repeat the sentence

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Print (ISBN: 9798894308791)

REPORTED FEEDBACK:

Provide students with vocabulary cards or anchor charts of what each symbol means.

Publisher Response:

As part of the errata process we will add the following instructions to the EL support in this lesson, "During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations and each symbol used in the equations."

Page Number: 45

Location:

Narrative: In previous units, students have related expressions and equations to story problems, objects, and drawings. Students have separately made sense of equations with the total first () and with the addends first (). In this lesson, students work with both forms of equations in the same activity, which requires them to attend to the placement and meaning of the plus sign. In this lesson, students hear, for the first time, equations read with the term "equals" rather than "is." In future lessons, students will use equations to represent story problems about pattern blocks.

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Print (ISBN: 9798894308791)

REPORTED FEEDBACK:

Add sentence stems that teachers can provide students if needed.

Publisher Response:

As part of the errata process we will include sentence stems for students to use in the discussion.

Page Number: 72

Location:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. “Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show.”

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

"How did you find out if there were enough erasers?" This question could be improved to specify enough erasers for each student.

Publisher Response:

As part of the errata process we will include, "enough erasers for each student" to edit the end of the question mentioned in the feedback.

Page Number: online

Location:

Unit 1: Lesson 10: Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Although the launch does provide an opportunity for students to identify 3D solids, it does not explicitly address a cylinder. Consider naming which solid shapes should be included in the bag to make sure cylinders are available for students.

Publisher Response:

As part of the errata process we will include details on the shapes included in the bag, including cylinders.

Page Number: online

Location:

Unit 7: Lesson 11: Activity 3: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

In the Student-facing Task Statement it states:

"Can you write all the numbers from 0 to 20 on your board without looking at any objects or pictures?:"

Change "can" you write to "write".

Publisher Response:

As part of the errata process we will remove "Can you" in this sentence.

Page Number: online

Location:

Activity 2: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Similar to the sentence that explicitly references breaking 10 into 2 groups of 5, consider adding a sentence that explicitly references joining two groups of 5 to better align to the breakout.

Publisher Response:

As part of the errata process we will add a sentence as described in this feedback.

Page Number: online

Location:

Unit 8: Lesson 17: Activity 1: Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Include statement: Use drawings to solve the problem.

This will align the question to the breakout.

Publisher Response:

As part of the errata process we will include the statement "Use drawings to solve the problem." in this activity.

Page Number: online

Location:

Unit 4: Lesson 9: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

I would suggest adding a statement like in the launch; "Draw a line to match each drawing to an expression. Be prepared to share your thinking."

Publisher Response:

As part of the errata process we will add the suggested statements.

Page Number: online

Location:

Unit 4: Lesson 15: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Although the launch gives students the opportunity to identify 3D shapes, consider explicitly naming a cube as part of the bag of 3D solids provided. This will better align with "identify 3D solids, including cubes"

Publisher Response:

As part of the errata process we will add a list of the shapes included as solid shapes in the materials section, including "cubes".

Page Number: online

Location:

Unit 7: Lesson 11: Activity 3: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

The lesson synthesis states: "Today we made groups that had more, fewer, or the same number of objects as a given group....". Consider revising to state "Today we made groups that had more, fewer, or the same number of objects as a given group by _____. to better meet the breakout. I notice the teacher is mentioning that they created sets that are "more than". Suggest highlighting where students are actively doing this.

Publisher Response:

As part of the errata process we will revise the sentence to read, "Today we made groups that had more, fewer, or the same number of objects as a given group by values less than 20."

Page Number: online

Location:

Unit 2: Lesson 5: Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

One can assume the reference to 5 and 5 and 7 and 3 are the number sentences the breakout is asking for but it should be more clearly stated and visually depicted. Consider adding a prompt "Show me what number sentence you created" in order to align with the standard.

Publisher Response:

As part of the errata process we will revise the sentence, ""Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations." to ""Today we figured out what number we needed to

make 10 and showed the ways to make 10 with equations and number sentences."

Page Number: online

Location:

Unit 8: Lesson 19: Activity 2: Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Although this portion of the lesson provides students with the opportunity to identify coins (as stated on SE), consider that Kinder students are not expected to know the value of a collection of coins. And it is asking students to find the combined value of coins.

Publisher Response:

As part of the errata process we will be revising this lesson to continue to have students identify coins but match the Grade K expectation of addition within 10, not 100 as stated in the submitted lesson.

Page Number: online

Location:

Unit 6: Lesson 16: Activity 1: Student-facing Task Statement #1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Consider adding a step where students explain how they know the number is 'less than', 'the same as', or 'more than'." Additionally consider adding something like "How do you know?" in the launch section.

Publisher Response:

As part of the errata process we will add a line instructing students to explain how they know the number is 'less than', 'the same as', or 'more than'.

Page Number: online

Location:

Unit 2: Lesson 19: Activity 2: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Although it is evident this is a follow up activity from previous day, consider being explicit about the data being organized and into what categories in order to better align with SE.

Publisher Response:

As part of the errata process we will include a second sentence in the synthesis section of activity 2 prompting students to think about how their data is organized based on categories.

Page Number: online

Location:

Unit 1: Lesson 9: Activity 2: Launch & Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Question 2 under note for evaluating response should be more thorough rather than just "9". (see question 1 note for evaluating).

Publisher Response:

As part of the errata process we will update the sample response for question 2 to match the level of detail of question 1 sample response.

Page Number: online

Location:

Unit 2: Lesson 21: Activity 1: Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Include the statement, "Use your counters to solve the problem."

Publisher Response:

As part of the errata process we will include the statement, "Use your counters to solve the problem."

Page Number: online

Location:

Unit 4: Lesson 9: Activity 2: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Wording for the student-facing Task Statement is confusing. A sample picture graph is provided. Identify the graph as an example. For example, "Represent the data shown in your table in a picture graph as shown below."

Publisher Response:

As part of the errata process we will update the prompt for question 2 to "Create your own picture graph showing what your classmates ate for lunch today or yesterday."

Page Number: online

Location:

Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Include the word irregular with the shapes to maintain the integrity of the breakout.

Publisher Response:

As part of the errata process we will include the word "irregular" in this activity.

Page Number: online

Location:

Unit 3: Lesson 4: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Consider adding something like, "I know there are 3 because I see 2 and 1" to the "NOTE FOR EVALUATING RESPONSES." This supports the question: "How do you see them?"

Publisher Response:

As part of the errata process we will add this to the evaluating responses section.

Page Number: online

Location:

Unit 1: Lesson 6: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

In the activity portion of activity 2, considering having an option for for nonreaders to have the activity card read to them since this is kindergarten.

Publisher Response:

As part of the errata process we will include instructions to the teacher to read the activity card aloud for nonreaders.

Page Number: online

Location:

Activity 2: Activity

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Consider adding the option of student choice to use paper and pencil (as the standard states), and not only completing the the task online via drag and drop

Publisher Response:

As part of the errata process we will include the language "Allow students the choice to use paper and pencil or the digital instance to complete the activity."

Page Number: online

Location:

Unit 2: Lesson 13: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Although the Launch portion of this activity provides students with the opportunity of naming coins, consider that Kinder students are not expected to know the value of a collection of coins.

Publisher Response:

As part of the errata process we will be revising this lesson to continue to have students identify coins but match the Grade K expectation of addition within 10, not 100 as stated in the submitted lesson.

Page Number: online

Location:

Unit 6: Lesson 16: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

In the vocabulary used throughout, replacing the word "things" with "items" seems more appropriate.

Publisher Response:

As part of the errata process we will replace the word "things" with "objects" to match other changes in this course.

Page Number: online

Location:

Unit 2: Lesson 19: Activity 1: Questions 1-3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Remove "If needed, ask" in the statement: If needed, ask "What is the name of this shape?"

That way students are having to identify this shape as stated in the breakout.

Publisher Response:

As part of the errata process we will make the edit as suggested.

Page Number: online

Location:

Unit 3: Lesson 6: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

The standard states up to at least 100. However the activity only includes numbers less than 100. The numbers need to be increased in order to align to the standard expectation.

Publisher Response:

As part of the errata process, we will revise the lesson to have students count up to numbers less than 100, as the current lesson stops students at 90.

Page Number: online

Location:

Unit 6: Lesson 11: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

To target this specific breakout, change the statement in the launch from "Tell your partner what happened in the story." to "Show your counters to tell your partner what happened in the story."

Publisher Response:

As part of the errata process we will modify the statement, "Tell your partner what happened in the story." to "Show your counters to tell your partner what happened in the story."

Page Number: online

Location:

Unit 4: Lesson 9: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Material states: "Are there enough pencils at your table for each student to get one?"

This is not having the students use mathematical language, this is a yes or no question.

Publisher Response:

As part of the errata process we will update this question to read, "Are the number of pencils at your table equal to the number of students at your table?" to pull in the mathematical language of 'equal'.

Page Number: online

Location:

Unit 1: Lesson 10: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Include the word "irregular" with the shapes so the students know these are typical shapes.

Publisher Response:

As part of the errata process we will include the word "irregular" in this activity.

Page Number: online

Location:

Unit 3: Lesson 4: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Consider providing sentence stems for students to copy down, as needed, based on their abilities. This task could be improved by including examples of grade-appropriate connecting words, phrases, clauses, and sentences that students have previously been exposed to as a way of anchoring their writing rather than simply writing "some words" as stated.

Publisher Response:

As part of the errata process we will provide sentence stems for teachers to provide to teachers if needed.

Page Number: Online

Location:

Activity 1: Make Number Books

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Make the direction for the question for specific and detailed for the student. The question is vague and does not lead the student to you understand they need to decompose a number.

Publisher Response:

As part of the errata process we will revise the question 1 prompt to make it more clear to students what they should do to decompose the number.

Page Number: online

Location:

Unit 5: Lesson 3: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Include drawing in the synthesis.

Publisher Response:

As part of the errata process we will include an example statement from students in this section, "How did you figure out the answer to the question?" (I counted all of the crayons. I counted all of the counters.)" of the lesson synthesis.

Page Number: online

Location:

Unit 4: Lesson 8: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Question 1 states: "Match the cards that have the same number of things." In the question, consider changing the word "things" to "items" or "objects". This verbiage is higher level and more mathematical. Also, the verbiage should be consistent through the lesson. In the activity narrative, "image" and "objects" were used. Consider being consistent with these vocabulary terms with the student activity.

Publisher Response:

As part of the errata process we will modify the word "things" in this lesson to "objects".

Page Number: online

Location:

Unit 1: Lesson 8: Activity 2: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

This would be better aligned if the students were completing the action as this is a student expectation.

Publisher Response:

As part of the errata process we will add instructions in the Warm up section of Lesson 5 for students to share their strategy for subtraction of the dots in a set.

Page Number: online

Location:

Unit 4: Lesson 5: Activity 1: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

The lesson synthesis states "(She can't use the same drawing. There are the same numbers but one is addition and one is subtraction.)". Consider making the wording a bit clearer ex. The expression uses the same numbers, but one is addition and one is subtraction.

Publisher Response:

As part of the errata process we will replace, "There are the same numbers but one is addition and one is subtraction." with "The expression uses the same numbers, but one is addition and one is subtraction.".

Page Number: online

Location:

Unit 4: Lesson 15: Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Though this launch section does ask students to identify the coins, it is important to note that this lesson is not aligned to kindergarten standards. In kinder, students are asked to simply identify the coins by name, NOT adding the value of coins as seen in this lesson.

Publisher Response:

As part of the errata process we will be revising this lesson to continue to have students identify coins but match the Grade K expectation of addition within 10, not 100 as stated in the submitted lesson.

Page Number: online

Location:

Unit 6: Lesson 15: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

The question listed in the activity "What do you notice?" (There are the same number of pencils and people.)

"Work with your group to get enough pencils so that each student pictured in your student workbook gets one." should also be listed with question 1. Question 1 does not give a directive.

Publisher Response:

As part of the errata process we will include the prompt with question 1 as indicated.

Page Number: online

Location:

Unit 1: Lesson 11: Activity 2: Activity & Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

To directly align to this breakout, include the statement, "Use your counters to solve the problem" before the actual word problem.

Publisher Response:

As part of the errata process we will include the suggested statement before the word problem.

Page Number: online

Location:

Unit 4: Lesson 8: Activity 2: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Wording for the student-facing Task Statement is confusing. A sample picture graph is provided. Identify the graph as an example. For example, "Represent the data shown in your table in a picture graph as shown below."

Publisher Response:

As part of the errata process we will update the prompt for question 2 to "Create your own picture graph showing what your classmates ate for lunch today or yesterday."

Page Number: online

Location:

Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Although the lesson synthesis provides an opportunity for students to identify 3D shapes, consider explicitly addressing identifying cones by adding an example phrase "I am thinking of a shape that has a (circular) base and a pointed edge at the top..."

Publisher Response:

As part of the errata process we will add this example phrase, "I am thinking of a shape that has a (circular) base and a pointed edge at the top. What shape am I thinking of?" (Students point to the cone or say "cone.")

Page Number: online

Location:

Unit 7: Lesson 10: Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Consider including an additional sentence stem such as, "__ and __ make __."

Publisher Response:

As part of the errata process we will include the additional sentence stem as suggested.

Page Number: Online

Location:

Activity 1: Introduce What's Behind My Back, Show 2 Parts

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Student-facing Task Statement Lesson observations- add a statement explaining what the teacher is looking for with the observations.

Publisher Response:

As part of the errata process we will include a statement explaining what the teacher is looking for with the observations.

Page Number: online

Location:

Warm-up: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

To improve the use of comparative language, consider having the students select the number that completes a statement like the following: ___ is more than 6.

Instead of simply asking students to select the number that is more, I would highly suggest incorporating the word "greater." For example: Which number is greater?

Publisher Response:

As part of the errata process we will modify the instructions, "Work with your partner to figure out which number is more. Circle the number that is more." to "Work with your partner to figure out which number is more, which means greater. Circle the number that is more."

Page Number: online

Location:

Unit 2: Lesson 21: Activity 1: Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Provide a vocabulary bank to aide the kindergarteners in labeling the coins appropriately within the table.

Publisher Response:

As part of the errata process we will add a vocabulary bank with this item.

Page Number: online

Location:

Unit 6: Lesson 16: Activity 1: Student-facing Task Statement #1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Although the prompt provides opportunities for students to use formal and informal geometric language, consider adding sentence stems to guide student conversations. Kinder students may need more prompting as they have conversations with their peers.

Publisher Response:

As part of the errata process we will include suggested sentence stems for teachers to guide student conversations.

Page Number: online

Location:

Unit 3: Lesson 4: Activity 1: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Something to consider; Change "Tell your partner what happened in the story." to "Use your two-color counters to tell your partner what happened in the story."

Publisher Response:

As part of the errata process we will change the statement as suggested.

Page Number: online

Location:

Unit 4: Lesson 8: Activity 2: Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

Material states: "I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

Consider including a follow up question like, "How do you know there are enough" (Because there are the same number of pencils and kids.)

Also, suggest the vocabulary including equal instead of "enough"

Publisher Response:

As part of the errata process we will add the suggested question after the prompt, "...many pencils.)".

Page Number: online

Location:

Unit 1: Lesson 11: Activity 2: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

REPORTED FEEDBACK:

The number sentence is implied with the phrase "make 10". Consider rewording the sentence from "How did you choose which tool to use to help you figure out which number you needed to make 10," to "How did you choose which tool to use to help you figure out which number you needed complete a number sentence to make 10?"

Publisher Response:

As part of the errata process we will make the suggested edits to the number sentence.

Page Number: online

Location:

Unit 8: Lesson 19: Activity 2: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression."

Updated Text:

"Because students have matched expressions to drawings in previous lessons, students may create a drawing or write to find the value of the expression."

Page Number: N/A

Location:

Unit 4, Lesson 16, Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite students to place their object on one part of the carpet or table.

Updated Text:

Invite students to place their object on one part of the carpet or table. Give students sentence frames such as "Object __ is a ____." Shapes ____ and ____ are both circles."

Page Number: N/A

Location:

Unit 3, Lesson 4, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Distribute scenario cards to groups of students.

Updated Text:

Distribute scenario cards to groups of students. Read aloud each scenario card.

Page Number: N/A

Location:

Unit 6, Lesson 22, Activity 2, Activity Section

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"MLR8 Discussion Supports. Display and encourage students to use the following sentence frames: "I have ____ cubes in my hand.", "I have ____ cubes on my desk." and "I have ____ cubes altogether." Advances: Speaking, Reading, Representing"

Updated Text:

MLR8 Discussion Supports. Invite students to take turns explaining their drawings to their partner, including reading the numbers to show how many satsumas and how many grapefruits were used. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Listening, SpeakingGK_ELP_4.C.ii.Revised Lesson.pdfCommon Sentence Frames

Page Number: N/A

Location:

Unit 5, Lesson 1, Activity 1 MLR8 Discussion Supports

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression."

Updated Text:

"Because students have matched expressions to drawings in previous lessons, students may create a drawing or write to find the value of the expression."

Page Number: N/A

Location:

Unit 4, Lesson 16, Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Draw two representations, labelled Tyler and Priya:

Updated Text:

Draw two representations, labeled Tyler and Priya:

Page Number: N/A

Location:

Unit 8, Lesson 1, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"Work with your partner to figure out which number is more. Circle the number that is more."

Updated Text:

"Work with your partner to figure out which number is more, which means greater. Circle the number that is more."

Page Number: N/A

Location:

Unit 2, Lesson 21, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Tell your partner what happened in the story.

Updated Text:

Use your two-color counters to tell your partner what happened in the story.

Page Number: N/A

Location:

Unit 4, Lesson 8, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations.

Updated Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations and each symbol used in the equations.

Page Number: N/A

Location:

Unit 7, Lesson 4, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Stop counting and recording at 77.

Updated Text:

Stop counting and recording at 100.

Page Number: N/A

Location:

Unit 8, Lesson 1, Warm-up, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Work with your partner to figure out which number is more. Circle the number that is more."

Updated Text:

"Work with your partner to figure out which number is more, which means greater. Circle the number that is more."

Page Number: N/A

Location:

Unit 2, Lesson 21, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

Updated Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

"How do you know there are enough" (Because there are the same number of pencils and kids.)

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Complete the recording sheet with a drawing and an expression.

Updated Text:

Use the cube tower to represent three different expressions of the number 8. Complete the recording sheet with a drawing and an expression.

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"How did you find out if there were enough erasers?" (We tried to pass out one eraser to each person, but not everyone got one.)

Updated Text:

"How did you find out if there were enough erasers for each student?" (We tried to pass out one eraser to each person, but not everyone got one.)

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first.

Updated Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first. Allow students the choice to use paper and pencil or the digital instance to complete the activity.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words in unison 1–2 times: more, fewer, the same as.

Updated Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words, or share with a partner, in unison 1–2 times: more, fewer, the same as.

Page Number: N/A

Location:

Unit 3, Lesson 12, Activity 2, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Complete the recording sheet with a drawing and an expression.

Updated Text:

Use the cube tower to represent three different expressions of the number 8. Complete the recording sheet with a drawing and an expression.

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

shower

Updated Text:

show

Page Number: N/A

Location:

Unit 2, Lesson 5, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"You and your partner will sort the shape cards into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Updated Text:

"You and your partner will sort the irregular two-dimensional figures into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Page Number: N/A

Location:

Unit 3, Lesson 4, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated Text:

Students will have to drag and drop answers to match the statement lists

Page Number: N/A

Location:

Unit 4: Lesson 15: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"You broke your tower into a group of ____ and a group of ____." invite students to chorally repeat this sentence in unison 1-2 times.

Updated Text:

"You broke your tower into a group of ____ and a group of ____." "__ and __ make __." invite students to chorally repeat this sentence in unison 1-2 times.

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. “Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show.”

Updated Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. “Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show. Provide students with sentence frames such as, “The ____ straw was shorter than the ____ straw.”

Page Number: N/A

Location:

Unit 3, Lesson 7, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid. Describe a shape to students. For example, “I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?” (Students point to the cube or say “cube.”)

Updated Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

"I am thinking of a shape that has a (circular) base and a pointed edge at the top. What shape am I thinking of?" (Students point to the cone or say "cone.")

Page Number: N/A

Location:

Unit 7, Lesson 10, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Can you write all the numbers from 0 to 20 on your board without looking at any objects or pictures?

Updated Text:

Write all the numbers from 0 to 20 on your board without looking at any objects or pictures.

Page Number: N/A

Location:

Unit 6, Lesson 6, Activity 2, Student Facing Task

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. “Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show.”

Updated Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. “Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show. Provide students with sentence frames such as, “The ____ straw was shorter than the _____ straw.”

Page Number: N/A

Location:

Unit 3, Lesson 7, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Groups of 2

Give students the mats and cards.

“We are going to learn a new way to do the Less, Same, More center.”

“First, draw a card and place it at the top of the mat. That card will stay there for the whole round”

“As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in

the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."
"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."
Demonstrate one round.

Updated Text:

Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"How do you know if the number is less than, the same as or more than?"

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Page Number: N/A

Location:

Unit 2, Lesson 19, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Work together with your group to get enough pencils so that everyone in your group has one pencil."

Updated Text:

""Work together with your group to get enough pencils so that every person in the group is equal to one pencil."

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated Text:

Students will have to drag and drop answers to match the statement lists

Page Number: N/A

Location:

Unit 4, Lesson 14, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"How did you choose which tool to use to help you figure out which number you needed to make 10,"

Updated Text:

"How did you choose which tool to use to help you figure out which number you needed complete a number sentence to make 10?"

Page Number: N/A

Location:

Unit 8, Lesson 19, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

There were 5 balls on the playground.

Updated Text:

Use drawings and your counters to solve the problem. There were 5 balls on the playground.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Work together with your group to get enough pencils so that everyone in your group has one pencil."

Updated Text:

""Work together with your group to get enough pencils so that every person in the group is equal to one pencil."

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Are there enough pencils at your table for each student to get one?"

Updated Text:

"Are the number of pencils at your table equal to the number of students at your table?"

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 2: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"MLR8 Discussion Supports. Display and encourage students to use the following sentence frames: "I have ____ cubes in my hand.", "I have ____ cubes on my desk." and "I have ____ cubes altogether." Advances: Speaking, Reading, Representing"

Updated Text:

MLR8 Discussion Supports. Invite students to take turns explaining their drawings to their partner, including reading the numbers to show how many satsumas and how many grapefruits were used. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Listening, SpeakingGK_ELP_4.C.ii.Revised Lesson.pdfCommon Sentence Frames

Page Number: N/A

Location:

Unit 5, Lesson 1, Activity 1 MLR8 Discussion Supports

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or a sentence. Reference the display during the directions, pointing to each component.

Updated Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or sentence starters. Reference the display during the directions, pointing to each component.

Page Number: N/A

Location:

Unit 8, Lesson 7, Activity 1 , Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away.

Updated Text:

"MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away. As students share when taking away and adding numbers highlight the vocabulary of more and less to support students in the activity."

Page Number: N/A

Location:

Unit 8, Lesson 4, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite students to place their object on one part of the carpet or table.

Updated Text:

Invite students to place their object on one part of the carpet or table. Give students sentence frames such as "Object __ is a ____." Shapes ____ and ____ are both circles."

Page Number: N/A

Location:

Unit 3, Lesson 4, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

things

Updated Text:

items

Page Number: N/A

Location:

Unit 2, Lesson 19, Activity 1, Questions 1-3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first.

Updated Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first. Allow students the choice to use paper and pencil or the digital instance to complete the activity.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to place their object on one part of the carpet or table.

Updated Text:

Invite students to place their object on one part of the carpet or table. Give students sentence frames such as "Object __ is a ____." Shapes ____ and ____ are both circles."

Page Number: N/A

Location:

Unit 3, Lesson 4, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

If needed, ask "What is the name of this shape?"

Updated Text:

"What is the name of this shape?"

Page Number: N/A

Location:

Unit 3: Lesson 6: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Stop counting and recording at 77.

Updated Text:

Stop counting and recording at 100.

Page Number: N/A

Location:

Unit 8, Lesson 1, Warm-up, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

Updated Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

"How do you know there are enough" (Because there are the same number of pencils and kids.)

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Tell your partner what happened in the story.

Updated Text:

Use your two-color counters to tell your partner what happened in the story.

Page Number: N/A

Location:

Unit 4, Lesson 8, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Show more fingers than the fingers on the card. Invite the student to shower fewer fingers than the fingers on the card.

Updated Text:

Show more fingers than the fingers on the card. Invite the student to show fewer fingers than the fingers on the card.

Page Number: N/A

Location:

Unit 2, Lesson 5, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Stop counting and recording at 77.

Updated Text:

Stop counting and recording at 100.

Page Number: N/A

Location:

Unit 8, Lesson 1, Warm-up, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

There were 4 markers at school.

Updated Text:

Use drawings to solve the problem. There were 4 markers at school.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words in unison 1–2 times: more, fewer, the same as.

Updated Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words, or share with a partner, in unison 1–2 times: more, fewer, the same as.

Page Number: N/A

Location:

Unit 3, Lesson 12, Activity 2, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

shower

Updated Text:

show

Page Number: N/A

Location:

Unit 2, Lesson 5, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"How did you find out if there were enough erasers?" (We tried to pass out one eraser to each person, but not everyone got one.)

Updated Text:

"How did you find out if there were enough erasers for each student?" (We tried to pass out one eraser to each person, but not everyone got one.)

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Sort the shape cards into two groups."

Updated Text:

"Sort the irregular two-dimensional figures into groups."

Page Number: N/A

Location:

Unit 3, Lesson 4, Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words in unison 1–2 times: more, fewer, the same as.

Updated Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words, or share with a partner, in unison 1–2 times: more, fewer, the same as.

Page Number: N/A

Location:

Unit 3, Lesson 12, Activity 2, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."
Demonstrate one round.

Updated Text:

Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"How do you know if the number is less than, the same as or more than?"

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Page Number: N/A

Location:

Unit 2, Lesson 19, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"You broke your tower into a group of ____ and a group of ____." invite students to chorally repeat this sentence in unison 1-2 times.

Updated Text:

"You broke your tower into a group of ____ and a group of ____." "__ and __ make __." invite students to chorally repeat this sentence in unison 1-2 times.

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question “How did you count?” This gives both students an opportunity to produce language.

Updated Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question “How did you count?” This gives both students an opportunity to produce language. Consider providing the sentence stem, “I counted by __.” to support students use of academic language.”

Page Number: N/A

Location:

Unit 2, Lesson 9, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid. Describe a shape to students. For example, “I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the

sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

Updated Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

"I am thinking of a shape that has a (circular) base and a pointed edge at the top. What shape am I thinking of?" (Students point to the cone or say "cone.")

Page Number: N/A

Location:

Unit 7, Lesson 10, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Updated Text:

Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"How do you know if the number is less than, the same as or more than?"

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Page Number: N/A

Location:

Unit 2, Lesson 19, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/a

Updated Text:

Work with your group to get enough pencils so that each student pictured in your student workbook gets one.

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

There were 5 balls on the playground.

Updated Text:

Use drawings and your counters to solve the problem. There were 5 balls on the playground.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Are there enough pencils at your table for each student to get one?"

Updated Text:

"Are the number of pencils at your table equal to the number of students at your table?"

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 2: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Match the cards that have the same number of things.

Updated Text:

Match the cards that have the same number of items.

Page Number: N/A

Location:

Unit 1, Lesson 8, Activity 2, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. Invite groups to rehearse what they will say when they share with the whole class.

Updated Text:

"At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. As students explain highlight vocabulary words that will be used in the lesson."

Page Number: N/A

Location:

Unit 6, Lesson 9, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

There were 5 balls on the playground.

Updated Text:

Use drawings and your counters to solve the problem. There were 5 balls on the playground.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Today we made groups that had more, fewer, or the same number of objects as a given group...."

Updated Text:

Today we made groups that had more, fewer, or the same number of objects as a given group by values less than 20."

Page Number: N/A

Location:

Unit 2, Lesson 5, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Display a couple of shape cards"

Updated Text:

"Display a couple of irregular shape cards"

Page Number: N/A

Location:

Unit 3, Lesson 4, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

If time allows, invite students to make a rough draft and then a final draft of their book.

Updated Text:

If time allows, invite students to make a rough draft and then a final draft of their book. Consider providing sentence starters such as "In my community, you can find _____. There are _____ objects in my community."

Page Number: N/A

Location:

Unit 8, Lesson 7, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away.

Updated Text:

"MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away. As students share when taking away and adding numbers highlight the vocabulary of more and less to support students in the activity."

Page Number: N/A

Location:

Unit 8, Lesson 4, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Write the names and values of the coins you know.

Updated Text:

Write the names and values of the coins you know. Dimes. Penny. Nickel. Quarter.

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 1, Student Facing Task

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Distribute scenario cards to groups of students.

Updated Text:

Distribute scenario cards to groups of students. Read aloud each scenario card.

Page Number: N/A

Location:

Unit 6, Lesson 22, Activity 2, Activity Section

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away.

Updated Text:

"MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away. As students share when taking away and adding numbers highlight the vocabulary of more and less to support students in the activity."

Page Number: N/A

Location:

Unit 8, Lesson 4, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

things

Updated Text:

items

Page Number: N/A

Location:

Unit 2, Lesson 19, Activity 1, Questions 1-3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"MLR8 Discussion Supports. Display and encourage students to use the following sentence frames: "I have ____ cubes in my hand.", "I have ____ cubes on my desk." and "I have ____ cubes altogether." Advances: Speaking,

Reading, Representing"

Updated Text:

MLR8 Discussion Supports. Invite students to take turns explaining their drawings to their partner, including reading the numbers to show how many satsumas and how many grapefruits were used. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Listening, SpeakingGK_ELP_4.C.ii.Revised Lesson.pdfCommon Sentence Frames

Page Number: N/A

Location:

Unit 5, Lesson 1, Activity 1 MLR8 Discussion Supports

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Show more fingers than the fingers on the card. Invite the student to shower fewer fingers than the fingers on the card.

Updated Text:

Show more fingers than the fingers on the card. Invite the student to show fewer fingers than the fingers on the card.

Page Number: N/A

Location:

Unit 2, Lesson 5, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

There were 4 markers at school.

Updated Text:

Use drawings to solve the problem. There were 4 markers at school.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

Updated Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

"How do you know there are enough" (Because there are the same number of pencils and kids.)

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Represent the data shown in your table in a picture graph.

Updated Text:

Create a table of what your classmates ate for lunch today or yesterday.
Represent the data shown in your table in a picture graph.

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression."

Updated Text:

"Because students have matched expressions to drawings in previous lessons, students may create a drawing or write to find the value of the expression."

Page Number: N/A

Location:

Unit 4, Lesson 16, Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

Updated Text:

Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations and number sentences."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

"Show me what number sentence you created"

Page Number: N/A

Location:

Unit 8, Lesson 19, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

shower

Updated Text:

show

Page Number: N/A

Location:

Unit 2, Lesson 5, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Now let's see what we can learn about the representations of our class data."

Updated Text:

"How did you organize your data? What categories did you create? Now let's see what we can learn about the representations of our class data."

Page Number: N/A

Location:

Unit 3, Lesson 19, Activity 2, Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Match the cards that have the same number of things.

Updated Text:

Match the cards that have the same number of items.

Page Number: N/A

Location:

Unit 1, Lesson 8, Activity 2, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

shower

Updated Text:

show

Page Number: N/A

Location:

Unit 2, Lesson 5, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Sort the shape cards into two groups."

Updated Text:

"Sort the irregular two-dimensional figures into groups."

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated Text:

Students will have to drag and drop answers to match the statement lists

Page Number: N/A

Location:

Unit 4: Lesson 15: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.
Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

Updated Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.
Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the

sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

"I am thinking of a shape that has a (circular) base and a pointed edge at the top. What shape am I thinking of?" (Students point to the cone or say "cone.")

Page Number: N/A

Location:

Unit 7, Lesson 10, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/a

Updated Text:

Work with your group to get enough pencils so that each student pictured in your student workbook gets one.

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"You broke your tower into a group of ____ and a group of ____." invite students to chorally repeat this sentence in unison 1-2 times.

Updated Text:

"You broke your tower into a group of ____ and a group of ____." "__ and __ make __." invite students to chorally repeat this sentence in unison 1-2 times.

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Draw two representations, labelled Tyler and Priya:

Updated Text:

Draw two representations, labeled Tyler and Priya:

Page Number: N/A

Location:

Unit 8, Lesson 1, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the

sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

Updated Text:

Display 4 solid shapes, such as a cylinder, cube, cone, and pyramid.

Describe a shape to students. For example, "I am thinking of a shape that looks the same on all of the sides. It is a solid shape. It has squares on the sides. Which shape am I thinking of?" (Students point to the cube or say "cube.")

"I am thinking of a shape that has a (circular) base and a pointed edge at the top. What shape am I thinking of?" (Students point to the cone or say "cone.")

Page Number: N/A

Location:

Unit 7, Lesson 10, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

Updated Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

"Share how you took away dots in the set."

Page Number: N/A

Location:

Unit 4, Lesson 5, Warm-Up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. Invite groups to rehearse what they will say when they share with the whole class.

Updated Text:

"At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. As students explain highlight vocabulary words that will be used in the lesson."

Page Number: N/A

Location:

Unit 6, Lesson 9, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Today we made groups that had more, fewer, or the same number of objects as a given group...."

Updated Text:

Today we made groups that had more, fewer, or the same number of objects as a given group by values less than 20."

Page Number: N/A

Location:

Unit 2, Lesson 5, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Are there enough pencils at your table for each student to get one?"

Updated Text:

"Are the number of pencils at your table equal to the number of students at your table?"

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 2: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"You and your partner will sort the shape cards into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Updated Text:

"You and your partner will sort the irregular two-dimensional figures into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Page Number: N/A

Location:

Unit 3, Lesson 4, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. Invite groups to rehearse what they will say when they share with the whole class.

Updated Text:

"At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. As students explain highlight vocabulary words that will be used in the lesson."

Page Number: N/A

Location:

Unit 6, Lesson 9, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

things

Updated Text:

items

Page Number: N/A

Location:

Unit 2, Lesson 19, Activity 1, Questions 1-3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

If time allows, invite students to make a rough draft and then a final draft of their book.

Updated Text:

If time allows, invite students to make a rough draft and then a final draft of their book. Consider providing sentence starters such as "In my community, you can find _____. There are _____ objects in my community."

Page Number: N/A

Location:

Unit 8, Lesson 7, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. “Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show.”

Updated Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. “Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show. Provide students with sentence frames such as, “The ____ straw was shorter than the _____ straw.”

Page Number: N/A

Location:

Unit 3, Lesson 7, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Write the names and values of the coins you know.

Updated Text:

Write the names and values of the coins you know. Dimes. Penny. Nickel. Quarter.

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 1, Student Facing Task

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

things

Updated Text:

items

Page Number: N/A

Location:

Unit 2, Lesson 19, Activity 1, Questions 1-3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Can you write all the numbers from 0 to 20 on your board without looking at any objects or pictures?

Updated Text:

Write all the numbers from 0 to 20 on your board without looking at any objects or pictures.

Page Number: N/A

Location:

Unit 6, Lesson 6, Activity 2, Student Facing Task

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

There were 4 markers at school.

Updated Text:

Use drawings to solve the problem. There were 4 markers at school.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Represent the data shown in your table in a picture graph.

Updated Text:

Create a table of what your classmates ate for lunch today or yesterday.
Represent the data shown in your table in a picture graph.

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated Text:

Students will have to drag and drop answers to match the statement lists

Page Number: N/A

Location:

Unit 4, Lesson 14, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations.

Updated Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations and each symbol used in the equations.

Page Number: N/A

Location:

Unit 7, Lesson 4, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

There were 4 markers at school.

Updated Text:

Use drawings to solve the problem. There were 4 markers at school.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

9

Updated Text:

I counted out 9 cubes and 4 cubes. I lined them up and matched them. The line of 9 cubes has extra cubes at the end so 9 is more than 4.

Green and blue cubes.

I drew a line of 9 circles and a line of 4 circles so that they match. I can see that the 9 has extra circles, so 9 is more than 4.

Group of 9 circles. Group of 4 circles.

I know that when I count to 10, I say 54first and then I say 9 later. 1, 2, 3, 4, 5, 6, 7, 8, 9. The numbers get bigger as you count, so 9 is more than 4.

Page Number: N/A

Location:

Unit 2, Lesson 21, Activity 1, Questions 2, Sample Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Tell your partner what happened in the story.

Updated Text:

Use your two-color counters to tell your partner what happened in the story.

Page Number: N/A

Location:

Unit 4, Lesson 8, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Count to 90 1-2 times as a class.

Updated Text:

Count to 90 1-2 times as a class.

"Can we count higher than 90?"

Page Number: N/A

Location:

Unit 6, Lesson 11, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"How did you find out if there were enough erasers?" (We tried to pass out one eraser to each person, but not everyone got one.)

Updated Text:

"How did you find out if there were enough erasers for each student?" (We tried to pass out one eraser to each person, but not everyone got one.)

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

Updated Text:

Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations and number sentences."

"Tell your partner one way to make 10. Tell them at least 2 ways that you

can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

"Show me what number sentence you created"

Page Number: N/A

Location:

Unit 8, Lesson 19, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Now let's see what we can learn about the representations of our class data."

Updated Text:

" How did you organize your data? What categories did you create? Now let's see what we can learn about the representations of our class data."

Page Number: N/A

Location:

Unit 3, Lesson 19, Activity 2, Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Sort the shape cards into two groups."

Updated Text:

"Sort the irregular two-dimensional figures into groups."

Page Number: N/A

Location:

Unit 3, Lesson 4, Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first.

Updated Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first. Allow students the choice to use paper and pencil or the digital instance to complete the activity.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

Updated Text:

Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations and number sentences."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

"Show me what number sentence you created"

Page Number: N/A

Location:

Unit 8, Lesson 19, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Draw two representations, labelled Tyler and Priya:

Updated Text:

Draw two representations, labeled Tyler and Priya:

Page Number: N/A

Location:

Unit 8, Lesson 1, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

Updated Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

"Share how you took away dots in the set."

Page Number: N/A

Location:

Unit 4, Lesson 5, Warm-Up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/a

Updated Text:

Work with your group to get enough pencils so that each student pictured in your student workbook gets one.

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

If needed, ask "What is the name of this shape?"

Updated Text:

"What is the name of this shape?"

Page Number: N/A

Location:

Unit 3: Lesson 6: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"How did you choose which tool to use to help you figure out which number you needed to make 10,"

Updated Text:

"How did you choose which tool to use to help you figure out which number you needed complete a number sentence to make 10?"

Page Number: N/A

Location:

Unit 8, Lesson 19, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Today we made groups that had more, fewer, or the same number of objects as a given group...."

Updated Text:

Today we made groups that had more, fewer, or the same number of objects as a given group by values less than 20."

Page Number: N/A

Location:

Unit 2, Lesson 5, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

3. I counted 1, 2, 3. I saw 3. It looks like a number cube.

Updated Text:

3. I counted 1, 2, 3. I saw 3. I know there are 3 because I see 2 and 1. It looks like a number cube.

Page Number: N/A

Location:

Unit 1, Lesson 6, Activity 1, Question 1, Note for Evaluating Responses

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated Text:

Students will have to drag and drop answers to match the statement lists

Page Number: N/A

Location:

Unit 4, Lesson 14, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Today we made groups that had more, fewer, or the same number of objects as a given group...."

Updated Text:

Today we made groups that had more, fewer, or the same number of objects as a given group by values less than 20."

Page Number: N/A

Location:

Unit 2, Lesson 5, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"You and your partner will sort the shape cards into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Updated Text:

"You and your partner will sort the irregular two-dimensional figures into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Page Number: N/A

Location:

Unit 3, Lesson 4, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words in unison 1–2 times: more, fewer, the same as.

Updated Text:

MLR8 Discussion Supports. To support the transfer of new vocabulary to long-term memory, invite students to chorally repeat these words, or share with a partner, in unison 1–2 times: more, fewer, the same as.

Page Number: N/A

Location:

Unit 3, Lesson 12, Activity 2, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"MLR8 Discussion Supports. Display and encourage students to use the following sentence frames: "I have ____ cubes in my hand.", "I have ____ cubes on my desk." and "I have ____ cubes altogether." Advances: Speaking, Reading, Representing"

Updated Text:

MLR8 Discussion Supports. Invite students to take turns explaining their drawings to their partner, including reading the numbers to show how many satsumas and how many grapefruits were used. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Listening, SpeakingGK_ELP_4.C.ii.Revised Lesson.pdfCommon Sentence Frames

Page Number: N/A

Location:

Unit 5, Lesson 1, Activity 1 MLR8 Discussion Supports

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Write the names and values of the coins you know.

Updated Text:

Write the names and values of the coins you know. Dimes. Penny. Nickel. Quarter.

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 1, Student Facing Task

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Can you write all the numbers from 0 to 20 on your board without looking at any objects or pictures?

Updated Text:

Write all the numbers from 0 to 20 on your board without looking at any objects or pictures.

Page Number: N/A

Location:

Unit 6, Lesson 6, Activity 2, Student Facing Task

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

If time allows, invite students to make a rough draft and then a final draft of their book.

Updated Text:

If time allows, invite students to make a rough draft and then a final draft of their book. Consider providing sentence starters such as "In my community, you can find _____. There are _____ objects in my community."

Page Number: N/A

Location:

Unit 8, Lesson 7, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or a sentence. Reference the display during the directions, pointing to each component.

Updated Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or sentence starters. Reference the display during the directions, pointing to each component.

Page Number: N/A

Location:

Unit 8, Lesson 7, Activity 1 , Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Write the names and values of the coins you know.

Updated Text:

Write the names and values of the coins you know. Dimes. Penny. Nickel. Quarter.

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 1, Student Facing Task

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"There are the same numbers but one is addition and one is subtraction."

Updated Text:

"The expression uses the same numbers, but one is addition and one is subtraction.".

Page Number: N/A

Location:

Unit 4, Lesson 15, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations.

Updated Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations and each symbol used in the equations.

Page Number: N/A

Location:

Unit 7, Lesson 4, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

9

Updated Text:

I counted out 9 cubes and 4 cubes. I lined them up and matched them. The line of 9 cubes has extra cubes at the end so 9 is more than 4.

Green and blue cubes.

I drew a line of 9 circles and a line of 4 circles so that they match. I can see that the 9 has extra circles, so 9 is more than 4.

Group of 9 circles. Group of 4 circles.

I know that when I count to 10, I say 54first and then I say 9 later. 1, 2, 3, 4, 5, 6, 7, 8, 9. The numbers get bigger as you count, so 9 is more than 4.

Page Number: N/A

Location:

Unit 2, Lesson 21, Activity 1, Questions 2, Sample Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Represent the data shown in your table in a picture graph.

Updated Text:

Create a table of what your classmates ate for lunch today or yesterday.
Represent the data shown in your table in a picture graph.

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Display a couple of shape cards"

Updated Text:

"Display a couple of irregular shape cards"

Page Number: N/A

Location:

Unit 3, Lesson 4, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations.

Updated Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each equation aloud. Listen for and clarify questions about the equations and each symbol used in the equations.

Page Number: N/A

Location:

Unit 7, Lesson 4, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, similar to the 10-frame and fingers.

Updated Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, and joining 2 groups of 5, similar to the 10-frame and fingers.

Page Number: N/A

Location:

Unit 8, Lesson 17, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

Updated Text:

"I need to get enough pencils so that each student has one. What should I do?" (You should give each student a pencil. You should count the students and see how many there are. Then you can get that many pencils.)"

"How do you know there are enough" (Because there are the same number of pencils and kids.)

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Now let's see what we can learn about the representations of our class data."

Updated Text:

" How did you organize your data? What categories did you create? Now let's see what we can learn about the representations of our class data."

Page Number: N/A

Location:

Unit 3, Lesson 19, Activity 2, Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first.

Updated Text:

The purpose of this activity is for students to match groups of images to numbers. Students count images arranged in circles for the first time, which requires students to keep track of which image they counted first. Allow students the choice to use paper and pencil or the digital instance to complete the activity.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away.

Updated Text:

"MLR8 Discussion Supports. During partner work time, invite each partner to read each starting number and new number aloud. Listen for and clarify questions about adding and taking away. As students share when taking away and adding numbers highlight the vocabulary of more and less to support students in the activity."

Page Number: N/A

Location:

Unit 8, Lesson 4, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Count to 90 1-2 times as a class.

Updated Text:

Count to 90 1-2 times as a class.
"Can we count higher than 90?"

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Now let's see what we can learn about the representations of our class data."

Updated Text:

"How did you organize your data? What categories did you create? Now let's see what we can learn about the representations of our class data."

Page Number: N/A

Location:

Unit 3, Lesson 19, Activity 2, Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Distribute scenario cards to groups of students.

Updated Text:

Distribute scenario cards to groups of students. Read aloud each scenario card.

Page Number: N/A

Location:

Unit 6, Lesson 22, Activity 2, Activity Section

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

Updated Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

"Share how you took away dots in the set."

Page Number: N/A

Location:

Unit 4, Lesson 5, Warm-Up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

If needed, ask "What is the name of this shape?"

Updated Text:

"What is the name of this shape?"

Page Number: N/A

Location:

Unit 3: Lesson 6: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Show more fingers than the fingers on the card. Invite the student to shower fewer fingers than the fingers on the card.

Updated Text:

Show more fingers than the fingers on the card. Invite the student to show fewer fingers than the fingers on the card.

Page Number: N/A

Location:

Unit 2, Lesson 5, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language.

Updated Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language. Consider providing the sentence stem, "I counted by __." to support students use of academic language."

Page Number: N/A

Location:

Unit 2, Lesson 9, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

Updated Text:

"What changed from this group of dots to the next?" (Some of the dots were taken away.)

"Share how you took away dots in the set."

Page Number: N/A

Location:

Unit 4, Lesson 5, Warm-Up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Work with your partner to figure out which number is more. Circle the number that is more."

Updated Text:

"Work with your partner to figure out which number is more, which means greater. Circle the number that is more."

Page Number: N/A

Location:

Unit 2, Lesson 21, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"You broke your tower into a group of ____ and a group of ____." invite students to chorally repeat this sentence in unison 1-2 times.

Updated Text:

"You broke your tower into a group of ____ and a group of ____." "__ and __ make __." invite students to chorally repeat this sentence in unison 1-2 times.

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Are there enough pencils at your table for each student to get one?"

Updated Text:

"Are the number of pencils at your table equal to the number of students at your table?"

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 2: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"How did you choose which tool to use to help you figure out which number you needed to make 10,"

Updated Text:

"How did you choose which tool to use to help you figure out which number you needed complete a number sentence to make 10?"

Page Number: N/A

Location:

Unit 8, Lesson 19, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

3. I counted 1, 2, 3. I saw 3. It looks like a number cube.

Updated Text:

3. I counted 1, 2, 3. I saw 3. I know there are 3 because I see 2 and 1. It looks like a number cube.

Page Number: N/A

Location:

Unit 1, Lesson 6, Activity 1, Question 1, Note for Evaluating Responses

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"You and your partner will sort the shape cards into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Updated Text:

"You and your partner will sort the irregular two-dimensional figures into two groups. You can decide how to sort the shapes. Put each shape in one of your groups. Talk to your partner about why each shape fits in the group."

Page Number: N/A

Location:

Unit 3, Lesson 4, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Match the cards that have the same number of things.

Updated Text:

Match the cards that have the same number of items.

Page Number: N/A

Location:

Unit 1, Lesson 8, Activity 2, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"How did you choose which tool to use to help you figure out which number you needed to make 10,"

Updated Text:

"How did you choose which tool to use to help you figure out which number you needed complete a number sentence to make 10?"

Page Number: N/A

Location:

Unit 8, Lesson 19, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Complete the recording sheet with a drawing and an expression.

Updated Text:

Use the cube tower to represent three different expressions of the number 8. Complete the recording sheet with a drawing and an expression.

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or a sentence. Reference the display during the directions, pointing to each component.

Updated Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or sentence starters. Reference the display during the directions, pointing to each component.

Page Number: N/A

Location:

Unit 8, Lesson 7, Activity 1 , Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"There are the same numbers but one is addition and one is subtraction."

Updated Text:

"The expression uses the same numbers, but one is addition and one is subtraction."

Page Number: N/A

Location:

Unit 4, Lesson 15, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Can you write all the numbers from 0 to 20 on your board without looking at any objects or pictures?

Updated Text:

Write all the numbers from 0 to 20 on your board without looking at any objects or pictures.

Page Number: N/A

Location:

Unit 6, Lesson 6, Activity 2, Student Facing Task

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Students will have will have to drag and drop answers to match the statement lists

Updated Text:

Students will have to drag and drop answers to match the statement lists

Page Number: N/A

Location:

Unit 4: Lesson 15: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or a sentence. Reference the display during the directions, pointing to each component.

Updated Text:

MLR8 Discussion Supports. Create a visual display of a page with a number, a picture, and some words or sentence starters. Reference the display during the directions, pointing to each component.

Page Number: N/A

Location:

Unit 8, Lesson 7, Activity 1 , Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"Work together with your group to get enough pencils so that everyone in your group has one pencil."

Updated Text:

""Work together with your group to get enough pencils so that every person in the group is equal to one pencil."

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Show more fingers than the fingers on the card. Invite the student to shower fewer fingers than the fingers on the card.

Updated Text:

Show more fingers than the fingers on the card. Invite the student to show fewer fingers than the fingers on the card.

Page Number: N/A

Location:

Unit 2, Lesson 5, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

9

Updated Text:

I counted out 9 cubes and 4 cubes. I lined them up and matched them. The line of 9 cubes has extra cubes at the end so 9 is more than 4.

Green and blue cubes.

I drew a line of 9 circles and a line of 4 circles so that they match. I can see that the 9 has extra circles, so 9 is more than 4.

Group of 9 circles. Group of 4 circles.

I know that when I count to 10, I say 54first and then I say 9 later. 1, 2, 3, 4, 5, 6, 7, 8, 9. The numbers get bigger as you count, so 9 is more than 4.

Page Number: N/A

Location:

Unit 2, Lesson 21, Activity 1, Questions 2, Sample Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"Display a couple of shape cards"

Updated Text:

"Display a couple of irregular shape cards"

Page Number: N/A

Location:

Unit 3, Lesson 4, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. Invite groups to rehearse what they will say when they share with the whole class.

Updated Text:

"At the appropriate time, give students 2–3 minutes to make sure that everyone in their group can explain how they organized the numbers and expressions. As students explain highlight vocabulary words that will be used in the lesson."

Page Number: N/A

Location:

Unit 6, Lesson 9, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, similar to the 10-frame and fingers.

Updated Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, and joining 2 groups of 5, similar to the 10-frame and fingers.

Page Number: N/A

Location:

Unit 8, Lesson 17, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

9

Updated Text:

I counted out 9 cubes and 4 cubes. I lined them up and matched them. The line of 9 cubes has extra cubes at the end so 9 is more than 4.

Green and blue cubes.

I drew a line of 9 circles and a line of 4 circles so that they match. I can see that the 9 has extra circles, so 9 is more than 4.

Group of 9 circles. Group of 4 circles.

I know that when I count to 10, I say 54first and then I say 9 later. 1, 2, 3, 4, 5, 6, 7, 8, 9. The numbers get bigger as you count, so 9 is more than 4.

Page Number: N/A

Location:

Unit 2, Lesson 21, Activity 1, Questions 2, Sample Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Count to 90 1-2 times as a class.

Updated Text:

Count to 90 1-2 times as a class.
"Can we count higher than 90?"

Page Number: N/A

Location:

Unit 6, Lesson 11, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Distribute scenario cards to groups of students.

Updated Text:

Distribute scenario cards to groups of students. Read aloud each scenario card.

Page Number: N/A

Location:

Unit 6, Lesson 22, Activity 2, Activity Section

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

image

Updated Text:

update image

<https://drive.google.com/file/d/1W6Q4yvl1aMplQyWITx8vz0hTCPPLih6v/view>

Page Number: N/A

Location:

Unit 7, Lesson 16, Warm Up

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Because students have matched expressions to drawings in previous lessons, students may create a drawing to find the value of the expression."

Updated Text:

"Because students have matched expressions to drawings in previous lessons, students may create a drawing or write to find the value of the expression."

Page Number: N/A

Location:

Unit 4, Lesson 16, Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Count to 90 1-2 times as a class.

Updated Text:

Count to 90 1-2 times as a class.

"Can we count higher than 90?"

Page Number: N/A

Location:

Unit 6, Lesson 11, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to place their object on one part of the carpet or table.

Updated Text:

Invite students to place their object on one part of the carpet or table. Give students sentence frames such as "Object __ is a ____." Shapes ____ and ____ are both circles."

Page Number: N/A

Location:

Unit 3, Lesson 4, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Sort the shape cards into two groups."

Updated Text:

"Sort the irregular two-dimensional figures into groups."

Page Number: N/A

Location:

Unit 3, Lesson 4, Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Work with your partner to figure out which number is more. Circle the number that is more."

Updated Text:

"Work with your partner to figure out which number is more, which means greater. Circle the number that is more."

Page Number: N/A

Location:

Unit 2, Lesson 21, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

If needed, ask "What is the name of this shape?"

Updated Text:

"What is the name of this shape?"

Page Number: N/A

Location:

Unit 3: Lesson 6: Activity 1: Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Tell your partner what happened in the story.

Updated Text:

Use your two-color counters to tell your partner what happened in the story.

Page Number: N/A

Location:

Unit 4, Lesson 8, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language.

Updated Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question "How did you count?" This gives both students an opportunity to produce language. Consider providing the sentence stem, "I counted by __." to support students use of academic language."

Page Number: N/A

Location:

Unit 2, Lesson 9, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Stop counting and recording at 77.

Updated Text:

Stop counting and recording at 100.

Page Number: N/A

Location:

Unit 8, Lesson 1, Warm-up, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/a

Updated Text:

Work with your group to get enough pencils so that each student pictured in your student workbook gets one.

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question “How did you count?” This gives both students an opportunity to produce language.

Updated Text:

MLR8 Discussion Supports. Invite students to begin partner interactions by repeating the question “How did you count?” This gives both students an opportunity to produce language. Consider providing the sentence stem, “I counted by __.” to support students use of academic language.”

Page Number: N/A

Location:

Unit 2, Lesson 9, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

3. I counted 1, 2, 3. I saw 3. It looks like a number cube.

Updated Text:

3. I counted 1, 2, 3. I saw 3. I know there are 3 because I see 2 and 1. It looks like a number cube.

Page Number: N/A

Location:

Unit 1, Lesson 6, Activity 1, Question 1, Note for Evaluating Responses

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Match the cards that have the same number of things.

Updated Text:

Match the cards that have the same number of items.

Page Number: N/A

Location:

Unit 1, Lesson 8, Activity 2, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

Updated Text:

Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations and number sentences."

"Tell your partner one way to make 10. Tell them at least 2 ways that you can show it." (5 and 5. I can show 5 fingers and 5 fingers. 7 and 3. I can show 7 red counters and 3 yellow counters on a 10-frame.)

"Show me what number sentence you created"

Page Number: N/A

Location:

Unit 8, Lesson 19, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Complete the recording sheet with a drawing and an expression.

Updated Text:

Use the cube tower to represent three different expressions of the number 8. Complete the recording sheet with a drawing and an expression.

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 1, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

3. I counted 1, 2, 3. I saw 3. It looks like a number cube.

Updated Text:

3. I counted 1, 2, 3. I saw 3. I know there are 3 because I see 2 and 1. It looks like a number cube.

Page Number: N/A

Location:

Unit 1, Lesson 6, Activity 1, Question 1, Note for Evaluating Responses

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"How did you find out if there were enough erasers?" (We tried to pass out one eraser to each person, but not everyone got one.)

Updated Text:

"How did you find out if there were enough erasers for each student?" (We tried to pass out one eraser to each person, but not everyone got one.)

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"There are the same numbers but one is addition and one is subtraction."

Updated Text:

"The expression uses the same numbers, but one is addition and one is subtraction."

Page Number: N/A

Location:

Unit 4, Lesson 15, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Students will have will have to drag and drop answers to match the statement lists

Updated Text:

Students will have to drag and drop answers to match the statement lists

Page Number: N/A

Location:

Unit 4: Lesson 15: Activity 1: Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Draw two representations, labelled Tyler and Priya:

Updated Text:

Draw two representations, labeled Tyler and Priya:

Page Number: N/A

Location:

Unit 8, Lesson 1, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. “Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show.”

Updated Text:

MLR8 Discussion Supports. Synthesis: At the appropriate time, give groups 2–3 minutes to plan what they will say when they present to the class. “Practice what you will say when you share with the class. Talk about what is important to say, and decide who will speak and who will show. Provide students with sentence frames such as, “The ____ straw was shorter than the ____ straw.”

Page Number: N/A

Location:

Unit 3, Lesson 7, Activity 1, Access for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"There are the same numbers but one is addition and one is subtraction."

Updated Text:

"The expression uses the same numbers, but one is addition and one is subtraction."

Page Number: N/A

Location:

Unit 4, Lesson 15, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Updated Text:

Groups of 2

Give students the mats and cards.

"We are going to learn a new way to do the Less, Same, More center."

"First, draw a card and place it at the top of the mat. That card will stay there for the whole round"

"As you flip over each other card, decide if it shows, less than, the same number as, or more than the card at the top. If it shows less than, put it in the square on the left. If it shows the same number as, put it in the square in the middle, and if it shows more than, put it in the square on the right."

"How do you know if the number is less than, the same as or more than?"

"After you place each card, tell your partner a sentence using the words 'less than', 'the same as', or 'more than'."

Demonstrate one round.

Page Number: N/A

Location:

Unit 2, Lesson 19, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

If time allows, invite students to make a rough draft and then a final draft of their book.

Updated Text:

If time allows, invite students to make a rough draft and then a final draft of their book. Consider providing sentence starters such as "In my community, you can find _____. There are _____ objects in my community."

Page Number: N/A

Location:

Unit 8, Lesson 7, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Represent the data shown in your table in a picture graph.

Updated Text:

Create a table of what your classmates ate for lunch today or yesterday.
Represent the data shown in your table in a picture graph.

Page Number: N/A

Location:

Unit 1: Lesson 10: Activity 1: Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, similar to the 10-frame and fingers.

Updated Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, and joining 2 groups of 5, similar to the 10-frame and fingers.

Page Number: N/A

Location:

Unit 8, Lesson 17, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Work together with your group to get enough pencils so that everyone in your group has one pencil."

Updated Text:

""Work together with your group to get enough pencils so that every person in the group is equal to one pencil."

Page Number: N/A

Location:

Unit 1, Lesson 11, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Display a couple of shape cards"

Updated Text:

"Display a couple of irregular shape cards"

Page Number: N/A

Location:

Unit 3, Lesson 4, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will have will have to drag and drop answers to match the statement lists

Updated Text:

Students will have to drag and drop answers to match the statement lists

Page Number: N/A

Location:

Unit 4, Lesson 14, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, similar to the 10-frame and fingers.

Updated Text:

Students use two different colored beads to encourage them to see that 10 can be broken into 2 groups of 5, and joining 2 groups of 5, similar to the 10-frame and fingers.

Page Number: N/A

Location:

Unit 8, Lesson 17, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade K Powered by Kiddom Digital (ISBN: 9798894308784)

PUBLISHER EDITORIAL CHANGE:

Original Text:

There were 5 balls on the playground.

Updated Text:

Use drawings and your counters to solve the problem. There were 5 balls on the playground.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 2, Question 1

URL to Content: [View Publisher Materials](#)

Math, Grade 1 (IMRA)

Program: Texas Math: Grade 1 Powered by Kiddom

SRP Feedback

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (ISBN: 9798894308821)

REPORTED FEEDBACK:

Provide a bank of sentence stems for students to choose from to make language accessible.

Publisher Response:

As part of the errata process we will include the suggestion of sentence starters in teacher instructions.

Page Number: 266

Location:

MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging “more” and “fewer.” For example, revoice the student statement “three” as “three more students” or “Three more students voted for crayons than markers.”

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (ISBN: 9798894308821)

REPORTED FEEDBACK:

Add sentence stems:

These are alike because ____.

These are different because ____.

Publisher Response:

As part of the errata process we will update the teacher instructions to suggest the sentence starters.

Page Number: 93

Location:

MLR7 Compare and Connect. Synthesis: After all methods have been presented, lead a discussion comparing, contrasting, and connecting the different approaches. Ask: “How are the strategies alike? How are they different?”

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

On Part C, add a statement that the student needs to explain why or why not they changed their plan for solving. The way it is written, only illicit a yes or no answer.

Publisher Response:

We will be editing the prompt for Part C to, "How did you change your plan for solving once you started?".

Page Number: online

Location:

Unit 2, Lesson 12, Activity 1

This will be replaced in platform:

<https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-24...>

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

Add the actual question to the question 1 part A and B.

Publisher Response:

As part of the errata process, we will add a prompt to question 1 in the activity.

Page Number: Online

Location:

Unit 7 > Lesson 13 > Activity 3 > Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

Students can use counting cubes in question 2. This needs to be more prominent as that's what the breakout calls for.

Publisher Response:

As part of the errata process we will add content to question 2 to explicitly call out the use of counting cubes.

Page Number: Online

Location:

Unit 2 > Lesson 1 > Activity 1 > Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

State in the lesson that the student must use symbols in their representation as well.

Publisher Response:

As part of the errata process, we will add "symbols" along with "objects or drawings".

Page Number: Online

Location:

Unit 2 > Lesson 6 > Activity 1 > Activity Narrative & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

Remove statement "Table # ____." There is no directions with what to do with that.

Publisher Response:

As part of the errata process we will remove this statement.

Page Number: Online

Location:

Lesson 10 > Activity 2 > Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

To ensure all elements of this breakout are met, students should be asked to develop and explain the strategy they will use to estimate how many cranes are in the picture. They should later justify their strategy.

Publisher Response:

As part of the errata process we will include additional teacher supports indicating that students should be asked to develop, explain and justify their strategy.

Page Number: Online

Location:

Unit 6 > Lesson 15 > Warm-up > Launch & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

Consider including explicit instructions to use pictorial models as a way to demonstrate their number.

Publisher Response:

As part of the errata process, we will include instructions for teachers to suggest using pictorial models for students to demonstrate their number.

Page Number: Online

Location:

Unit 8 > Lesson 8 > Activity 1 > Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

Provide the pictorial models that the teacher is referring to when talking about the 8 tens and 6 ones.

Publisher Response:

As part of the errata process we will include the pictorial models as suggested.

Page Number: Online

Location:

Unit 4 > Lesson 7 > Activity 2 > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

The task statement specifically ask for the students to write the value in the corresponding rows, but the are only columns. Provide a row for each coin so students place the value in a clear and precise location.

Publisher Response:

As part of the errata process we will add row lines to the tables to match the student instructions.

Page Number: Online

Location:

Lesson 16 > Activity 1 > Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

Specify that students need to create a representation as part of their answer.

Publisher Response:

As part of the errata process, we will include teacher directions to expect students to create a representation as part of their answer.

Page Number: Online

Location:

Unit 2 > Lesson 9 > Activity 1 > Questions 1-3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

Keep in mind that first-grade students are not expected to add the value of quarters.

Publisher Response:

As part of the errata process we will include information to the teacher that addition using the value of quarters may be beyond the grade level.

Page Number: Online

Location:

Lesson 16 > Activity 1 > Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

Consider rewording to:

"Be ready to use your manipulatives to explain your thinking."

Publisher Response:

As part of the errata process we will reword this sentence.

Page Number: Online

Location:

Unit 6 > Lesson 3 > Activity 1 > Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

Include instructions for the students.

Publisher Response:

As part of the errata process we will include student instructions for Activity 1.

Page Number: Online

Location:

Lesson 5 > Activity 1 > Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

REPORTED FEEDBACK:

Consider having students records how they solved the problem.

Publisher Response:

As part of the errata process we will include notes describing that students should record how they solve the problem.

Page Number: Online

Location:

Unit 6 > Lesson 15 > Warm-up > Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (ISBN: 9798894308821)

REPORTED FEEDBACK:

Add questions like:

"How do you know that estimate is too low/high/about right?"

This will have students check for reasonableness as stated in breakout.

Publisher Response:

As part of the errata process we will add this question under the current question, "Is anyone's estimate less than 30? Is anyone's estimate greater than 60?" in the warm up section.

Page Number: Page 124

Location:

Unit 5 > Lesson 14 > Warm-up > Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (ISBN: 9798894308821)

REPORTED FEEDBACK:

Add "Use cubes to share your thinking with your partner" as this breakout asks students to use concrete models.

Publisher Response:

As part of the errata process we will add "cubes" to this statement, "Show your thinking using objects, drawings, numbers, or words." in this activity.

Page Number: Page 229

Location:

Unit 2 > Lesson 9 > Activity 1 > Activity

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (ISBN: 9798894308821)

REPORTED FEEDBACK:

Consider rewording, "Discuss how you estimated the number of cranes with your partner."

Publisher Response:

As part of the errata process we will reword this question for students as suggested.

Page Number: Page 266

Location:

Unit 6 > Lesson 15 > Warm-up > Activity

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (ISBN: 9798894308821)

REPORTED FEEDBACK:

Cylinders appear in lesson, however not explicitly nor in the location referenced in the breakout.

Publisher Response:

We are submitting new citations to address this breakout as part of the SRP process

Page Number: Page 28

Location:

Unit 7 > Lesson 1 > Activity 2 > Launch > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (ISBN: 9798894308821)

REPORTED FEEDBACK:

Add "tell your partner your answer" into the student task statement in order to ensure this section meets the breakout.

Publisher Response:

As part of the errata process we will add this to the student task statement.

Page Number: Page 35

Location:

Unit 3 > Lesson 2 > Activity 2 > Student Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (ISBN: 9798894308821)

REPORTED FEEDBACK:

Reword, "Give students access to 10-frames and connecting cubes or two-color counters." to "Have students solve with connecting cubes or two-color counters." to better align with this breakout.

Publisher Response:

As part of the errata process, we will submit the rewrite of this sentence.

Page Number: Page 61

Location:

Unit 3 > Lesson 6 > Activity 1 > Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (ISBN: 9798894308821)

REPORTED FEEDBACK:

Have students provide the number sentence for both addition and subtraction.

Publisher Response:

As part of the errata process we will add the opportunity for students to provide the number sentence for both additional and subtraction.

Page Number: Pages 210-211

Location:

Unit 3 > Lesson 26 > Activity 1 > Student Task Statement

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

REQUIRED MATERIALS

- Connecting cubes in towers of 10 and singles.
- Paper

Updated Text:

Required Materials

- Connecting cubes in towers of 10 and singles
- Paper
- Whiteboard
- Whiteboard marker

Page Number: N/A

Location:

Unit 8, Lesson 8, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Prompt for Multipart Question

Updated Text:

Draw the minute and hour hand on the clock to show the time the activity happens.

Page Number: N/A

Location:

Unit 7, Lesson 13, Activity 3, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

How can both methods be correct? Show your thinking using drawings, numbers, or words.

Updated Text:

How can both methods be correct? Show your thinking using drawings, numbers, or words. Share your answer with your partner.

Page Number: N/A

Location:

Unit 3, Lesson 2, Activity 2, Student Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"
- "What did you do to solve the problem?"
- "What does your answer mean in the story? Does it make sense?"

Updated Text:

- If students struggle with the separate start unknown problem, consider asking,
- "How can this part-part-whole mat help you get started?"
- "What do you know? What do you need to find?"

Page Number: N/A

Location:

Unit 8, Lesson 5, Activity 1, Advancing Student Thinking

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

REQUIRED MATERIALS

- Connecting cubes in towers of 10 and singles.
- Paper

Updated Text:

Required Materials

- Connecting cubes in towers of 10 and singles
- Paper
- Whiteboard
- Whiteboard marker

Page Number: N/A

Location:

Unit 8, Lesson 8, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Discuss your thinking with your partner."

Updated Text:

"Discuss how you estimated the number of cranes with your partner."

Page Number: N/A

Location:

Unit 6, Lesson 15, Warm-up, Activity

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Share your thinking with your partner. Show your thinking using drawings, numbers, words, or objects."

Updated Text:

"Share your thinking with your partner. Show your thinking using drawings, numbers, words, or objects, such as cubes."

Page Number: N/A

Location:

Unit 2, Lesson 9, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

In this activity, students will use data to create picture graphs. This activity will help them understand how to organize information visually and interpret data through simple pictorial representations.

Introduction to Data and Picture Graphs:

- Begin by explaining what data is: information that we collect about things.
- Show examples of data in everyday life (e.g., favorite fruits, number of pets, types of transportation).
- Introduce picture graphs as a way to show data visually using pictures.

Explain Picture Graphs:

- Show a simple picture graph (e.g., a graph showing favorite fruits with pictures of apples, bananas, and oranges).
- Explain that each picture represents a certain number of items (often one picture equals one item).

Page Number: N/A

Location:

Unit 1, Lesson 21, Student-facing Task Statement , Student Responses

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"
- "What did you do to solve the problem?"
- "What does your answer mean in the story? Does it make sense?"

Updated Text:

- If students struggle with the separate start unknown problem, consider asking,
- "How can this part-part-whole mat help you get started?"
- "What do you know? What do you need to find?"

Page Number: N/A

Location:

Unit 8, Lesson 5, Activity 1, Advancing Student Thinking

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Required Materials

- Connecting cubes in towers of 10 and singles
- Number cards 0-10

Updated Text:

Required Materials

- Connecting cubes in towers of 10 and singles
- Number cards 0 - 9 (three sets per group)

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

How can both methods be correct? Show your thinking using drawings, numbers, or words.

Updated Text:

How can both methods be correct? Show your thinking using drawings, numbers, or words. Share your answer with your partner.

Page Number: N/A

Location:

Unit 3, Lesson 2, Activity 2, Student Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Represent the data shown in your table in a bar graph.

Table # _____

Updated Text:

Let's collect data as a class. What is your favorite fruit? We will tally the results on the board:

- Apples: ____ students
- Bananas: ____ students
- Oranges: ____ students

Use the data to draw a picture graph using simple pictures. Label the graph and explain how each picture represents one student's choice.

Page Number: N/A

Location:

Unit 1, Lesson 21, Activity 2, Student-facing Task Statement , Student Responses

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. These are rectangles.

What is the same about all these rectangles?

2. These are not rectangles.

What makes these shapes different from the rectangles?

Updated Text:

1. Circle the shapes you identify as rectangles.

image in this file:

<https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/view>

2. Circle the shapes you identify as triangles.

image in this file:

<https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/view>

Page Number: N/A

Location:

Unit 7, Lesson 6, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

- Invite students to share the matches they made and how they know those cards go together.
- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the representations more precisely with attention to how they show amounts of tens and ones.
- Highlight the use of terms like tens, ones, and digits.

Updated Text:

Activity Synthesis

- Invite students to share the matches they made and how they know those cards go together.
- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the representations more precisely with attention to how they show amounts of tens and ones.
- "How do we represent 118 in expanded form?" ($100 + 10 + 18$)

Page Number: N/A

Location:

Unit 4, Lesson 8, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Required Materials

- Connecting cubes in towers of 10 and singles
- Number cards 0-10

Updated Text:

Required Materials

- Connecting cubes in towers of 10 and singles
- Number cards 0 - 9 (three sets per group)

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Share your thinking with your partner. Show your thinking using drawings, numbers, words, or objects."

Updated Text:

"Share your thinking with your partner. Show your thinking using drawings, numbers, words, or objects, such as cubes."

Page Number: N/A

Location:

Unit 2, Lesson 9, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

How many cranes are there in the image?

Record an estimate that is:

Updated Text:

How many cranes are there in the image?

Record an estimate in each column.

Describe how you determined the estimate in each column.

Page Number: N/A

Location:

Unit 6, Lesson 15, Warm-up, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

#VALUE!

Updated Text:

- "Why can we use these connecting cubes to skip count by 10?" (They are in groups of 10.)
- Share student responses from question 1.

- "How many cubes are there?" (40.)
- "How did you know your skip counting by 10 was correct?" (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)
- "How can skip counting by 10 help us when we are solving problems? (It is faster than counting by 1 for each block.)

Page Number: N/A

Location:

Unit 3, Lesson 12, Warm-up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

- Invite students to share the matches they made and how they know those cards go together.
- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the representations more precisely with attention to how they show amounts of tens and ones.
- Highlight the use of terms like tens, ones, and digits.

Updated Text:

Activity Synthesis

- Invite students to share the matches they made and how they know those cards go together.
- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the representations more precisely with attention to how they show amounts of tens and ones.
- “How do we represent 118 in expanded form?” ($100 + 10 + 18$)

Page Number: N/A

Location:

Unit 4, Lesson 8, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Groups of 2

Display image.

If necessary, "What is a food drive?"

"What is an estimate that's too high? Too low? About right?"

1 minute: quiet think time

Updated Text:

Groups of 2

Display image.

If necessary, "What is a food drive?"

"What is an estimate that's too high? Too low? About right?"

"Is anyone's estimate less than 30? Is anyone's estimate greater than 60?"

1 minute: quiet think time

Page Number: N/A

Location:

Unit 5, Lesson 14, Warm-up, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. These are rectangles.

What is the same about all these rectangles?

2. These are not rectangles.

What makes these shapes different from the rectangles?

Updated Text:

1. Circle the shapes you identify as rectangles.

image in this file:

<https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/view>

2. Circle the shapes you identify as triangles.

image in this file:

<https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/view>

Page Number: N/A

Location:

Unit 7, Lesson 6, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

#VALUE!

Updated Text:

- “Why can we use these connecting cubes to skip count by 10?” (They are in groups of 10.)
- Share student responses from question 1.

- “How many cubes are there?” (40.)
- “How did you know your skip counting by 10 was correct?” (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)
- “How can skip counting by 10 help us when we are solving problems? (It is faster than counting by 1 for each block.)

Page Number: N/A

Location:

Unit 3, Lesson 12, Warm-up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

1.
 - Partner 1 draws 2 number cards and uses them to make a two-digit number.
 - Each partner says the number.
 - Partner 2 builds the number using cubes.
 - Partner 1 checks to see if they agree.
 - Each partner makes a drawing of the number and records how many tens and ones.
 - Switch roles and repeat.

Updated Text:

1. Using your connecting cubes, decompose your number in three different ways. Upload a picture of your work.

Explain or show your reasoning using one of the tools below.

Image mark up for evaluating responses:

https://drive.google.com/file/d/1mF5Gv-Zb2JtDrGW3y3mFzzWIGnGCh_Zf/view?...

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

How many cranes are there in the image?

Record an estimate that is:

Updated Text:

How many cranes are there in the image?

Record an estimate in each column.

Describe how you determined the estimate in each column.

Page Number: N/A

Location:

Unit 6, Lesson 15, Warm-up, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. There are 7 first graders and some second graders at the planetarium.

There are 18 students at the planetarium.

How many second graders are at the planetarium?

2. When the show started, 18 stars lit up in the sky.

13 stars were bright.

Some of the stars were dim.

How many stars were dim?

Updated Text:

1. There are 7 first graders and some second graders at the planetarium. There are 11 students at the planetarium. How many second graders are at the planetarium? Use the blank model to show your thinking.

2. Lin has some glow-in-the-dark stars. 6 of the stars are small, and 5 of the stars are large. How many glow-in-the-dark stars does Lin have? Use the model to show your thinking.

background image in this file:

https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0jdXCztB/view?

Page Number: N/A

Location:

Unit 8, Lesson 5, Activity 1, Question 1 & 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1.
 - Partner 1 draws 2 number cards and uses them to make a two-digit number.
 - Each partner says the number.
 - Partner 2 builds the number using cubes.
 - Partner 1 checks to see if they agree.
 - Each partner makes a drawing of the number and records how many tens and ones.
 - Switch roles and repeat.

Updated Text:

1. Using your connecting cubes, decompose your number in three different ways. Upload a picture of your work.

Explain or show your reasoning using one of the tools below.

Image mark up for evaluating responses:

https://drive.google.com/file/d/1mF5Gv-Zb2JtDrGW3y3mFzzWIGnGCh_Zf/view?...

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Groups of 2

Display image.

If necessary, "What is a food drive?"

"What is an estimate that's too high? Too low? About right?"

1 minute: quiet think time

Updated Text:

Groups of 2

Display image.

If necessary, "What is a food drive?"

"What is an estimate that's too high? Too low? About right?"

"Is anyone's estimate less than 30? Is anyone's estimate greater than 60?"

1 minute: quiet think time

Page Number: N/A

Location:

Unit 5, Lesson 14, Warm-up, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Show your thinking with drawings, numbers, or words using one of the tools below.

Updated Text:

Show your thinking using drawings or words and provide the addition and subtraction number sentence.

Page Number: N/A

Location:

Unit 3, Lesson 26, Activity 1, Student Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display the chart from the previous activity, a rectangular prism, and a triangular prism.

Updated Text:

Display the chart from the previous activity, a rectangular prism, and a cone.

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

What helped you identify which shape was in the bag? (Feeling flat sides or round sides. Feeling how many corners were on the shape. Feeling the shape of the sides.)

Updated Text:

- Display shapes from the bags (cones, cylinders, squares, spheres, etc.)
- Hold up a shape and ask, "Talk with your partner, and be ready to identify this shape."
- 1 minute: partner work
- "What is the name of this shape?" (A cube. A cone. A square.)
- Invite selected students to share some of the geometric language you heard.
- "What helped you identify which shape was in the bag?" (If it didn't have any depth, I knew it was a 2-D shape. I counted the faces if it was a 3-D shape.)

- Ask students to clarify the meaning of a word or phrase.
- "When we started math today, we described a cylinder and a cone by their attributes. Can you give me an attribute for the cone?" (It is 3-D. It has a vertex.)

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. There are 7 first graders and some second graders at the planetarium.
There are 18 students at the planetarium.
How many second graders are at the planetarium?

2. When the show started, 18 stars lit up in the sky.
13 stars were bright.
Some of the stars were dim.
How many stars were dim?

Updated Text:

1. There are 7 first graders and some second graders at the planetarium.
There are 11
students at the planetarium. How many second graders are at the
planetarium?
Use the blank model to show your thinking.

2. Lin has some glow-in-the-dark stars. 6 of the stars are small, and 5 of the
stars are
large. How many glow-in-the-dark stars does Lin have? Use the model to
show your
thinking.

background image in this file:

https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0jdXCztB/view?

Page Number: N/A

Location:

Unit 8, Lesson 5, Activity 1, Question 1 & 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN:
9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Display previously identified student work.

"How did they solve the problem?"

Write an equation to match each method of solving.

Updated Text:

Display previously identified student work.

- "Can you share your plan or strategy for solving the problem?" (I decided to act it out and solve it.)

- How did you change your plan once you started working on the problem?" (I thought drawing might be easier. So I drew circles to solve it.)

- How can formulating a plan help us to solve story problems?" (It makes you think about the problem instead of just trying to rush to solve it.)

Page Number: N/A

Location:

Unit 2, Lesson 12, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Show your thinking with drawings, numbers, or words using one of the tools below.

Updated Text:

Show your thinking using drawings or words and provide the addition and subtraction number sentence.

Page Number: N/A

Location:

Unit 3, Lesson 26, Activity 1, Student Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

What helped you identify which shape was in the bag? (Feeling flat sides or round sides. Feeling how many corners were on the shape. Feeling the shape of the sides.)

Updated Text:

- Display shapes from the bags (cones, cylinders, squares, spheres, etc.)
- Hold up a shape and ask, "Talk with your partner, and be ready to identify this shape."
- 1 minute: partner work
- "What is the name of this shape?" (A cube. A cone. A square.)
- Invite selected students to share some of the geometric language you heard.
- "What helped you identify which shape was in the bag?" (If it didn't have any depth, I knew it was a 2-D shape. I counted the faces if it was a 3-D shape.)

- Ask students to clarify the meaning of a word or phrase.
- "When we started math today, we described a cylinder and a cone by their attributes. Can you give me an attribute for the cone?" (It is 3-D. It has a vertex.)

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Narrative

- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and two-digit numbers. Find all the cards that show the same number. Each group should have three cards that match, but they might be different kinds of representations."
- "Work with your partner to explain how the cards match or why some cards don't belong with a group."
- 8 minutes: partner work time
- As students work, consider asking:
 - "Why did you match these cards together? How do they match?"
 - "Would Card __ match with this group of cards? Why or why not?"
 - "How could you explain how your cards match using the words tens and ones?"
 - "How are the cards in this group the same? How are they different?"

Updated Text:

Activity Narrative

- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and numbers in expanded form. Find all the cards that represent the same number. Each group should have three cards that match, but they might be different kinds of representations."
- "Work with your partner to explain how the cards match or why some cards don't belong with a group."
- 8 minutes: partner work time
- As students work, consider asking:
 - "Why did you match these cards together? How do they match?"
 - "Would Card __ match with this group of cards? Why or why not?"
 - "How could you explain how your cards match using the expanded form?"
 - "How are the cards in this group the same? How are they different?"

Page Number: N/A**Location:**

Unit 4, Lesson 8, Activity 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display previously identified student work.

"How did they solve the problem?"

Write an equation to match each method of solving.

Updated Text:

Display previously identified student work.

- "Can you share your plan or strategy for solving the problem?" (I decided to act it out and solve it.)

- How did you change your plan once you started working on the problem?" (I thought drawing might be easier. So I drew circles to solve it.)

- How can formulating a plan help us to solve story problems?" (It makes you think about the problem instead of just trying to rush to solve it.)

Page Number: N/A

Location:

Unit 2, Lesson 12, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display the chart from the previous activity, a rectangular prism, and a triangular prism.

Updated Text:

Display the chart from the previous activity, a rectangular prism, and a cone.

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

"You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."

6 minutes: independent work time

Assign each group one of the problems to represent on their poster.

"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."

8 minutes: partner work time

Updated Text:

"You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."

6 minutes: independent work time

Assign each group one of the problems to represent on their poster.

"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."

8 minutes: partner work time

Monitor students to ensure they include a representation as part of their answer.

Page Number: N/A

Location:

Unit 2, Lesson 9, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- "Count by 10, starting at 2."
- Record as students count.
- Stop counting and recording at 52.

Updated Text:

- Display a group of ten cubes connected together.
- "Let's count to determine how many cubes are connected."
- Point to each cube and have students choral count with you.
- "How many cubes do I have?" (10)

- Display a bundle of connecting cubes

connecting cubes image found here:

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view

- "How can we use skip counting to count how many cubes we have? (We can count in groups of 10.)
- "Let's skip count by 10."
- Count the collection of cubes by skip counting in groups of 10 and record skip count.

Page Number: N/A

Location:

Unit 3, Lesson 12, Warm-up, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Narrative

- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and two-digit numbers. Find all the cards that show the same number. Each group should have three cards that match, but they might be different kinds of representations."
- "Work with your partner to explain how the cards match or why some cards don't belong with a group."
- 8 minutes: partner work time
- As students work, consider asking:
 - "Why did you match these cards together? How do they match?"
 - "Would Card __ match with this group of cards? Why or why not?"
 - "How could you explain how your cards match using the words tens and ones?"
 - "How are the cards in this group the same? How are they different?"

Updated Text:

Activity Narrative

- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and numbers in expanded form. Find all the cards that represent the same number. Each group should have three cards that match, but they might be different kinds of representations."
- "Work with your partner to explain how the cards match or why some cards don't belong with a group."
- 8 minutes: partner work time
- As students work, consider asking:
 - "Why did you match these cards together? How do they match?"
 - "Would Card __ match with this group of cards? Why or why not?"
 - "How could you explain how your cards match using the expanded form?"
 - "How are the cards in this group the same? How are they different?"

Page Number: N/A**Location:**

Unit 4, Lesson 8, Activity 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Be ready to explain your thinking in a way that others will understand."

Updated Text:

"Be ready to use your manipulatives to explain your thinking."

Page Number: N/A

Location:

Unit 6, Lesson 3, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

3. Skip count by 10 to count the number of cubes below.

image of connecting cubes: image found in file

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view

Page Number: N/A

Location:

Unit 3, Lesson 12, Warm Up, Question 3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- "Count by 10, starting at 2."
- Record as students count.
- Stop counting and recording at 52.

Updated Text:

- Display a group of ten cubes connected together.
- "Let's count to determine how many cubes are connected."
- Point to each cube and have students choral count with you.
- "How many cubes do I have?" (10)
- Display a bundle of connecting cubes

connecting cubes image found here:

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view

- "How can we use skip counting to count how many cubes we have? (We can count in groups of 10.)
- "Let's skip count by 10."
- Count the collection of cubes by skip counting in groups of 10 and record skip count.

Page Number: N/A

Location:

Unit 3, Lesson 12, Warm-up, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

ACTIVITY SYNTHESIS

- Display the number 24 and a base-ten drawing of 4 tens and 2 ones.
- "Tyler made a drawing of 24. Do you agree with how he showed 24? Why or why not?" (No, because he drew 4 tens and 2 ones instead of 2 tens and 4 ones. He made the number 42 instead of 24.)
- "Tyler's drawing shows 42, not 24. They both have the digits 2 and 4, but they are in different places, which makes them different numbers."

Updated Text:

ACTIVITY SYNTHESIS

- Select students to share their models.
- "For this model, all the cubes are connected. Can you share how it represents your number?" (It shows a total of 24, but the colors show the two parts.)
- Thinking of this model, how can we represent it as the sum of its parts?" ($14 + 6 = 24$.)
- How did you use the digits in the two-digit number (or three-digit) you created to figure out how to make the collection of connecting cubes?" (I know the digit on the left shows how many tens, so we got that many towers of ten. The digit on the right shows how many ones, so we got that many single cubes.)
- "How did you come up with a new way to decompose your number?" (I knew that 20 is two tens or 20 ones.)
- "Now, let's do a gallery walk to observe other collections."

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."

6 minutes: independent work time

Assign each group one of the problems to represent on their poster.

"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."

8 minutes: partner work time

Updated Text:

"You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."

6 minutes: independent work time

Assign each group one of the problems to represent on their poster.

"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."

8 minutes: partner work time

Monitor students to ensure they include a representation as part of their answer.

Page Number: N/A

Location:

Unit 2, Lesson 9, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Be ready to explain your thinking in a way that others will understand."

Updated Text:

"Be ready to use your manipulatives to explain your thinking."

Page Number: N/A

Location:

Unit 6, Lesson 3, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The image does not include row lines.

Updated Text:

Row lines added to the table provided.

Page Number: N/A

Location:

Unit 4, Lesson 5, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display $15 - 6 = \underline{\quad}$ and $6 + \underline{\quad} = 15$

- "How do both of these equations help you find the number of shooting stars Tyler saw?"

- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.

- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright

stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated Text:

- Display student work and the model for problem 1.

image in this file:

https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0jdXCztB/view?

- "How did you use the model to help you solve this problem?" (I wrote a 7 in the yellow rectangle because it was the smallest number. I knew the longest rectangle was my total.)

- "Turn and talk with your partner. In question 2, did you know your total, or did you need to find a total?" (We needed a total.)

- 1 minute: partner work

- Share responses and student work. Highlight students who marked the model to justify thinking.

- "How can using a model help us to solve a problem?" (It can help me see I need a total. It helps me think of a related fact I can use.)

- Consider writing an equation and allowing students to create a model they want to use to solve the problem.

Page Number: N/A

Location:

Unit 8, Lesson 5, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

ACTIVITY SYNTHESIS

- Display the number 24 and a base-ten drawing of 4 tens and 2 ones.

- "Tyler made a drawing of 24. Do you agree with how he showed 24? Why or why not?" (No, because he drew 4 tens and 2 ones instead of 2 tens and 4

ones. He made the number 42 instead of 24.)

- "Tyler's drawing shows 42, not 24. They both have the digits 2 and 4, but they are in different places, which makes them different numbers."

Updated Text:

ACTIVITY SYNTHESIS

- Select students to share their models.

- "For this model, all the cubes are connected. Can you share how it represents your number?" (It shows a total of 24, but the colors show the two parts.)

- Thinking of this model, how can we represent it as the sum of its parts?" (14 + 6 = 24.)

- How did you use the digits in the two-digit number (or three-digit) you created to figure out how to make the collection of connecting cubes?" (I know the digit on the left shows how many tens, so we got that many towers of ten. The digit on the right shows how many ones, so we got that many single cubes.)

- "How did you come up with a new way to decompose your number?" (I knew that 20 is two tens or 20 ones.)

- "Now, let's do a gallery walk to observe other collections."

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table # ____

Updated Text:

Delete the original text.

Page Number: N/A

Location:

Unit 1, Lesson 21, Activity 2, Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- Groups of 2
- Give each group access to the bags and one of each shape to look at.
- Display the chart from the previous activity, a rectangular prism, and a triangular prism.
- "What do you notice about each of these solid shapes?" (All the flat sides on this block are rectangles. Two of the sides on this block are triangles and the rest are rectangles.)
- 30 seconds: quiet think time
- 1 minute: partner discussion
- Share responses.

Updated Text:

- Groups of 2
- Give each group access to the bags and one of each shape to look at.
- Display a cylinder and a cone.
- "Turn and talk with your partner. Be ready to identify these two shapes."
- 1 minute partner discussion.
- "Identify these two shapes." (A cylinder. A cone.)
- Display chart from yesterday.
- "How could we describe these two shapes?" (A cylinder has 2 flat faces. The cone has only one face. The cone has a vertex.)
- 30 seconds: quiet think time
- 1 minute: partner discussion
- Share responses.
- "Now, you will try to identify shapes."

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display $15 - 6 = \underline{\quad}$ and $6 + \underline{\quad} = 15$

- "How do both of these equations help you find the number of shooting stars Tyler saw?"
- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.
- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated Text:

- Display student work and the model for problem 1.

image in this file:

https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0JdXCztB/view?

- "How did you use the model to help you solve this problem?" (I wrote a 7 in the yellow rectangle because it was the smallest number. I knew the longest rectangle was my total.)
- "Turn and talk with your partner. In question 2, did you know your total, or did you need to find a total?" (We needed a total.)
- 1 minute: partner work
- Share responses and student work. Highlight students who marked the model to justify thinking.
- "How can using a model help us to solve a problem?" (It can help me see I

need a total. It helps me think of a related fact I can use.)

- Consider writing an equation and allowing students to create a model they want to use to solve the problem.

Page Number: N/A

Location:

Unit 8, Lesson 5, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

-Groups of 2

-Give students access to connecting cubes or two-color counters.

Updated Text:

-Groups of 2

-Give students access to connecting cubes or two-color counters.

-"What does it mean to have a plan? Can you give me an example?" (To know how you want to do something. If you need to be at soccer at 6, you may plan when to leave your house.)

Page Number: N/A

Location:

Unit 2, Lesson 12, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The image does not include row lines.

Updated Text:

Row lines added to the table provided.

Page Number: N/A

Location:

Unit 4, Lesson 5, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- Groups of 2
- Give each group access to the bags and one of each shape to look at.
- Display the chart from the previous activity, a rectangular prism, and a triangular prism.
- "What do you notice about each of these solid shapes?" (All the flat sides on this block are rectangles. Two of the sides on this block are triangles and the rest are rectangles.)
- 30 seconds: quiet think time
- 1 minute: partner discussion
- Share responses.

Updated Text:

- Groups of 2
- Give each group access to the bags and one of each shape to look at.
- Display a cylinder and a cone.
- "Turn and talk with your partner. Be ready to identify these two shapes."
- 1 minute partner discussion.
- "Identify these two shapes." (A cylinder. A cone.)
- Display chart from yesterday.
- "How could we describe these two shapes?" (A cylinder has 2 flat faces. The cone has only one face. The cone has a vertex.)
- 30 seconds: quiet think time

- 1 minute: partner discussion
- Share responses.
- "Now, you will try to identify shapes."

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions. Let's make a page together.

Updated Text:

1.

We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions and at least two different pictorial models of your number decomposed. Let's make a page together."

image: see file <https://drive.google.com/file/d/1ZJ-LZA9GYKTAAdsFZpvfkfdIU2VoauXFf/view?...>

Page Number: N/A

Location:

Unit 8, Lesson 8, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- Groups of 2
- Give students access to connecting cubes or two-color counters.

Updated Text:

- Groups of 2
- Give students access to connecting cubes or two-color counters.
- "What does it mean to have a plan? Can you give me an example?" (To know how you want to do something. If you need to be at soccer at 6, you may plan when to leave your house.)

Page Number: N/A

Location:

Unit 2, Lesson 12, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Table # ____

Updated Text:

Delete the original text.

Page Number: N/A

Location:

Unit 1, Lesson 21, Activity 2, Student-facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Is anyone's estimate less than 20? Is anyone's estimate greater than 30?"
"Based on this discussion does anyone want to revise their estimate?"

Updated Text:

"Is anyone's estimate less than 20?" "What strategy did you use to make your estimation?"
"Is anyone's estimate greater than 30?" "What strategy did you use to make your estimation?"
"Based on this discussion does anyone want to revise their estimate?"

Page Number: N/A

Location:

Unit 6, Lesson 15, Warm-up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

3. Together, Diego and Tyler saw 15 shooting stars during the show.
Diego saw 6 shooting stars. Tyler saw the rest.
How many shooting stars did Tyler see?

4. In the gift shop, Elena bought 12 star stickers.
She also bought some planet stickers.
Elena bought 20 stickers.
How many planet stickers did she buy?

Updated Text:

3. Together, Diego and Tyler saw 15 shooting stars during the show. Diego saw 6 shooting stars. Tyler saw the rest. How many shooting stars did Tyler see? Use the model to show your thinking.

image in this file: <https://drive.google.com/file/d/1PjpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...>

4. Elena has some stickers. She gave 8 to her sister, and now she has 12. How many stickers did Elena have to start with? Use the model to show your thinking.

image in this file: <https://drive.google.com/file/d/1PjpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...>

Page Number: N/A

Location:

Unit 8, Lesson 5, Activity 1, Question 3 & 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions. Let's make a page together.

Updated Text:

1.

We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions and at least two different pictorial models of your number decomposed.

Let's make a page together."

image: see file <https://drive.google.com/file/d/1ZJ-LZA9GYKTAdsFZpvfkfdIU2VoauXFf/view?...>

Page Number: N/A

Location:

Unit 8, Lesson 8, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display 68 and 86.

Updated Text:

"Display 68 and 86 in standard and pictorial form."

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Who can restate the pattern in different words?"

"What do you predict would come after 82? Why?"

Updated Text:

- "How can we use connecting cubes to skip count by tens?"
- "Who can restate the pattern in different words?"
- "What do you predict would come after 82? Why?"
- Share student responses from question 1.
- "How did you know your skip counting by 10 was correct?" (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)

Page Number: N/A

Location:

Unit 3, Lesson 12, Warm Up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

3. Together, Diego and Tyler saw 15 shooting stars during the show. Diego saw 6 shooting stars. Tyler saw the rest. How many shooting stars did Tyler see?

4. In the gift shop, Elena bought 12 star stickers. She also bought some planet stickers. Elena bought 20 stickers. How many planet stickers did she buy?

Updated Text:

3. Together, Diego and Tyler saw 15 shooting stars during the show. Diego saw 6 shooting stars. Tyler saw the rest. How many shooting stars did Tyler see? Use the model to show your thinking. image in this file: <https://drive.google.com/file/d/1PJpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...>

4. Elena has some stickers. She gave 8 to her sister, and now she has 12. How many stickers did Elena have to start with? Use the model to show your thinking.

image in this file: <https://drive.google.com/file/d/1PjpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...>

Page Number: N/A

Location:

Unit 8, Lesson 5, Activity 1, Question 3 & 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Narrative

- 10 minutes: partner work time
- As students work, consider asking:
 - "How do you say this two-digit number?"
 - "What is your plan for building the number?"
 - "How many tens does this number have?"
 - "How many ones does this number have?"

Updated Text:

ACTIVITY NARRATIVE

- Today, you will decompose a number in three different ways. You can decompose the number as any sum of hundreds, tens, or ones. But all three ways must equal the same number you selected. Your number must be larger than 20 and smaller than 121."
- Monitor for students who:
 - choose numbers with three digits
 - Represent their number as one tower with different-colored cubes for each piece (one long tower of 24, but 14 are blue and 6 are orange).

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Is anyone's estimate less than 20? Is anyone's estimate greater than 30?"
"Based on this discussion does anyone want to revise their estimate?"

Updated Text:

"Is anyone's estimate less than 20?" "What strategy did you use to make your estimation?"
"Is anyone's estimate greater than 30?" "What strategy did you use to make your estimation?"
"Based on this discussion does anyone want to revise their estimate?"

Page Number: N/A

Location:

Unit 6, Lesson 15, Warm-up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

3. Skip count by 10 to count the number of cubes below.
image of connecting cubes: image found in file
https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/vie

Page Number: N/A

Location:

Unit 3, Lesson 12, Warm Up, Question 3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Display 68 and 86.

Updated Text:

"Display 68 and 86 in standard and pictorial form."

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging "more" and "fewer." For example, revoice the student statement "three" as "three more students" or "Three more students voted for crayons than markers."

Advances: Listening, Speaking, Conversing

Updated Text:

"MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging ""more"" and ""fewer."" For example, revoice the student statement ""three"" as ""three more students"" or ""Three more students voted for crayons than markers."" Advances: Listening, Speaking, Conversing"

Display sentence stems for students to choose from.

_____ more students voted for _____.

_____ fewer students voted for _____ than _____.

_____ more students voted for _____ than _____.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 2, MLR Section

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"
- "What did you do to solve the problem?"
- "What does your answer mean in the story? Does it make sense?"

Updated Text:

Display the model for question 1. If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"
- "What did you do to solve the problem?"
- "What does your answer mean in the story? Does it make sense?"

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Narrative

- 10 minutes: partner work time
- As students work, consider asking:
 - "How do you say this two-digit number?"
 - "What is your plan for building the number?"
 - "How many tens does this number have?"
 - "How many ones does this number have?"

Updated Text:

ACTIVITY NARRATIVE

- Today, you will decompose a number in three different ways. You can decompose the number as any sum of hundreds, tens, or ones. But all three ways must equal the same number you selected. Your number must be larger than 20 and smaller than 121."
- Monitor for students who:
 - choose numbers with three digits
 - Represent their number as one tower with different-colored cubes for each piece (one long tower of 24, but 14 are blue and 6 are orange).

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Monitor for students who solve in the following ways and can explain their thinking clearly:

objects or drawings and count all
objects or drawings and count on
numbers and count on

Updated Text:

Monitor for students who solve in the following ways and can explain their thinking clearly:

objects, symbols, or drawings and count all
objects, symbols, or drawings and count on
numbers and count on

Page Number: N/A

Location:

Unit 2, Lesson 6, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1.
 - Pick a bag.
 - Each partner feels the shape in the bag without looking at it and thinks about which shape it is.
 - Each partner tells which shape they think it is and why.
 - Look in the bag to check.
 - Pick a different bag.

Updated Text:

1.

- Pick a bag.
- Each partner feels the shape in the bag without looking at it and thinks about which shape it is.
- Each partner identifies the shape and justifies their thinking.
- Ex- "It is a cylinder because it is curved and has 2 faces." It is a cone because it is 3-D and has a vertex."
- Look in the bag to check.
- Pick a different bag.

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"
- "What did you do to solve the problem?"
- "What does your answer mean in the story? Does it make sense?"

Updated Text:

Display the model for question 1. If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"
- "What did you do to solve the problem?"
- "What does your answer mean in the story? Does it make sense?"

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging "more" and "fewer." For example, revoice the student statement "three" as "three more students" or "Three more students voted for crayons than markers."

Advances: Listening, Speaking, Conversing

Updated Text:

"MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging ""more"" and ""fewer."" For example, revoice the student statement ""three"" as ""three more students"" or ""Three more students voted for crayons than markers.""

Advances: Listening, Speaking, Conversing"

Display sentence stems for students to choose from.

____ more students voted for ____.

____ fewer students voted for ____ than ____.

____ more students voted for ____ than ____.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 2, MLR Section

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1.
 - Pick a bag.
 - Each partner feels the shape in the bag without looking at it and thinks about which shape it is.
 - Each partner tells which shape they think it is and why.
 - Look in the bag to check.
 - Pick a different bag.

Updated Text:

1.
 - Pick a bag.
 - Each partner feels the shape in the bag without looking at it and thinks about which shape it is.
 - Each partner identifies the shape and justifies their thinking.
 - Ex- "It is a cylinder because it is curved and has 2 faces." It is a cone because it is 3-D and has a vertex."
 - Look in the bag to check.
 - Pick a different bag.

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Narrative 1: The purpose of this activity is for students to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed, rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1). When

students open their books and work on the problem, they have access to connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem.

Narrative 2 end text: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Updated Text:

Narrative 1 change: The purpose of this activity is for students to formulate a plan to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1). When students open their books and work on the problem, they can implement their plan using connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem. They also have the opportunity to discuss how they revised their problem-solving plan once they started working.

Narrative 2 addition at the end: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Page Number: N/A

Location:

Unit 2, Lesson 12, Activity 1, Activity Narrative 1 & 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

LAUNCH

- Give each student a piece of blank paper and access to connecting cubes in towers of 10 and singles.
- "We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three

expressions. Let's make a page together."

- Display the number 84.
- "What are some ways that I can represent this number?" (I can draw 8 tens and 4 ones, 7 tens and 14 ones, $80 + 4$, $10 + 10 + 10 + 10 + 10 + 10 + 10 + 4$, $70 + 14$)
- 30 seconds: quiet think time
- 1 minute: partner discussion
- Record responses.
- If needed, ask:
- "How can we represent 84 using only 6 tens?"
- "What other addition expressions could we write?"

Updated Text:

Launch

- Students should have their whiteboards and markers in front of them.
 - "We are going to use the pictorial model to represent a given number. We can use a line to represent tens and a square to represent ones."
 - "Decompose the number 84 on your whiteboard."
 - Ask a student to share their model. (I drew 8 tens and 4 ones)
 - "How can we use our pictorial models to represent our thinking? (I can use them to make an expression)
 - 30 seconds: quiet think time
 - 1 minute: partner discussion
 - "What is another way we can decompose the number 84?"
 - If needed, ask:
 - "How can we represent 84 with only 6 tens?"
-
- Ask students with different decompositions to share their work with the class.
 - "Next, we are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions and at least two different pictorial models of your number decomposed. Let's make a page together."

Page Number: N/A

Location:

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Narrative 1: The purpose of this activity is for students to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed, rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1). When students open their books and work on the problem, they have access to connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem.

Narrative 2 end text: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Updated Text:

Narrative 1 change: The purpose of this activity is for students to formulate a plan to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1). When students open their books and work on the problem, they can implement their plan using connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem. They also have the opportunity to discuss how they revised their problem-solving plan once they started working.

Narrative 2 addition at the end: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Page Number: N/A

Location:

Unit 2, Lesson 12, Activity 1, Activity Narrative 1 & 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Monitor for students who solve in the following ways and can explain their thinking clearly:

objects or drawings and count all
objects or drawings and count on
numbers and count on

Updated Text:

Monitor for students who solve in the following ways and can explain their thinking clearly:

objects, symbols, or drawings and count all
objects, symbols, or drawings and count on
numbers and count on

Page Number: N/A

Location:

Unit 2, Lesson 6, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Group of 2

Display the image.

"What is an estimate that's too high?" "Too low?" "About right?"

1 minute: quiet think time

Updated Text:

Group of 2

Display the image.

"What strategy can we use to determine an estimate for how many cranes are in the image?"

1 minute: quiet think time

2 minutes: share strategy with partner

"What is an estimate that's too high?" "Too low?" "About right?"

1 minute: quiet think time

Page Number: N/A

Location:

Unit 6, Lesson 15, Warm-up, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Display $15 - 6 = \underline{\quad}$ and $6 + \underline{\quad} = 15$

- "How do both of these equations help you find the number of shooting stars Tyler saw?"

- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.

- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated Text:

- Display student work and the model for problem 1.

- "How did you use the model to help you solve this problem?" (I crossed off 6 cubes for Noah. I counted the rest.)
- Display $\_\_ - 8 = 12$ and $8 + 12 = \_\_$ and the part-part-whole model.
- "How do these statements show how to find the number of stickers Elena started with?" (She has some stickers and gave 8 away. She gave 8 stickers away and still had 12. So you can add them to get a total.)

Page Number: N/A

Location:

Unit 8, Lesson 5, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

LAUNCH

- Give each student a piece of blank paper and access to connecting cubes in towers of 10 and singles.
- "We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions. Let's make a page together."
- Display the number 84.
- "What are some ways that I can represent this number?" (I can draw 8 tens and 4 ones, 7 tens and 14 ones, $80 + 4$, $10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 4$, $70 + 14$)
- 30 seconds: quiet think time
- 1 minute: partner discussion
- Record responses.
- If needed, ask:
 - "How can we represent 84 using only 6 tens?"
 - "What other addition expressions could we write?"

Updated Text:

Launch

- Students should have their whiteboards and markers in front of them.
- “We are going to use the pictorial model to represent a given number. We can use a line to represent tens and a square to represent ones.”
- “Decompose the number 84 on your whiteboard.”
- Ask a student to share their model. (I drew 8 tens and 4 ones)
- “How can we use our pictorial models to represent our thinking? (I can use them to make an expression)
- 30 seconds: quiet think time
- 1 minute: partner discussion
- “What is another way we can decompose the number 84?”
- If needed, ask:
 - “How can we represent 84 with only 6 tens?”
- Ask students with different decompositions to share their work with the class.
- “ Next, we are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions and at least two different pictorial models of your number decomposed. Let’s make a page together.”

Page Number: N/A

Location:

Unit 8, Lesson 8, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones

and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Updated Text:

The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Note that adding the value of quarters may be beyond the grade level. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Page Number: N/A

Location:

Unit 4, Lesson 5, Activity 1,

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Represent the data shown in your table in a bar graph.

Table # _____

Updated Text:

Let's collect data as a class. What is your favorite fruit? We will tally the results on the board:

- Apples: ____ students
- Bananas: ____ students
- Oranges: ____ students

Use the data to draw a picture graph using simple pictures. Label the graph and explain how each picture represents one student's choice.

Page Number: N/A

Location:

Unit 1, Lesson 21, Activity 2, Student-facing Task Statement , Student Responses

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display $15 - 6 = \underline{\quad}$ and $6 + \underline{\quad} = 15$

- "How do both of these equations help you find the number of shooting stars Tyler saw?"
- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.
- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated Text:

- Display student work and the model for problem 1.
- "How did you use the model to help you solve this problem?" (I crossed off 6 cubes for Noah. I counted the rest.)
- Display $\underline{\quad} - 8 = 12$ and $8 + 12 + \underline{\quad}$ and the part-part-whole model.
- "How do these statements show how to find the number of stickers Elena started with?" (She has some stickers and gave 8 away. She gave 8 stickers away and still had 12. So you can add them to get a total.)

Page Number: N/A

Location:

Unit 8, Lesson 5, Activity 1, Activity Synthesis

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Launch

- Groups of 2
- Give each group a set of number cards, connecting cubes in towers of 10 and singles, and recording sheets.
- Ask students to take out the cards with 10 on them.
- "We are going to play a game called Make It. You will work with your partner to make a two-digit number and represent the number in different ways."
- Display two number cards and the recording sheet.
- "First, one partner picks two number cards and makes a two-digit number. I picked a [3] and a [5]. What two-digit numbers can I make?" (35 or 53)
- Demonstrate writing one of the numbers on the recording sheet.
- "Now both partners say the number."
- "Then, the partner who made the number watches the other partner build the number with connecting cubes. Make sure you both agree on how to build the number. Then both partners complete the recording sheet with a drawing and the number of tens and ones."

Updated Text:

Launch

- Groups of 2
- Display a number between 20 and 120.
- "Let's use our cubes to decompose the number 24 in three different ways."
- Select students to help you build 24 as the sum of so many tens and ones. Ex- 2 towers of 10 and 4 cubes, two towers of 12, and a tower of 14 and 6. Consider writing expressions to match the model.
- "How are these models similar? How are they different?" (They all equal 24. They all use cubes. The blocks are arranged differently.)
- 1 minute: partner work
- Share responses.

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Group of 2

Display the image.

"What is an estimate that's too high?" "Too low?" "About right?"

1 minute: quiet think time

Updated Text:

Group of 2

Display the image.

"What strategy can we use to determine an estimate for how many cranes are in the image?"

1 minute: quiet think time

2 minutes: share strategy with partner

"What is an estimate that's too high?" "Too low?" "About right?"

1 minute: quiet think time

Page Number: N/A

Location:

Unit 6, Lesson 15, Warm-up, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Who can restate the pattern in different words?"

"What do you predict would come after 82? Why?"

Updated Text:

- "How can we use connecting cubes to skip count by tens?"
- "Who can restate the pattern in different words?"
- "What do you predict would come after 82? Why?"
- Share student responses from question 1.
- "How did you know your skip counting by 10 was correct?" (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)

Page Number: N/A

Location:

Unit 3, Lesson 12, Warm Up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson

Updated Text:

MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson. Invite students to borrow

language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson.

Advances: Conversing, Reading

Page Number: N/A

Location:

Unit 4, Lesson 1, MLR Supports

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Some kids were at the library.
Then some of the kids went home.

What do you notice?
What do you wonder?

2. There were 9 kids at the library.
Then 2 of the kids went home.

How many kids are at the library now?

Updated Text:

Use your cubes or counters to show your thinking. Upload your work to show your thinking.

1. There were 9 kids at the library.
Then 2 of the kids went home.

How many kids are at the library now?

2. There are some comic books in the library.
The library bought 3 more comic books.
Now there are 15 comic books in the library

How many comic books did the library start with?

Page Number: N/A

Location:

Unit 2, Lesson 1, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Launch

- Groups of 2
- Give each group a set of number cards, connecting cubes in towers of 10 and singles, and recording sheets.
- Ask students to take out the cards with 10 on them.
- "We are going to play a game called Make It. You will work with your partner to make a two-digit number and represent the number in different ways."
- Display two number cards and the recording sheet.
- "First, one partner picks two number cards and makes a two-digit number. I picked a [3] and a [5]. What two-digit numbers can I make?" (35 or 53)
- Demonstrate writing one of the numbers on the recording sheet.
- "Now both partners say the number."
- "Then, the partner who made the number watches the other partner build the number with connecting cubes. Make sure you both agree on how to build the number. Then both partners complete the recording sheet with a drawing and the number of tens and ones."

Updated Text:

Launch

- Groups of 2
- Display a number between 20 and 120.
- "Let's use our cubes to decompose the number 24 in three different ways."
- Select students to help you build 24 as the sum of so many tens and ones.
Ex- 2 towers of 10 and 4 cubes, two towers of 12, and a tower of 14 and 6.
Consider writing expressions to match the model.
- "How are these models similar? How are they different?" (They all equal 24.
They all use cubes. The blocks are arranged differently.)
- 1 minute: partner work
- Share responses.

Page Number: N/A

Location:

Unit 4, Lesson 7, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Updated Text:

The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Note that adding the value of quarters may be

beyond the grade level. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Page Number: N/A

Location:

Unit 4, Lesson 5, Activity 1,

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Prompt for Multipart Question

Updated Text:

Draw the minute and hour hand on the clock to show the time the activity happens.

Page Number: N/A

Location:

Unit 7, Lesson 13, Activity 3, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

3. Skip count by 10 to count the number of cubes below.

image of connecting cubes found here:

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view

Page Number: N/A

Location:

Unit 4, Lesson 1, Warm-up, New Question

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Some kids were at the library.
Then some of the kids went home.

What do you notice?

What do you wonder?

2. There were 9 kids at the library.
Then 2 of the kids went home.

How many kids are at the library now?

Updated Text:

Use your cubes or counters to show your thinking. Upload your work to show your thinking.

1. There were 9 kids at the library.
Then 2 of the kids went home.

How many kids are at the library now?

2. There are some comic books in the library.
The library bought 3 more comic books.
Now there are 15 comic books in the library

How many comic books did the library start with?

Page Number: N/A

Location:

Unit 2, Lesson 1, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson

Updated Text:

MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson.

Advances: Conversing, Reading

Page Number: N/A

Location:

Unit 4, Lesson 1, MLR Supports

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

3. Skip count by 10 to count the number of cubes below.

image of connecting cubes found here:

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view

Page Number: N/A

Location:

Unit 4, Lesson 1, Warm-up, New Question

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Discuss your thinking with your partner."

Updated Text:

"Discuss how you estimated the number of cranes with your partner."

Page Number: N/A

Location:

Unit 6, Lesson 15, Warm-up, Activity

URL to Content: [View Publisher Materials](#)

Math, Grade 2 (IMRA)

Program: Texas Math: Grade 2 Powered by Kiddom

SRP Feedback

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

REPORTED FEEDBACK:

Students discuss number of points. Consider explicitly referencing number of vertices.

Publisher Response:

As part of the errata process we will include references to number of vertices in this lesson.

Page Number: 6

Location:

G2.8c-1 > Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

REPORTED FEEDBACK:

Specify that the shape needs to be two-dimensional.

Publisher Response:

We will be adding this language as to the activity synthesis section of Activity 1, as part of the errata process.

Page Number: online

Location:

Unit 6; Lesson 2; Activity 1; Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

REPORTED FEEDBACK:

Keep in mind that second grade students are not expected to use line plots.

Publisher Response:

As part of the errata process we will include language to the teacher to indicate that using line plots may be an extension beyond grade level.

Page Number: Online

Location:

Activity 2: Interpret Our Numerical Data

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

REPORTED FEEDBACK:

Keep in mind that second grade students do not use functions. I suggest removing that statement from the material.

Publisher Response:

As part of the errata process we will include language to the teacher to indicate that using functions may be an extension beyond grade level.

Page Number: Online

Location:

Grade 2 > 11.A.i > Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

REPORTED FEEDBACK:

I would suggest increasing the number of students can solve within from 100 to 1,000 to match the breakout.

Publisher Response:

We will include an opportunity for students to solve from 100 to 1,000 as part of the errata process.

Page Number: Online

Location:

Unit 2 > Lesson 3 > Activity 1

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Highlight the use of terms like triangle, circle, rectangle, square, hexagon, corners, and sides.

Updated Text:

Highlight the use of terms like triangle, circle, rectangle, square, hexagon, vertices, and sides.

Page Number: N/A

Location:

Activity 1, Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display selected students' shapes.

"Describe how these shapes are composed." (They used 2 trapezoids to compose a hexagon. They used 4 small squares to compose a larger square.)

Updated Text:

Display selected students' shapes.

"Describe how these shapes are composed." (They used 2 trapezoids to compose a hexagon. They used 4 small squares to compose a larger square.)

Who would like to share how they decomposed their shapes in question 2? Was there only one correct way to decompose these shapes, or were there multiple ways to decompose them?

What connections can we make between composing and decomposing shapes?

Page Number: N/A

Location:

Unit 6, Lesson 6, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Highlight the use of terms like triangle, circle, rectangle, square, hexagon, corners, and sides.

Updated Text:

Highlight the use of terms like triangle, circle, rectangle, square, hexagon, vertices, and sides.

Page Number: N/A

Location:

Activity 1, Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the display as needed, and update it throughout the lesson. Advances: Conversing, Reading

Updated Text:

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Review the action verbs in the first column of the class poster (environmental print) posted in the classroom. For each set of the sentence frames, discuss with students what each term means and why you would "describe" vs "justify" details with their classmates. For key terms used in the sentence starters, allow students to share how the image helps represent the word for each section. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading

Page Number: N/A

Location:

Unit 2, Lesson 11, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

If time, continue to select students to share strategies for expressions that they felt were less or more challenging.

Updated Text:

If time, continue to select students to share strategies for expressions that they felt were less or more challenging.

"What are some problem situations that these number sentences could represent? In question 3, create some situations for questions 1 and 2, and then share them with your partner."

Page Number: N/A

Location:

Unit 7, Lesson 10, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the display as needed, and update it throughout the lesson. Advances: Conversing, Reading

Updated Text:

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Review the action verbs in the first column of the class poster (environmental print) posted in the classroom. For each set of the sentence frames, discuss with students what each term means and why you would "describe" vs "justify" details with their classmates. For key terms used in the sentence starters, allow students to share how the image helps represent the word for each section. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading

Page Number: N/A

Location:

Unit 2, Lesson 11, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not? (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Updated Text:

"Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not?" (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Let's draw a few more shapes based on the number of vertices! Who would like to come up and draw a shape that has 7 vertices?

Page Number: N/A

Location:

Unit 6, Lesson 2, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

As students sort, they may sort by defining attributes such as number of sides or corners.

Updated Text:

As students sort, they may sort by defining attributes such as number of sides or vertices.

Page Number: N/A

Location:

Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Some of you noticed that a cube has 6 square faces. Would this shape fold to make a cube? (No. It has 6 squares, but some aren't the same size.)

Updated Text:

"Some of you noticed that a cube has 6 square faces. Would this shape fold to make a cube?" (No. It has 6 squares, but some aren't the same size.)

Share your solids from question 5 with your partner. Did you come up with the same shapes? If not, what was different about them?

Can somebody please share their solids with the class?

Let's do one more together- we are all going to create a triangular prism!

This is a 5-sided solid with triangles on either end, and rectangles connecting them. Compose your triangular prism with a partner. Once you are done, we will all take turns sharing ours.

Page Number: N/A

Location:

Unit 6, Lesson 4, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

As students sort, they may sort by defining attributes such as number of sides or corners.

Updated Text:

As students sort, they may sort by defining attributes such as number of sides or vertices.

Page Number: N/A

Location:

Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The purpose of this activity is for students to measure the lengths they estimated in the previous activity with a centimeter ruler to find the actual lengths. As needed, encourage students to use base-ten blocks to check

their measurements to help them assess their accuracy and deepen their understanding of how length is represented on the ruler (MP2, MP6). Access for English Language Learners MLR2 Collect and Display. Collect the language students use to explain how they are measuring. Display words and phrases such as: "ruler," "edge," "measure," "length," "centimeter," "estimate," "longer," and "shorter." During the Synthesis, invite students to suggest ways to update the display: "What are some other words or phrases we should include?" Invite students to borrow language from the display as needed."

Updated Text:

MLR1 Stronger and Clearer Each Time. For second graders, pause the read along at key points and ask students to turn to one another and repeat portions of the story that relate involve adding additional animals to the restaurant. As second graders locate rows and columns from the image on the slide, have them start with sharing their counting of rows and columns orally and then having them write down the numbers to support their counting related to the image.

Page Number: N/A

Location:

Unit 3, Lesson 4, Activity 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will calculate the interest as 5% of \$100, which is \$5. After 1 year, they will have \$105.

They will graph the function $y=100*1.05^x$, where 'y' represents the total savings and 'x' represents time in years. After 5 years, they will have approximately \$127.63.

Updated Text:

Students will calculate the interest as 5% of \$100, which is \$5. After 1 year, they will have \$105.

After 5 years, they will have approximately \$127.63.

Page Number: N/A

Location:

Unit 9, Lesson 1, Activity 12 Student Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The purpose of this activity is for students to measure the lengths they estimated in the previous activity with a centimeter ruler to find the actual lengths. As needed, encourage students to use base-ten blocks to check their measurements to help them assess their accuracy and deepen their understanding of how length is represented on the ruler (MP2, MP6). Access for English Language Learners MLR2 Collect and Display. Collect the language students use to explain how they are measuring. Display words and phrases such as: "ruler," "edge," "measure," "length," "centimeter," "estimate," "longer," and "shorter." During the Synthesis, invite students to suggest ways to update the display: "What are some other words or phrases we should include?" Invite students to borrow language from the display as needed."

Updated Text:

MLR1 Stronger and Clearer Each Time. For second graders, pause the read along at key points and ask students to turn to one another and repeat portions of the story that relate involve adding additional animals to the restaurant. As second graders locate rows and columns from the image on the slide, have them start with sharing their counting of rows and columns orally and then having them write down the numbers to support their counting related to the image.

Page Number: N/A

Location:

Unit 3, Lesson 4, Activity 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite previously identified students to share different methods for finding the values.

Updated Text:

Invite previously identified students to share different methods for finding the values.

Who would like to share one of their word problems from question 4?

Please create a diagram for this new word problem, and then share it with your partner. How were your diagrams similar? How were they different?

Page Number: N/A

Location:

Unit 9, Lesson 7, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Students will calculate the interest as 5% of \$100, which is \$5. After 1 year, they will have \$105.

They will graph the function $y=100*1.05^x$, where 'y' represents the total

savings and 'x' represents time in years. After 5 years, they will have approximately \$127.63.

Updated Text:

Students will calculate the interest as 5% of \$100, which is \$5. After 1 year, they will have \$105.

After 5 years, they will have approximately \$127.63.

Page Number: N/A

Location:

Unit 9, Lesson 1, Activity 12 Student Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The purpose of this activity is for students to interpret data represented in a line plot. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

Updated Text:

The purpose of this activity is for students to interpret data represented in a line plot, using line plots in second grade may be a beyond-grade-level extension. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

Page Number: N/A

Location:

Unit 3, Lesson 14, Activity 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not? (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Updated Text:

"Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not?" (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Let's draw a few more shapes based on the number of vertices! Who would like to come up and draw a shape that has 7 vertices?

Page Number: N/A

Location:

Unit 6, Lesson 2, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The purpose of this activity is for students to interpret data represented in a line plot. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

Updated Text:

The purpose of this activity is for students to interpret data represented in a line plot, using line plots in second grade may be a beyond-grade-level extension. They engage in a discussion about what they notice and how a line plot can be used to interpret data.

Page Number: N/A

Location:

Unit 3, Lesson 14, Activity 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the display as needed, and update it throughout the lesson. Advances: Conversing, Reading

Updated Text:

Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading

Page Number: N/A

Location:

Unit 2, Lesson 11

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will graph the function $y=5x$, where 'y' represents the total savings and 'x' represents time in weeks. After 26 weeks (6 months), they will have \$130, and after 52 weeks (1 year), they will have \$260.

Updated Text:

Students will create a graph that shows how the total savings will grow each week of the year. After 26 weeks (6 months), they will have \$130, and after 52 weeks (1 year), they will have \$260.

Page Number: N/A

Location:

Unit 9, Lesson 1, Activity 1, Student Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Dinner at Panda Palace Video

Updated Text:

Replace with Playground Guests now embedded on slide 14

Rough Cut link to replacement video:

https://drive.google.com/file/d/1VfHqcPFn4oYMPyODYv7f3ztqylgXbj_E/view?

Page Number: N/A

Location:

Talking Math Slides, Slide 13

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

How was it the same or different when finding the sum versus finding the difference? (It worked either way. I liked Diego's way of finding the difference because it was lined up by place, so the answer is across the bottom when you are done.)

Updated Text:

"How was it the same or different when finding the sum versus finding the difference?" (It worked either way. I liked Diego's way of finding the difference because it was lined up by place, so the answer is across the bottom when you are done.)

"How did you use your knowledge of place value to find the sums and differences in question 5?"

Page Number: N/A

Location:

Unit 7, Lesson 4, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will graph the function $y=5x$, where 'y' represents the total savings and 'x' represents time in weeks. After 26 weeks (6 months), they will have \$130, and after 52 weeks (1 year), they will have \$260.

Updated Text:

Students will create a graph that shows how the total savings will grow each week of the year. After 26 weeks (6 months), they will have \$130, and after 52 weeks (1 year), they will have \$260.

Page Number: N/A

Location:

Unit 9, Lesson 1, Activity 1, Student Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will graph the function $y=5x$, where 'y' represents the total savings and 'x' represents time in weeks.

Updated Text:

Students will graph the function $y=5x$, where 'y' represents the total savings and 'x' represents time in weeks. Students are not expected to solve using functions, this is an extension beyond second-grade standards

Page Number: N/A

Location:

Unit 9, Lesson 1, Activity 1, Student Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite previously identified students to share different methods for finding the values.

Updated Text:

Invite previously identified students to share different methods for finding the values.

Who would like to share one of their word problems from question 4?

Please create a diagram for this new word problem, and then share it with your partner. How were your diagrams similar? How were they different?

Page Number: N/A

Location:

Unit 9, Lesson 7, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Students will graph the function $y=5x$, where 'y' represents the total savings and 'x' represents time in weeks.

Updated Text:

Students will graph the function $y=5x$, where 'y' represents the total savings and 'x' represents time in weeks. Students are not expected to solve using functions, this is an extension beyond second-grade standards

Page Number: N/A

Location:

Unit 9, Lesson 1, Activity 1, Student Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display selected students' shapes.

"Describe how these shapes are composed." (They used 2 trapezoids to compose a hexagon. They used 4 small squares to compose a larger square.)

Updated Text:

Display selected students' shapes.

"Describe how these shapes are composed." (They used 2 trapezoids to compose a hexagon. They used 4 small squares to compose a larger square.)

Who would like to share how they decomposed their shapes in question 2? Was there only one correct way to decompose these shapes, or were there multiple ways to decompose them?

What connections can we make between composing and decomposing shapes?

Page Number: N/A

Location:

Unit 6, Lesson 6, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

In this activity, students will use physical objects like fruit slices or blocks to demonstrate the concept of creating more than a whole by combining fractional parts and articulate the process using precise vocabulary.

Updated Text:

In this activity, students will use physical objects like fruit slices or blocks to demonstrate the concept of creating more than a whole by combining fractional parts and articulate the process using precise vocabulary. Students are not expected to combine different sized fractions to create a fraction greater than one.

Page Number: N/A

Location:

Unit 6, Lesson 16, Activity 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR2 Collect and Display. Synthesis: Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the display as needed, and update it throughout the lesson. Advances: Conversing, Reading

Updated Text:

Direct attention to words collected and displayed from the previous lessons to compare representations. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading

Page Number: N/A

Location:

Unit 2, Lesson 11

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

If time, continue to select students to share strategies for expressions that they felt were less or more challenging.

Updated Text:

If time, continue to select students to share strategies for expressions that they felt were less or more challenging.

"What are some problem situations that these number sentences could represent? In question 3, create some situations for questions 1 and 2, and then share them with your partner."

Page Number: N/A

Location:

Unit 7, Lesson 10, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

In this activity, students will use physical objects like fruit slices or blocks to demonstrate the concept of creating more than a whole by combining fractional parts and articulate the process using precise vocabulary.

Updated Text:

In this activity, students will use physical objects like fruit slices or blocks to demonstrate the concept of creating more than a whole by combining fractional parts and articulate the process using precise vocabulary. Students are not expected to combine different sized fractions to create a fraction greater than one.

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not? (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Updated Text:

"Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not?" (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Let's draw a few more shapes based on the number of vertices! Who would like to come up and draw a two dimensional shape that has 7 vertices?

Page Number: N/A

Location:

Unit 6, Lesson 2, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

How was it the same or different when finding the sum versus finding the difference? (It worked either way. I liked Diego's way of finding the difference because it was lined up by place, so the answer is across the bottom when you are done.)

Updated Text:

"How was it the same or different when finding the sum versus finding the difference?" (It worked either way. I liked Diego's way of finding the difference because it was lined up by place, so the answer is across the bottom when you are done.)

"How did you use your knowledge of place value to find the sums and differences in question 5?"

Page Number: N/A

Location:

Unit 7, Lesson 4, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not? (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Updated Text:

"Would any of these shapes be a quadrilateral, pentagon, or hexagon? Why or why not?" (Sample response: No. The one on the far left has 4 sides and only 3 corners, so it's not a quadrilateral.)

Let's draw a few more shapes based on the number of vertices! Who would like to come up and draw a two dimensional shape that has 7 vertices?

Page Number: N/A

Location:

Unit 6, Lesson 2, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Some of you noticed that a cube has 6 square faces. Would this shape fold to make a cube? (No. It has 6 squares, but some aren't the same size.)

Updated Text:

"Some of you noticed that a cube has 6 square faces. Would this shape fold to make a cube?" (No. It has 6 squares, but some aren't the same size.)
Share your solids from question 5 with your partner. Did you come up with the same shapes? If not, what was different about them?
Can somebody please share their solids with the class?
Let's do one more together- we are all going to create a triangular prism!
This is a 5-sided solid with triangles on either end, and rectangles connecting them. Compose your triangular prism with a partner. Once you are done, we will all take turns sharing ours.

Page Number: N/A

Location:

Unit 6, Lesson 4, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Math, Grade 3 (IMRA)

Program: Texas Math: Grade 3 Powered by Kiddom

SRP Feedback

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN: 9798894308883)

REPORTED FEEDBACK:

Include a "variety ob objects", not just fraction strips.

Publisher Response:

We will make these revisions and submit through the errata process.

Page Number: 110-111

Location:

Unit 5: Lesson 10: Activity 2: Activity, Advancing Student Thinking, &
Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN:
9798894308883)

REPORTED FEEDBACK:

Change improper fractions to mixed numbers for number lines

Publisher Response:

We will make these revisions and submit through the errata process.

Page Number: 158

Location:

Unit 5: Lesson 16: Activity 1: Student Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN:
9798894308883)

REPORTED FEEDBACK:

Student Task Statement #2 has the fraction $\frac{12}{3}$

Students in 3rd grade compose and decompose fractions with a numerator greater than zero and less than or equal to the denominator. They also represent fractions greater than zero and less than or equal to one.

Publisher Response:

We will make these revisions and submit through the errata process.

Page Number: 165-166

Location:

Unit 5: Lesson 17: Activity 1: Activity & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN: 9798894308883)

REPORTED FEEDBACK:

Consider including numbers to 1,000.

Publisher Response:

We will make these revisions and submit through the errata process.

Page Number: 4-5

Location:

Activity 1: Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN: 9798894308883)

REPORTED FEEDBACK:

The standard requires mental math to be included as a technique. To better align with the standard, the Student Task Statement should direct students to use mental math as one of the "ways that makes sense to you."

Publisher Response:

We will make these revisions and submit through the errata process.

Page Number: 42-43

Location:

Unit 3: Lesson 3: Student Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN: 9798894308883)

REPORTED FEEDBACK:

Students do not calculate profit in third grade.

Publisher Response:

We will make these revisions and submit through the errata process.

Page Number: 5-6

Location:

Activity 2: Activity & Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN: 9798894308883)

REPORTED FEEDBACK:

Consider adding wording to encourage students to solve using strategies based on place value.

Publisher Response:

As part of the errata process, we will add language to the student facing instructions to solve using strategies based on place value.

Page Number: 6

Location:

Activity 2: Student-facing task statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN: 9798894308883)

REPORTED FEEDBACK:

While students will discuss/explain their strategies & reasoning later in the lesson, consider adding a component to the student task directions requiring students to not only demonstrate their strategy, but also write out step by step details of how they implemented it.

Publisher Response:

We will make these revisions and submit through the errata process.

Page Number: 63-64

Location:

Unit 3: Lesson 6: Activity 2: Student Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN: 9798894308883)

REPORTED FEEDBACK:

Students in third grade would not multiply 250×3 . They would use repeated addition to solve.

Publisher Response:

As part of the errata process we will revise the example to show repeated addition vs multiplication in this section.

Page Number: 7

Location:

Activity 2 > Activity, Building on Student Thinking, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

REPORTED FEEDBACK:

The standard for this citation specifies using paper and pencil. While it can be inferred that the student will be using a paper and pencil to complete the tasks involved (specifically when prompted to draw a number line, write an equation, and write reasoning in words), consider explicitly stating paper and pencil in the "materials to gather" section.

Publisher Response:

As part of the errata process, we will add pencil and paper in the materials section.

Page Number: online

Location:

Unit 3: Lesson 7: Activity 1: Launch & Activity & Activity Synthesis

pdf pg.76

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

REPORTED FEEDBACK:

"in standard form
and word form, and expanded notation."
Consider changing to "...in standard form, word form, and expanded form.."

Publisher Response:

We will be making this change in the errata process.

Page Number: Online

Location:

Activity 2: Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Print (ISBN: 9798894308883)

REPORTED FEEDBACK:

The amount paid in interest should be given to students. Third graders do not calculate interest with percentages.

Publisher Response:

We accept this change and will include in our errata process.

Page Number: Page 6

Location:

Activity 2 > Student Task Statement

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Use a strategy of your choice to find the value of each sum.

Updated Text:

Use a strategy of your choice to find the value of each sum. Record the steps you took to find the sum value.

Page Number: N/A

Location:

Unit 3, Lesson 6, Activity 2, Student Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Base-ten blocks

Tools for creating a visual display

Updated Text:

Base-ten blocks

Tools for creating a visual display

Pencil and Paper

Page Number: N/A

Location:

Unit 3, Lesson 7, Activity 1, Required Materials

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Response

Students provide detailed solutions to two-step problems, describing the strategies used for each step. Sample response: For 'You buy a toy for \$450 and sell it for \$625, how much profit did you make?', students first subtract to find the cost difference, then add to find the total profit.

Updated Text:

Student Response

Students provide detailed solutions to two-step problems, describing the strategies used for each step. Sample response: For 'You buy a toy for \$450

and sell it for \$625, how much money did you make?', students first subtract to find the cost difference, then add to find the total value remaining.

Page Number: N/A

Location:

Unit 4, Lesson 22, Activity 2, Student Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Find the value of each sum in any way that makes sense to you.

Updated Text:

Find the value of each sum in any way that makes sense to you. Consider using mental math.

Page Number: N/A

Location:

Unit 3, Lesson 3, Activity 1, Student Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

Access for English Language Learners

MLR8 Discussion Supports. For third graders, students should take turns playing the linked games and work in pairs to analyze patterns in the image of dominoes. Display the following sentence frames for all to see: "I noticed ___, so I matched . . ." Encourage students to challenge each other when they disagree.

Advances: Listening, Speaking

Page Number: N/A

Location:

Unit 3 > Section Level Planning Guide > Talking Math Slideshow > Slide 25, Notes section

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Part A 5/2

Part B 5/3

Part C 5/4

Updated Text:

Part A 2 1/2

Part B 1 2/3

Part C 1 1/4

Page Number: N/A

Location:

Unit 5, Lesson 16, Activity 1, Student Task Statement Question 3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Response

Students may choose a problem like 'You buy 3 packs of pencils with 250 pencils in each pack. You give 350 pencils to your class. How many pencils do you have left?' They draw models representing the packs of pencils, the sharing, and write the equations $3 \times 250 - 350 = x$ to find $x = 400$.

Updated Text:

Student Response

Students may choose a problem like 'You buy 3 packs of pencils with 250 pencils in each pack. You give 350 pencils to your class. How many pencils do you have left?' They draw models representing the packs of pencils, the sharing, and write the equations $250 + 250 + 250 = 750$ and then $750 - 350 = x$ to find $x = 400$.

Page Number: N/A

Location:

Unit 4, Lesson 37, Activity 2, Student Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Have 2-3 students display their shaded rectangles.

For each rectangle, ask, "How did you know what fraction of the rectangle your partner shaded?" (I counted the equal parts in the rectangle. There were four equal parts, so I knew my partner shaded a fourth.)

Updated Text:

- Select students to share how they described the shaded portion of their card.
- "How would you describe the part you shaded on your card?" (I described it as $\frac{1}{8}$ because 1 out of 8 is shaded.)
- "Could you describe your partner's shaded portion the same way?" (Yes. They shaded $\frac{1}{8}$ like me.)
- "Thinking about problem 2, which person did you agree with and why?" (I agree with Tyler because they both shaded $\frac{1}{4}$ of their figure. I agree with Mai because the triangles are larger than the squares in Tyler's drawing.)
- Share responses and highlight those that reason each drawing represents $\frac{1}{4}$.
- "Today, we had identical figures and decomposed them into equal shares. Were the shares we created identical?" (Yes. Each figure represented had 8 shares.)
- "Did the equal shares need to be the same shape to represent the same amount?" (No. I had 8 equal triangles, but my partner had 8 equal rectangles.)

Page Number: N/A

Location:

Unit 5, Lesson 2, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- Share different models among the class.
- Discuss how different models represent place value.
- Highlight how the models make addition clear.

Updated Text:

- Share different models among the class.
- Discuss how different models represent place value.
- Highlight how the models make addition clear.

-Consider replicating the same sequence but allowing students to complete problems up to 1,000.

Page Number: N/A

Location:

Unit 4, Lesson 1, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student-facing Task Statement

You bought 5 packs of stickers, with each pack containing 6 stickers. How many stickers did you buy in total?

Student Response

Students should write the equation ' $5 \times 6 = 30$ ' to find the total number of stickers.

Updated Text:

Student-facing Task Statement

You bought 5 packs of stickers, with each pack containing 6 stickers. Each of your 3 friends wants 10 stickers. Do you have enough stickers?

Student Response

Students should write the equation ' $5 \times 6 = 30$ ' to find the total number of stickers. Students should write the equation ' $3 \times 10 = 30$ ' to figure out that they have the right amount of stickers for 3 friends.

Page Number: N/A

Location:

Unit 5, Lesson 14, Activity 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will calculate total repayment amount based on the scenario, for example: Borrowing \$200 while making payments of \$50 for 3 months, it will take them 1 more month to pay back the loan.

Updated Text:

Students will calculate total repayment amount based on the scenario, for example: Borrowing \$200 at a 5% monthly interest rate for 3 months, the total repayment amount would be \$215.

Page Number: N/A

Location:

Unit 9, Lesson 8, Activity 2, Student Response

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Work with your partner to complete the first problem. Partition each rectangle and label each part."

5-7 minutes: partner work time

For each rectangle, have a group share how they partitioned the rectangle into equal-sized parts and what fraction they used to label each part.

"Complete part a of the next problem on your own. Partition the rectangle and shade to show a fraction, but don't label it. Don't tell your partner how you are partitioning or what number you are showing."

2 minutes: independent work time

"Now, trade rectangles with your partner and answer the next part of the problem using their rectangle. When you are both finished, share your

reasoning."

1-2 minutes: independent work time

1-2 minutes: partner work time

Updated Text:

- "Decide which person will be Partner A and which person will be Partner B.

- "Work with your partner to complete your card but do not show your partner until I tell you." Example of cards:

- Partner A-decompose the rectangle into 8 equal triangles. Shade 1 of your triangles.

- Partner B-decompose the rectangle into 8 equal rectangles. Shade 1 of your rectangles.

- Option to have cards with decomposed rectangles and students shade 1 piece on their card.

insert image from this file:

<https://drive.google.com/file/d/1UYgjq33b0uMuep6CzgRmPjoI81YD90I4/view>

-2-3 minutes: independent work time

- "Reveal your work to your partner and take a few minutes to answer question 1."

- Select partners to share how they decomposed their rectangles and what they noticed was similar and different.

- "What did you notice that was the same as your partner?" (We each decomposed our rectangle into 8 parts. We both shaded 1. The main rectangles are congruent.)

- What did you notice that was different about your figures? (We decomposed them differently. I made triangles and they made rectangles.)

-2 minutes: independent work time

- "Turn and talk with your partner. How would you describe the part you shaded on your card?"

- 1-2 minutes: partner discussion

- Monitor for students who can name the shaded portion as a fractional amount.

- "Now, take a few minutes to work on problem 2 with your partner."

Page Number: N/A

Location:

Unit 5, Lesson 2, Activity 2, Activity

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Use your fraction strips from an earlier lesson to find as many equivalent fractions as you can that are equivalent to $\frac{1}{2}$.

Updated Text:

Use your fraction strips or a variety of objects from an earlier lesson to find as many equivalent fractions as you can that are equivalent to $\frac{1}{2}$.

Page Number: N/A

Location:

Unit 5, Lesson 10, Activity 2, Student Task Statement Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Solve the following two-step problem: Olivia has 345 stickers. She buys 162 more stickers, then gives 76 to her friend. How many stickers does she have now?

Updated Text:

Solve the following two-step problem. Use strategies based on place value.: Olivia has 345 stickers. She buys 162 more stickers, then gives 76 to her friend. How many stickers does she have now?

Page Number: N/A

Location:

Unit 4, Lesson 15, Activity 2, Student Facing Task

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Given your scenario, calculate the total amount the borrower needs to repay the lender, including interest.

Updated Text:

Given your scenario, calculate the total amount the borrower needs to repay the lender.

Page Number: N/A

Location:

Unit 9, Lesson 8, Activity 2, Student Task Statement

URL to Content: [View Publisher Materials](#)

Math, Grade 4 (IMRA)

Program: Texas Math: Grade 4 Powered by Kiddom

SRP Feedback

Component: Texas Math: Grade 4 Powered by Kiddom Print (ISBN: 9798894308913)

REPORTED FEEDBACK:

Activity needs to specify where the writing takes place. It looks as though this is a spoken activity, until it says students will give feedback to the written responses.

Publisher Response:

Will revise the activity section to include a reference to writing their explanations as part of the errata process.

Page Number: 160

Location:

MLR1 Stronger and Clearer Each Time. Synthesis: Before the whole-class discussion, give students time to meet with 2–3 partners to share and get feedback on their response to “whether Andre can use the fraction $\frac{1}{2}$ to make a stack that is $\frac{1}{2}$ feet tall.” Invite listeners to ask questions, to press for details, and to suggest mathematical language. Give students 2–3 minutes to revise their written explanation based on the feedback they receive.
Advances: Writing, Speaking, Listening

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Print (ISBN: 9798894308913)

REPORTED FEEDBACK:

It would be better if you can add in the wording of how the center of the circle is the vertex of the angles being measured.

Publisher Response:

As part of the errata process we will include this information in this section.

Page Number: 99-100

Location:

Unit 7 > Lesson 8 > Activity 2- Make a Measuring Tool > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

REPORTED FEEDBACK:

Although students are able to represent comparisons, numbers need to go to 1,000,000,000.

Publisher Response:

As part of the errata process we will add additional opportunities to work with numbers up to 1,000,000,000 in this activity.

Page Number: online

Location:

Unit 4 > Lesson 12 > Activity 1- Which is Greater? > Student Task Statement > Questions 1-3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

REPORTED FEEDBACK:

Question 5 asks students to describe the relationship of the four in two of the numbers, but consider specifying "in two of the numbers above" or "in two of the numbers in question 4."

Publisher Response:

In the lesson submitted for errata changes we will add "above" at the end of the question prompt.

Page Number: online

Location:

Unit 4, Lesson 9 Activity 1

Revisions above will be embedded into the platform, original link:

<https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b3...>

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

REPORTED FEEDBACK:

Although show work is enabled, it should state for students to explain or justify their answer. Some students may try to just state their answer without providing the justification as needed for the alignment of the standard.

Publisher Response:

As part of the errata process we will include instructions for students to explain or justify their answer.

Page Number: online

Location:

Unit 9 > Lesson 8 > Activity 2 > Questions 1-3

(Questions 1-3)

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

REPORTED FEEDBACK:

Students in 4th grade do not calculate averages and they do not multiply by decimals.

Publisher Response:

As part of the errata process we will revise the example of application of the plot data to remove references to averages and multiplication by decimals.

Page Number: online

Location:

4.9.B.v > Activity 2- Solving Two-Step Problems > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

REPORTED FEEDBACK:

Table headings should be capitalized

Publisher Response:

As part of the errata process we will capitalize table headings in this section.

Page Number: online

Location:

Unit 6> Lesson 24 > Activity 2 > Languages in Philadelphia and Chicago > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

REPORTED FEEDBACK:

Consider specifying "to the hundredths place" to better align with the standard

Publisher Response:

As part of the errata process we will make this change.

Page Number: online

Location:

4.4.A.iii > Activity 2- Mastering the Standard Algorithm with Decimals > Activity Synthesis

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

Have selected students share diagrams and explain how they show "times as many".

If needed, use cubes to represent statements.

"How could you write an equation to compare Kiran's and Jada's cubes?"

"What do the numbers in the equation represent in the situation?" (Four is the "4 times as many". Two is how many Kiran had. Eight is how many Jada had.)

Write equations for each situation and ask about what students notice about the relationships.

Updated Text:

- Have students share their justifications for the strip diagram they selected.
- Display the strip diagrams from question 2.

image can be seen at this URL:

https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/view

- "Where there strip diagrams that were easy to eliminate? Why?" (Yes. For D, Hubert is supposed to have six times as many as Natalie.)
- "How did the labels for A and B help you to reason the strip diagram?" (The strip diagrams each show 6 times as many as 24. The labels help me identify the correct person.)
- Display the strip diagrams groups created for problem 2.
- 3-5 minutes: gallery walk.

- "What is something you noticed about the strip diagrams you class created for problem 2?"

Page Number: N/A

Location:

Unit 5, Lesson 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

Select one group to share each set of sorted cards and explain how they knew the representations belong together.

"How did you know what fraction and decimal to write for the diagram without any matches?"

Select a student to share their response to the last problem. Highlight the equivalence of 0.2 and 0.20 as shown in the Student Responses.

Updated Text:

Activity Synthesis

- Select one group to share each set of sorted cards and explain how they knew

the representations belong together.

- "How did you know what fraction and decimal to write for the diagram without any matches?"

- Select a student to share their models for the last problem. Highlight the equivalence of 0.2 and 0.20 as shown in the Student Responses.

Page Number: N/A

Location:

Unit 4, Lesson 2, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Grid paper
Inch tiles

Updated Text:

Grid paper
Pencil
Inch tiles

Page Number: N/A

Location:

Unit 1, Lesson 3, Activity 2, Required Materials

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

Focus the discussion on the last expression $83-1$

.

"How did you subtract 1, a whole number, from 83 , a fraction?" (Start at 83

and jump to the left 3 thirds, to land at 53

. Start at 1 and find out how far to jump to the right to reach 83

.)

"How could you subtract 1 from 83

if you didn't have a number line?" (I could:

Think of 1 as 33
and subtract 33
from 83
, which gives 53

.

Think about how many thirds to add to 33
to get 83

.

Think of 83
as 223
and subtract 1 from it, which gives 123
)

Updated Text:

Activity Synthesis

- Invite students to share how they determined their equation based on the model for question 1.
- "How does the model support your equations?" (I could see there were 11 one-sixth pieces. I could see Noah got rid of 7 of the one-sixth pieces.)
- "How many pieces of pizza did Noah have left?" (4/6 pieces.)
- "How did the model help you select the best number line?" (I could think of the pieces crossed out as the 'jump' on the number line.)

Page Number: N/A

Location:

Unit 3, Lesson 9, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

MLR1 Stronger and Clearer Each Time

"Share your strategy for comparing multi-digit numbers with your partner.

Take turns being the speaker and the listener. If you are the speaker, share your ideas and writing so far. If you are the listener, ask questions and give feedback to help your partner improve their explanation."

3-4 minutes: structured partner discussion

Repeat with 1-2 other partners.

"Revise your initial description based on the feedback you got from your partners."

2-3 minutes: independent work time

Invite students to briefly share their ordered sets of numbers from the last problem and their reasoning. Record and display their responses.

If not mentioned in students' explanations, point out that in the last set of numbers, the third digit (in the thousands place) in each 630,951 and 631,051 is what tells us how the two numbers compare. The third digit (in the hundreds place) also tells us how 63,591 and 63,951 compare.

Updated Text:

Activity Synthesis

MLR1 Stronger and Clearer Each Time

- "Share your strategy for comparing multi-digit numbers with your partner.

Take

turns being the speaker and the listener. If you are the speaker, share your ideas and

writing so far. If you are the listener, ask questions and give feedback to help your

partner improve their explanation."

- 3-4 minutes: structured partner discussion
- Repeat with 1-2 other partners.
- "Revise your initial description based on the feedback you got from your partners."
- 2-3 minutes: independent work time

- Invite students to briefly share their ordered sets of numbers from the last problem

and their reasoning. Record and display their responses.

- If not mentioned in students' explanations, point out that in the last set of numbers

(question 4), the sixth digit (in the hundred thousands place) in each

845,679,208

and 845,793,208 helps us understand how these two numbers compare.

Page Number: N/A

Location:

Unit 4, Lesson 13, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

"How does knowing the first and third quotients help you find the last quotient?" (Since $12 \div 60 = 72$, we can add the answers to those quotients to get the answer to the last problem.)

Consider asking:

"Who can restate ____'s reasoning in a different way?"

"Did anyone have the same strategy but would explain it differently?"

"Did anyone approach the expression in a different way?"

"Does anyone want to add on to ____'s strategy?"

Updated Text:

Activity Synthesis

Invite selected students to share their answer for question 1.

"What do you think we should do with the remaining beads?" (I think we can ignore it because it doesn't answer the question.)

"When we have a remainder, we will need to interpret or understand the remainder. For

this problem, we can ignore the remainder."

Invite selected students to share their answer for problem 2.

"How many containers will Callie need?" (Callie needs 8 containers. She isn't just going to

throw the remaining beads away.)

"We can interpret this remainder as needing to add 1 to the quotient."

Invite selected students to share their answer for problem 3.

"How many beads will Callie give to her sister?" (4. That is the same as the remainder.)

"We can interpret this remainder as the answer."

Page Number: N/A

Location:

Unit 1, Lesson 7, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

Invite students to share the decimals for the diagrams in the first problem.

Record their responses for all to see.

"How are the diagrams in the last problem different from those in the first problem?" (They represent numbers greater than 1.)

"How did you figure out how to write each fraction as a decimal?"

If not mentioned in students' responses, point out that we can think of
120100

as $1+20100$

. The 1 whole goes in the ones place, to the left of the decimal point, and the 20 hundredths goes on the right of the decimal point.

"The decimal 1.20 can be read 'one and 20 hundredths'. The decimal 1.33 can be read 'one and 33 hundredths'."

Updated Text:

Activity Synthesis

- Invite students to share the models they created and how they wrote the number as

a decimal.

- Record their responses for all to see.

- "How are the models in the last problem different from those in the first two

problems?" (They represent numbers greater than 1.)

- "How did you figure out how to write each number as a fraction and decimal?"

- If not mentioned in students' responses, point out that we can think of $1\frac{20}{100}$

as $1 + \frac{20}{100}$. The 1 whole goes in the ones place, to the left of the decimal point,

and the 20 hundredths goes on the right of the decimal point.

- "The decimal 1.20 is read as 'one and 20 hundredths'. The decimal 1.33 is read 'one and 33 hundredths'."

Page Number: N/A

Location:

Unit 4, Lesson 1, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Advancing Student Thinking

Students may arrange the numbers by looking only at the digits in the numbers, without attending to the relative sizes of each decimal. (For example, they may say that 0.45 is greater than 0.9 because 45 is greater than 9.) Consider asking them to name the numbers and think about them in terms of tenths and hundredths, or to express them in fraction notation.

Updated Text:

Advancing Student Thinking

Students may respond that 0.20 and 0.2 are not "the same." Consider asking:

- "How would you represent each number using your manipulatives?"
- "What is the same about the amounts, and what is not the same?"

Page Number: N/A

Location:

Unit 4, Lesson 4, Activity 1, Advancing Student Thinking

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Narrative

"Complete the first problem on your own and then we'll talk about it as a class."

3 minutes: independent work time

Select 1-2 students to share their responses to the first problem.

"How would we write this number using expanded form?"

$(40,000 + 9,000 + 800 + 30)$

"Remember, when we write a number as a sum of hundreds, tens, and ones, we are using expanded form."

Updated Text:

Activity Narrative

- "Complete the first problem independently, and then we'll discuss it as a class."
- 3 minutes: independent work time
- Select 1-2 students to share their responses to the first problem.
- "How would we write this number using expanded notation?"
- $(4 \times 10,000) + (9 \times 1,000) + (8 \times 100) + (30 \times 1)$
- "Remember, when we write a number as the value of its individual digits (ex-hundreds, tens, and ones), we represent the value using expanded notation."

Page Number: N/A

Location:

Unit 4, Lesson 5, Activity 3, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tyler used an algorithm to find the value of 64×87

.Image can be seenat this URL:

https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMIT_K0PTT7IAu0D/view

How do you think he arrived at the last five numbers? Record your thinking.
Be prepared to share it with a partner.

Note for Evaluating Responses

Sample response:

28 is the product of 7 in 87 and 4 in 64.

420 is the product of 7 in 87 and 60 in 64.

320 is the product of 80 in 87 and 4 in 64.

4,800 is the product of 80 in 87 and 60 in 64.

5,568 is the sum of the four partial products above it.

2. Use Tyler's method to find the value of 31×15

. Then, draw a diagram to check your answer.

Image can be seen at this URL:

https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMIT_K0PTT7IAu0D/view

Updated Text:

1. Tyler used the standard algorithm to find the value of 67×87 .

Image can be seen at this URL:

https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMIT_K0PTT7IAu0D/view

How do you think he arrived at the last three numbers? Record your thinking.

Be prepared to share it with a partner.

Sample response:

- 448 is the product of 7 times 4 and 7 times 60.
- 5,120 is the product of 80 times 4 and 80 x 60.
- 5,568 is the sum of 448 and 5,120.

2. Use Tyler's method to find the value of 31×15 . Then, draw a diagram to check your answer.

Sample response:

Image can be seen at this URL:

https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMIT_K0PTT7IAu0D/view

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 1, Activity Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Narrative

MLR7 Compare and Connect

"Create a visual display that shows your thinking about the cubes in each problem and include details to help others understand your thinking."

6-8 minutes: independent or group work

3 minutes: gallery walk

"How does each representation show 'times as many'?"

30 seconds quiet think time

1 minute: partner discussion

Monitor for students who create diagrams that are similar to connecting cube images and discrete tape diagrams to share in the synthesis.

Updated Text:

Activity Narrative

MLR7 Compare and Connect

- "Create a visual display that shows your thinking about the number of

children

who signed up for soccer."

- 6-8 minutes: independent or group work
- 3 minutes: gallery walk
- "How do these representations show baseball? Soccer?"
- 30 seconds quiet think time
- 1 minute: partner discussion
- Monitor for students who create diagrams that show both sports and the relationship between baseball and soccer.
- "Now, you will work with your partner to answer questions 2 and 3."

Page Number: N/A

Location:

Unit 5, Lesson 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

ADVANCED STUDENT THINKING

Students may respond that 0.20 and 0.2 are not "the same." Consider asking:

"How would you represent each number on a square grid?"

"What is the same about the amounts and what is not the same?"

Updated Text:

Advancing Student Thinking

Students may respond that 0.20 and 0.2 are not "the same." Consider asking:

- "How would you represent each number using your manipulatives?"
- "What is the same about the amounts, and what is not the same?"

Page Number: N/A

Location:

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share their expressions in expanded form and what they noticed about the value of the 4.

"What do you notice about the value of the 6 in each number? The value of the 2?" (The value of the 6 is different in each number. It is first 600, then 6,000, then 60,000.)

Students may talk about the number of zeros in each number. Shift their focus to the place value of the 6- hundreds, thousands, ten-thousands.

"How is the value of the 2 in 46,200 related to the value of the 2 in 462,000?" (The value of the 2 in 462,000 is 2,000 and the same digit in 46,200 has a value of 200. 2,000 is ten times the value 200.)

"What multiplication equation could we write to represent the relationship between the 2 in 46,200 and 462,000?" ($2,000 = 200 \times 10$)

"We can also write this equation using division: $2,000 \div 200 = 10$."

Updated Text:

Consider drawing or displaying a place value chart to record thinking and highlight the relationship of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left.

- Invite students to share their expressions in expanded notation and record the value of 4 on the place value chart.
- "What do you notice about the value of the 4 in each number?" (The value of the 4 is different in each number. It is first 400, then 4,000, then 40,000.)
- Students may discuss the number of zeros in each number. They should shift their focus to the value determined by the place of the 4—hundreds, thousands, or tens of thousands.
- "Discuss with your partner. How is the value of the 2 in 46,200 related to

the value of the 2 in 462,000?" (The value of the 2 in 462,000 is 2,000, and the same digit in 46,200 has a value of 200. 2,000 is ten times greater than the value of 200. The value of the 2 in 4,6200 is 200, and

the value of the 2 in 462,000 is 2,000. 200 is one-tenth the value of 2000.)

- 1-2 minutes: partner discussion
- Share and record thinking
- "When looking at the relationship between the places in our place value system, we can interpret the value of each place-value position as 10 times (10x) the position to the right and as one-tenth (1/10) of the value of the place to its left."
- Display the number 499,000 from the card sort.
- Work with your partner groups to interpret the relationship between the 9s in this number. "
- Display statement prompts.
 - The value of the 9 in the ten thousands place is _____ the value of the 9 in the thousands place. (10 times or 10x)
 - The value of the 9 in the thousands place is _____ the value of the 9 in the ten thousands place. (one-tenth or 1/10)
- Share and record responses.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Narrative

"Each of Noah's diagrams represents subtraction from 116

. Think about what number is being subtracted and what the result of the subtraction might be."

"Work with your partner on the first two problems."

5-7 minutes: partner work time

Invite students to share their responses to the first problem.

"Where do you see the numbers being subtracted?" (The number of spaces jumped)

"Where do you see the result of the subtraction?" (The point where the arrow lands)

For the second problem, poll the class on which equations they thought the diagram could represent (for example: only the first, only the second, only the third, the first two, all three, and so on). Invite students from each camp to share their reasoning.

Make sure students recognize why the diagram can represent all three equations. (See Student Responses.)

2 minutes: independent work on the last problem

Updated Text:

Activity Narrative

- Groups of 2
- 5-8 minutes: worktime

Page Number: N/A

Location:

Unit 3, Lesson 9, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Use your strategy to order these numbers from least to greatest.

84,381

87,696

847,040

Updated Text:

Student Facing Task

Use your strategy to order these numbers from least to greatest.

1. 845,679,208
2. 5,456,208
3. 845,793,208

Page Number: N/A

Location:

Unit 4, Lesson 13, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

n/a

Updated Text:

Advancing Student Thinking

For students struggling to interpret the remainder for problem 2, consider asking: “Is she just going to throw these beads away?”

Page Number: N/A

Location:

Unit 1, Lesson 7, Advancing Student Thinking

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Launch

Groups of 2

Display the six decimals in the first problem.

"How do we name these decimals in terms of tenths and hundredths? Let's read each one aloud."

Display the six decimals in the second problem.

"Take turns reading each decimal with your partner. Name them in terms of tenths and hundredths."

1 minute: partner work time

Updated Text:

Launch

- Groups of 2-4
- Give each group of students a collection of flats, rods, and units.
- Give one set of cards from the blackline master to each group.

Page Number: N/A

Location:

Unit 4, Lesson 4, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share their expressions in expanded form and what they noticed about the value of the 4.

"What do you notice about the value of the 6 in each number? The value of the 2?" (The value of the 6 is different in each number. It is first 600, then 6,000, then 60,000.)

Students may talk about the number of zeros in each number. Shift their focus to the place value of the 6- hundreds, thousands, ten-thousands.

"How is the value of the 2 in 46,200 related to the value of the 2 in 462,000?" (The value of the 2 in 462,000 is 2,000 and the same digit in 46,200 has a value of 200. 2,000 is ten times the value 200.)

"What multiplication equation could we write to represent the relationship

between the 2 in 46,200 and 462,000?" ($2,000=200\times 10$)

)

"We can also write this equation using division: $2,000\div 200=10$

."

Updated Text:

Consider drawing or displaying a place value chart to record thinking and highlight the relationship of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left.

- Invite students to share their expressions in expanded notation and record the value of 4 on the place value chart.
- "What do you notice about the value of the 4 in each number?" (The value of the 4 is different in each number. It is first 400, then 4,000, then 40,000.)
- Students may discuss the number of zeros in each number. They should shift their focus to the value determined by the place of the 4—hundreds, thousands, or tens of thousands.
- "Discuss with your partner. How is the value of the 2 in 46,200 related to the value of the 2 in 462,000?" (The value of the 2 in 462,000 is 2,000, and the same digit in 46,200 has a value of 200. 2,000 is ten times greater than the value of 200. The value of the 2 in 4,6200 is 200, and

the value of the 2 in 462,000 is 2,000. 200 is one-tenth the value of 2000.)

- 1-2 minutes: partner discussion
- Share and record thinking
- "When looking at the relationship between the places in our place value system, we can interpret the value of each place-value position as 10 times ($10\times$) the position to the right and as one-tenth ($1/10$) of the value of the place to its left."
- Display the number 499,000 from the card sort.
- Work with your partner groups to interpret the relationship between the 9s in this number. "
- Display statement prompts.
 - The value of the 9 in the ten thousands place is _____ the value of the 9 in the thousands place. (10 times or $10\times$)
 - The value of the 9 in the thousands place is _____ the value of the 9 in the ten thousands place. (one-tenth or $1/10$)

- Share and record responses.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

To clarify the steps in Tyler's notation, consider itemizing each step and using color coding, as shown here:

image can be seen at this URL:

https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMIT_K0PTT7IAu0D/view

Also consider displaying a corresponding diagram for 64×87 and inviting students to make connections to an algorithm.

image can be seen at this URL:

https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMIT_K0PTT7IAu0D/view

Updated Text:

Activity Synthesis

To clarify the steps in Tyler's notation, consider itemizing each step and using color coding, as shown here:

image can be seen at this URL:

https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMIT_K0PTT7IAu0D/view

Also consider displaying a corresponding diagram for 64×87 and inviting students to make connections to an algorithm.

- How is using partial products similar to the standard algorithm?
- How is it different?"

image can be seen at this URL:

https://drive.google.com/file/d/1AvWa8yYigmrpMbf4GMIT_K0PTT7IAu0D/view

- Invite students to share their solution for 31×15 .
- “What do you notice about the standard algorithm here compared to 64×87 ?” (I did not have to regroup any tens.)

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

Select 1-2 students to share their reasoning and responses.

If not clarified in students' explanations, discuss a possible path for finding out the number of tickets sold over the two days using the given information. (For instance: Each ticket is \$9 and we know the total amount of money earned by selling tickets in one day, \$3,132. If we divide the total amount earned by the price of each ticket, we can find out how many tickets were sold on one day. $3,132 \div 9 = 348$

. If 348 tickets were sold on one day, then 348×2

or 696 tickets were sold in the two days. We can also multiply \$3,132 by 2 first then divide by \$9 to get the total number of tickets.)

Updated Text:

- Read problem 4-“Diego had 28 tickets on Monday. He got 59 more on Tuesday.

He wants to give an equal number of tickets to 9 friends. He will give any remaining tickets to his brother. How many tickets will Diego give to his brother?

- “What did you do first to solve the problem?” (I added the number of tickets

from Monday and Tuesday to get the total.)

- “What did you do next?” (I divided $87 \div 9$.)

- Display student work. Highlight strategies and those who recognize

$$87 \div 9 = 9$$

with a remainder of 6.

- How can we interpret the remainder? (The remainder in this problem represents the answer.)

Page Number: N/A

Location:

Unit 6, Lesson 21, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Launch

Groups of 2-4

Give one set of cards from the blackline master to each group.

Updated Text:

Launch

- Groups of 2-4
- Give each group of students a collection of flats, rods, and units.
- Give one set of cards from the blackline master to each group.

Page Number: N/A

Location:

Unit 4, Lesson 2, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Complete the table and be prepared to explain or show your reasoning.

Updated Text:

Using a pencil, complete the table and be prepared to explain or show your reasoning.

Page Number: N/A

Location:

Unit 1, Lesson 3, Activity 2, Questions

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Launch

Groups of 2

Display the first three number line diagrams in the activity.

"How are these diagrams the same as the diagrams we saw in an earlier lesson? How are they different?" (Same: They use jumps to show a change. Each space between tick marks represents a unit fraction. Different: There is only one jump. The arrows point to the left.)

1 minute: quiet think time

Share responses.

"How do we know that the point represents $1\frac{1}{6}$

?" (Each space represents $\frac{1}{6}$. The point is $1\frac{1}{6}$ from 0.)

Updated Text:

Launch

- Groups of 2
- Display a fraction subtraction expression.
- "Work with your partner to represent and solve."
- Monitor for students who use fraction bars or draw partitioned rectangles.
- Invite selected students to share their thinking.

- "How can we solve this expression using a model?" (We can use our fraction bars. We could draw rectangles and divide it into equal parts.)
- "Now, you will solve fraction subtraction problems."

Page Number: N/A

Location:

Unit 3, Lesson 9, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

Select students to display their number statements and read them. Ask if the class agrees with their comparison.

"How did you decide which number is greater? Did you compare every digit?"

Select students who wrote numbers with the same first digit (or the same first two digits) to share their number statements. Ask them to explain how they compared the numbers.

If no students mentioned that the digits in some places matter more than those in others, ask them about it.

"Did you pay attention only to some digits but not others?"

"Which ones did you prioritize? Were there any you tended to ignore?"

Updated Text:

Activity Synthesis

- Select students to display their number statements. Ask if the class agrees with the comparison.
- "How did you decide which number is greater? Did you compare every digit?" (I looked at the highest place value. I had a 1 in the billions place, and my partner had a 1 in the billions place. So we compared the hundred millions place.)

- Select students who wrote numbers with the same first digit (or the same first two digits) to share their number statements. Ask them to explain how they compared the numbers.
- “Does the length of the number created (a hundreds number compared to a billions number) change the strategies we use to compare the numbers?” (No. A billions number has more digits, but I can still use place value to compare.)
- If no students mentioned that the digits in some places matter more than those in others, ask them about it.
 - "Did you pay attention only to some digits but not others?"
 - "Which ones did you prioritize? Were there any you tended to ignore?"

Page Number: N/A

Location:

Unit 4, Lesson 12, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Narrative

Record answers and strategy.

Keep expressions and work displayed.

Repeat for each expression.

Updated Text:

Student Narrative

Activity Narrative

- “Work in your groups to answer questions 1-3”.
- 5-10 minutes: independent work time
- Monitor for students who:
 - Interpret the remainder being ignored
 - Interpret the remainder as needing to be added to the quotient
 - Interpret the remainder as the answer

Page Number: N/A

Location:

Unit 1, Lesson 7, Student Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Question Statement 3

Write each number in expanded form.

Part A

4,620

Note for Evaluating Responses

$4,000+600+20$

Updated Text:

Student Facing Task

3. Represent the value of each number in expanded notation.

A. 4,620

B. 46,200

C. 462,000

4. What is the value of the 4 in each number?

A. 4,000

B. 40,000

C. 400,000

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

Required Materials

- Card Sort: Diagrams of Fractions & Decimals
- Base-Ten manipulatives
 - Unit cubes (ones)
 - Rods (tens)
 - Flats (hundred)

Page Number: N/A

Location:

Unit 4, Lesson 4, Activity 1, Materials

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Complete the table and be prepared to explain or show your reasoning.

Updated Text:

Using a pencil, complete the table and be prepared to explain or show your reasoning.

Page Number: N/A

Location:

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Narrative

"Take a few minutes to make sense of Tyler's calculation. Be prepared to explain your thinking."

3-4 minutes: independent work time on the first problem

MLR1 Stronger and Clearer Each Time

"Share your analysis of Tyler's calculation with a partner. Take turns being the speaker and the listener. If you are the speaker, share your ideas and writing so far. If you are the listener, ask questions and give feedback to help your partner improve their work."

2 minutes: structured partner discussion

Consider displaying these prompts to support students' conversations:

"Can you explain how multiplying ____ and ____ gives ____?"

"Can you use the phrase 'partial products' in your explanation?"

Repeat with 1-2 different partners.

"Revise your initial draft based on the feedback you got from your partners."

2-3 minutes: independent work time

"Now try using Tyler's method to complete the last problem and use a diagram to check your work."

5 minutes: independent work time on the last problem

Updated Text:

Activity Narrative:

- "Take a few minutes to make sense of Tyler's calculation. Be prepared to explain your thinking."

- 3-4 minutes: independent work time on the first problem

MLR1 Stronger and Clearer Each Time

- "Share your analysis of Tyler's calculation with a partner. Take turns being the speaker and the listener. If you are the speaker, share your ideas and writing so far. If you are the listener, ask questions and give feedback to help your partner improve their work."
- 2 minutes: structured partner discussion
- Consider displaying these prompts to support students' conversations:
 - "Can you explain how multiplying ____ and ____ gives ____?"
 - "Can you use the phrase 'standard algorithm' in your explanation?"
- Repeat with 1-2 different partners.
- "Revise your initial draft based on the feedback you got from your partners."
- 2-3 minutes: independent work time
- "Now, try using Tyler's method to complete the last problem and check your work using a diagram."
- 5 minutes: independent work time on the last problem

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 1, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Launch

Groups of 2

Give students access to colored pencils.

Updated Text:

Launch

- Groups of 2
- Give each group of students a collection of flats, rods, and units.

Page Number: N/A

Location:

Unit 4, Lesson 1, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

Select 1-2 students to share their reasoning and responses.

If not clarified in students' explanations, discuss a possible path for finding out the number of tickets sold over the two days using the given information. (For instance: Each ticket is \$9 and we know the total amount of money earned by selling tickets in one day, \$3,132. If we divide the total amount earned by the price of each ticket, we can find out how many tickets were sold on one day. $3,132 \div 9 = 348$

. If 348 tickets were sold on one day, then 348×2

or 696 tickets were sold in the two days. We can also multiply \$3,132 by 2 first then divide by \$9 to get the total number of tickets.)

Updated Text:

- Read problem 4—"Diego has two stacks of tickets with 43 tickets in each stack.

He wants to give an equal number of his tickets to 9 friends, and any remaining tickets will go to his brother. How many tickets will Diego give to his brother?

- "What did you do first to solve the problem?" (I multiplied 43×2 to get the total number of tickets.)
- "What did you do next?" (I divided $86 \div 9$.)
- Display student work. Highlight strategies and those who recognize $86 \div 9 = 9$

with a remainder of 6.

- How can we interpret the remainder? (The remainder in this problem represents the answer.)

Page Number: N/A

Location:

Unit 6, Lesson 21, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Required Materials

Materials to Copy

Card Sort: Diagrams of Fractions & Decimals

Updated Text:

Required Materials

- Card Sort: Diagrams of Fractions & Decimals
- Base-Ten manipulatives
 - Unit cubes (ones)
 - Rods (tens)
 - Flats (hundred)

Page Number: N/A

Location:

Unit 4, Lesson 2, Activity 1, Materials

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Work with your partner to complete this table. Inch tiles and grid paper are available if you'd like them."

10 minutes: partner work time

Monitor for different ways students find the number of rectangles, such as:

building the rectangles from inch tiles

drawing rectangles on grid paper

drawing rectangles freehand

listing the factor pairs of the number and knowing that one rectangle corresponds to each pair

Updated Text:

- "Work with your partner to complete this table. Inch tiles, grid paper, and pencils are provided for you to record your thinking."

- 10 minutes: partner work time

- Monitor for different ways students find and record with pencil the number of rectangles, such as:

- building the rectangles from inch tiles

- drawing rectangles on grid paper

- drawing rectangles freehand

- listing the factor pairs of the number and knowing that one rectangle corresponds to each pair

Page Number: N/A

Location:

Unit 1, Lesson 3, Activity 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Order the numbers from least to greatest. Use a number line if it is helpful.

image can be found at this URL:

https://drive.google.com/file/d/111Rc1e_CqVzvre-4u-rnO29AgncqhTxS/view?...

Updated Text:

Students will use their concrete manipulative to represent numbers as decimals. They will be able

to upload their work to demonstrate their understanding. Sample responses have been provided.

1. Order the numbers from least to greatest. Use your manipulatives to justify your thinking.

image can be seen at this URL:

https://drive.google.com/file/d/111Rc1e_CqVzvre-4u-rnO29AgncqhTxS/view?...

2. Order the numbers from greatest to least. Use your manipulatives to justify your thinking.

image can be seen at this URL:

https://drive.google.com/file/d/111Rc1e_CqVzvre-4u-rnO29AgncqhTxS/view?...

Page Number: N/A

Location:

Unit 4, Lesson 4, Activity 1, Activity

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Facing Task Statement

Your teacher will give you a set of cards, each with a single digit, 0-9.

Use the cards for 2, 7, and 8 to make two different three-digit numbers. Use $<$ or $>$ to compare them.

Now include the digit 1 to make two different four-digit numbers. Compare the numbers.

Shuffle the cards. Repeat what you did earlier with new cards.

Four-digit numbers

Five-digit numbers

Six-digit numbers

For each pair you compared, how did you decide which number is greater?

Updated Text:

Student Facing Task

Your teacher will give you a collection of cards, all with single digits, 0-9.

1. Use 8 cards to create a number.

2. Now, compare the number you made with the number your partner made. Use the correct symbol to compare these two numbers.

3. Shuffle your collection of digits and repeat what you did but add one more digit cards to your number. For the third round, add one more card. But you must place a 1 in the highest place.

4. For each pair you compared, how did you decide which number is greater?

Page Number: N/A

Location:

Unit 4, Lesson 12, Activity 1, Student Activity

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Here is Andre and Elena's work. Each student made one or more errors. Identify the errors each student made. Then, show a correct computation. image can be seen at this URL:

<https://drive.google.com/file/d/1nNlroYCXzgmfABLqo6jflKa7KQn7bgna/view?>

Note for Evaluating Responses

Sample response:

Andre subtracted 2,000, which should've been 5×400 but he wrote 40 instead. The quotient should've been $400 + 60 + 3$, or 463.

Elena didn't finish the division. There is a remainder of 16, which can still be divided by 5 to get a whole-number partial quotient of 3. There's a remainder of 1.

The quotient should've been $300 + 100 + 60 + 3$, or 463.

Updated Text:

2. Here is Andre and Elena's work using the standard algorithm. Each student made one or more errors. Identify the errors each student made. Then, show a correct computation.

image can be seen at this URL:

<https://drive.google.com/file/d/1nNlroYCXzgmfABLqo6jflKa7KQn7bgna/view?>

Page Number: N/A

Location:

Unit 6, Lesson 19, Activity Question 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student-Facing Task Statement

image can be seen at this URL:

https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/view

1. Jada has 4 times as many cubes as Kiran. Draw a diagram to represent the situation.

image can be seen at this URL:

https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/view

2. Diego has 5 times as many cubes as Kiran. Draw a diagram to represent the situation.

image can be seen at this URL:

https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/view

3. Lin has 6 times as many cubes as Kiran. How many cubes does Lin have?

image can be seen at this URL:

https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/view

Note for Evaluating Responses

Lin has 12 cubes.

image can be seen at this URL:

https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/view

Updated Text:

1. Youth Sports had a total of 175 children sign up to play either baseball or soccer.

Baseball was able to form 8 teams with 11 players on each team. The rest of the

children signed up for soccer. Which equation and strip diagram can be used to find

s, the number of children who signed up to play soccer?

2. Natalie has completed 24 pages of her book, while Hubert has completed 6 times the number of pages. Which strip diagram represents a way to find r , the total number of pages both students have read?

image can be seen at this URL:

https://drive.google.com/file/d/1u3ZK4_vpVZHBBtWq3EJ60sQelqgNFUt1/view

3. A factory makes 600 masks per day. They make 150 more hats per day than masks. Create a strip diagram to represent t , the total number of masks and hats that the factory makes each day?

Page Number: N/A

Location:

Unit 5, Lesson 2, Student Facing Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Description

Prompt for the Multipart Question

Part A

Are 0.20 and 0.2 equivalent?

A. Yes, they are equivalent.

B. No, they are not equivalent.

Part B

Use fractions and a diagram to explain your reasoning.

Note for Evaluating Responses

Sample reasoning: 0.2 is 210
and 0.20 is 20100

. The two fractions are equivalent, so the two decimals are also equivalent.
The diagram for 0.2 and 0.20 would both show 20 small squares shaded out of 100.

Updated Text:

Students will use their concrete manipulative to represent numbers as decimals. They will be able to upload their work to demonstrate their understanding. A sample response has been provided.

Use your manipulatives to create models that represent each number as a decimal.

3.

Part A

Are 0.20 and 0.2 equivalent?

Part B

Use your models to explain your thinking.

Explain or show your reasoning using one of the tools below.

Image can be found at this URL:

<https://drive.google.com/file/d/1yEGxIcRfhtyKQOTImrybd5OpjYRcoyFC/view?>

Page Number: N/A

Location:

Unit 4, Lesson 2, Activity 1, Activity Question 3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Question Statement

To subtract different fractions from $1\frac{1}{6}$, Noah draws "jumps" on number lines.

image can be seen at this URL:

<https://drive.google.com/file/d/1Oaqe2qe2FKjcg2hmMn3o4ykdkHtybDlO/view>

Part A

The first diagram shows how he finds $1\frac{1}{6} - \frac{7}{6}$

. What is the value of $1\frac{1}{6} - \frac{7}{6}$?

Note for Evaluating Responses

4/6

Updated Text:

1. To subtract different fractions from $1\frac{1}{6}$, Noah creates a pictorial representation.

image can be seen at this URL:

<https://drive.google.com/file/d/1Oaqe2qe2FKjcg2hmMn3o4ykdkHtybDlO/view>

Part A

What is the fractional amount Noah is subtracting?

Part B

Write an equation to represent Noah's subtraction problem.

2. Create a pictorial representation for $\frac{8}{3} - \frac{2}{3}$. Upload your model to justify your thinking.

3. Noah had $1\frac{1}{6}$ of pizza remaining before lunch. After lunch, he still has some pizza left.

image can be seen at this URL:

<https://drive.google.com/file/d/1Oaqe2qe2FKjcg2hmMn3o4ykdkHtybDlO/view>

Part A.

How much pizza does Noah have after lunch?

Part B

Which number line best represents Noah's subtraction?

Image can be seen at this URL:

<https://drive.google.com/file/d/1Oaqe2qe2FKjcg2hmMn3o4ykdKHtybDlO/view>

Page Number: N/A

Location:

Unit 3, Lesson 9, Activity 1, Activity

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Work with your partner to complete this table. Inch tiles and grid paper are available if you'd like them."

10 minutes: partner work time

Monitor for different ways students find the number of rectangles, such as:

building the rectangles from inch tiles

drawing rectangles on grid paper

drawing rectangles freehand

listing the factor pairs of the number and knowing that one rectangle corresponds to each pair

Updated Text:

- "Work with your partner to complete this table. Inch tiles, grid paper, and pencils are provided for you to record your thinking."

- 10 minutes: partner work time

- Monitor for different ways students find and record with pencil the number of rectangles, such as:

- building the rectangles from inch tiles

- drawing rectangles on grid paper

- drawing rectangles freehand

- listing the factor pairs of the number and knowing that one rectangle corresponds to each pair

Page Number: N/A

Location:

Unit 1, Lesson 3, Activity 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Required Materials

Colored pencils

Updated Text:

Required Materials

- Colored pencils
- Base-Ten manipulatives
 - Unit cubes (ones)
 - Rods (tens)
 - Flats (hundred)

Page Number: N/A

Location:

Unit 4, Lesson 1, Activity 1, Materials

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Find the value of each expression mentally.

image can be seen at this URL:

https://drive.google.com/file/d/1_Bd2OYUy910_kOHFd6Gq3FX91ZPqhbtI/view

Updated Text:

Student Activity

Student Facing Task

1. Callie has 60 beads. She wants to make 8 identical bracelets and use as many beads as

possible. How many beads will be on each bracelet?

2. Callie has 60 beads. She wants to put 8 beads in each container. How many containers

will she need?

3. Callie has 60 stickers. She wants to give an equal number of stickers to 8 friends and the

leftover stickers to her sister. How many stickers will Callie give to her sister?

Page Number: N/A

Location:

Unit 1, Lesson 7, Question 1/Student-Facing Task

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The shaded part of this diagram represents 0.01 or "1 hundredth."

image can be found in this URL:

https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/view

The shaded parts of this diagram represent 0.10 or "10 hundredths."

They also represent 0.1 or "1 tenth."

image can be found in this URL:

https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/view

Numbers like 0.01, 0.10, and 0.1 are written as decimals.
Look at the shaded parts of each diagram from the first problem below.
Write the numbers they represent as decimals.

image can be found in this URL:

https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/view

Updated Text:

Students will use their concrete manipulative to represent numbers as decimals. They will be able to upload their work to demonstrate their understanding. Sample responses for each part of questions 2 and 3 have been provided.
Use your manipulatives to create a model that represents each number as a decimal. Write the value as a decimal.

Part A

Five hundredths

image can be found in this URL:

https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/view

Part B

Sixty-three hundredths

Part C

Three tenths

Part D

Ten tenths

Part E

Ninety-seven hundredths

3. Use your manipulatives to create a model that represents each number as a whole number and a decimal. Write the value as a fraction.

Part A

One and thirty-three hundredths

Part B

One and twenty-tenths

image can be found in this URL:

https://drive.google.com/file/d/1AtZMeicDj_xoFDeSKPs2ObheZFjmkv37/view

Page Number: N/A

Location:

Unit 4, Lesson 1, Activity 1, Activity Questions 2-3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Grid paper

Inch tiles

Updated Text:

Grid paper

Pencil

Inch tiles

Page Number: N/A

Location:

Unit 1, Lesson 3, Activity 2, Required Materials

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Synthesis

Select previously identified students to share their responses and reasoning.

"After seeing these strategies, which one(s) do you prefer to use for ordering decimals? Why?"

Updated Text:

Activity Synthesis

- Select one group to share each set of sorted cards and explain how they knew the representations belong together.
- "How did you know what fraction and decimal to write for the diagram without any matches?"
- Select a student to share their models for the last problem. Highlight the equivalence of 0.2 and 0.20 as shown in the Student Responses.

Page Number: N/A

Location:

Unit 4, Lesson 4, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Activity Synthesis

Select 1-2 students to share equations for the second problem. "120,450: Let's practice saying this number together as a class." "What digit is in the thousands place in this number?" (zero) "How did Lin end up with a 0 in the thousands place, when she had 20 blocks with a value of 1,000?" (Each group of 10 thousands makes 1 unit of ten-thousand. Since there are 2 groups of 10 thousands, there are 2 ten-thousands.) "How can we explain the number represented by 10 blocks with the value of 10,000 each?" (Ten groups of 10,000 is 100,000. We can also reason by counting by 10,000. Nine blocks with a value of 10,000 is 90,000, so 10 blocks would be 10,000 more than that, or 100,000.) Record the reasoning about the value of the blocks using equations:

$$10 \times 10 = 100 \quad 10 \times 100 = 1,000 \quad 10 \times 1,000 = 10,000 \quad 10 \times 10,000 = 100,000$$

Updated Text:

Activity Synthesis

- Select 1-2 students to share their expanded notation for the second problem.
- "3,120,450: Let's practice reading this number together as a class."
- "What digit is in the thousands place in this number?" (0)
- "How did Lin end up with a 0 in the thousands place when she had 20 blocks with a value of 1,000?" (Each group of 10 thousand makes 1 unit of ten thousands. Since there are 2 groups of 10 thousands, there are 2 ten-thousands.)
- "How can we explain and represent the number represented by 10 blocks with the value of 10,000 each?" (Ten groups of 10,000 is 100,000. $10 \times 10,000$.)
- How can we explain and represent the 3 in 3,120,450 using expanded notation?" (3 groups of 1 billion. $3 \times 1,000,000,000$.)

Page Number: N/A

Location:

Unit 4, Lesson 5, Activity 3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lesson Synthesis

"Today we learned to use an algorithm that uses partial quotients to divide numbers."

"How would you explain 'partial quotients' to a classmate who might be absent today?" (We can find a quotient in parts—dividing a portion of the dividend at a time—until there is no more or until there is not enough of the dividend to divide. Each quotient is called a partial quotient.)

"Suppose we'd like to find the value of $738 \div 9$ and know we could decompose the 738 into parts. How would we know what numbers to choose?" (Look for multiples of 9. Try to start with the largest multiple of 9 and 10 within 738.)

"What are some ways to decompose 738 into multiples of 9?" (720+18, or 450+270+18, among others.)

Display:

image can be seen at this URL:

<https://drive.google.com/file/d/1nNlroYCXzgmfABLqo6jflKa7KQn7bgna/view?>

"We saw two ways of recording partial quotients—by writing a series of equations and by recording the steps of division vertically. Where can we see the partial quotients in each one?"

Updated Text:

Lesson Synthesis

"Today we learned to use an algorithm that uses partial quotients to divide numbers."

"How would you explain 'partial quotients' to a classmate who might be absent today?" (We can find a quotient in parts—dividing a portion of the dividend at a time—until there is no more or until there is not enough of the dividend to divide. Each quotient is called a partial quotient.)

"Imagine you're explaining the concept of 'standard algorithm' to a friend who missed

today's class. How would you do it?" (We used to find a quotient in parts using multiples we

knew. We would do that until there was no more, and then we would add it up.)

Consider placing students in groups of 2-4 and assigning a method for division.

"Suppose we'd like to find the value of $738 \div 9$ in multiple ways. Work with your partner to

represent the quotient using either partial quotients or the standard algorithm."

Display student work. Possible examples:

Page Number: N/A

Location:

Unit 6, Lesson 19, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Math, Grade 5 (IMRA)

Program: Texas Math: Grade 5 Powered by Kiddom

SRP Feedback

Component: Texas Math: Grade 5 Powered by Kiddom Print (ISBN: 9798894308944)

REPORTED FEEDBACK:

"Be prepared to explain your reasoning" in the Student Task Statement is a vague way to guarantee multiple representations are discussed in class for breakout. Consider stating in instructions for teacher to choose students to discuss examples of multiple representations based on reasoning.

"Who solved this problem using a different strategy?"

Have students solve on a dry erase board and turn the board to show their thinking. Then discuss different examples as a class or in groups.

Publisher Response:

As part of the errata process we will include additional information for the teacher to choose students to discuss examples of multiple representations based on reasoning and include suggested question and share out strategy.

Page Number: 69

Location:

Unit 1, Lesson 6, Warm-up, Student Task Statement

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

Remove "if needed" when stating use paper strips or fraction tiles if needed. They must use objects to align with breakout.

Publisher Response:

As part of the errata process we will remove "if needed" in this section.

Page Number: online

Location:

Grade 5.3jii, Activity 1, Question 1 -4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

Give clear instruction on how to "amplify" vocabulary words.

Publisher Response:

We will provide additional instructions to highlight vocabulary words in this activity.

Page Number: Online

Location:

Activity 2: Growing Prism

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

Titles need to be capitalized in document.

Learning goals teacher - Learning Goals Teacher

Lesson purpose - Lesson Purpose

Learning targets - Learning Targets

Required materials - Required Materials

Publisher Response:

We will be making this change as part of the errata process.

Page Number: online

Location:

Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

Consider using the word round instead of or in addition to "closest to"

Publisher Response:

As part of the errata process we will include "round" in this section.

Page Number: online

Location:

Unit 5, Lesson 7, Activity 1, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

Citation requires use of graphic organizers. Consider placing one in text box for students to use as they compare the shapes.

Publisher Response:

As part of the errata process we will provide instructions for the teacher on graphic organizers that can be used with this set of items.

Page Number: online

Location:

Unit 7, Lesson 4, Cool-down, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

In order to guarantee students create representations to communicate their ideas, it would be more beneficial to change the question to say explain and show your reasoning instead of explain or show your reasoning. They have to be able to communicate and create.

Publisher Response:

As part of the errata process we will change "or" in these instances to "and" to meet this feedback.

Page Number: online

Location:

Decimal Division, Cool-down, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

In order to completely align with breakout include more information with "sort by area" directions for identifying prime numbers.

Consider having them sort by area and then creating a T-Chart with prime and composite using the sorted cards by area.

Publisher Response:

As part of the errata process we will provide more information for the teachers with directions to help with "sort by area" directions for identifying prime numbers.

Page Number: online

Location:

5.4A, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

Titles should be capitalized. Capitalize "Student facing task statement".

Publisher Response:

We will be making this change as part of the errata process.

Page Number: online

Location:

G5_4.C.i Activity Synthesis

This is a new lesson

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

Include pictorial models with the equations to align with breakout.

Publisher Response:

As part of the errata process we will include pictorial models with the equations in this section.

Page Number: online

Location:

Unit 3, Lesson 13, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

Titles need to be capitalized.

Instructional routines - Instructional Routines

Student facing task statement - Student Facing Task Statement

Student response - Student Response

Publisher Response:

We will be making this change as part of the errata process.

Page Number: online

Location:

Warm up, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

Consider adding wording to "justify and evaluate your answer."

Publisher Response:

As part of the errata process we will include instructions that students should justify and evaluate their answer.

Page Number: online p.125

Location:

Unit 1, Lesson 12, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

REPORTED FEEDBACK:

Directions should more clearly state to use rectangles or another object to solve the problem.

Publisher Response:

As part of the errata process we will include a sentence highlighting that students should use rectangles (mosiacs) to help them solve the problem.

Page Number: online p.293

Location:

Unit 2, Lesson 17, Activity 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity:

Share and record answers and strategies.

Repeat with each statement.

Updated Text:

Activity.

Share and record answers and strategies. Choose students to discuss examples of multiple representations based on reasoning. Ask questions such as:

1. Who solved this problem using a different strategy?

Repeat with each statement.

Page Number: N/A

Location:

Unit 1, Lesson 6, Warm-up Activity directions for teachers.

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Mai cut paper strips for a project. She wants to make three equal-sized smaller rectangles from one of the larger rectangles.

Using fraction strips, create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking. Work with a partner to write an expression that represents your model.

2. Which expression could represent the model shown? Explain your thinking.

a. $\frac{1}{4} \div 3$

b. $4 \div \frac{1}{3}$

c. $3 \div \frac{1}{4}$

d. $\frac{1}{3} \div 4$

Student Responses

How students create and partition their models will vary. Example:

1. $\frac{1}{3} \div 6$. There were 6 equal pieces, and I broke a piece into 3 parts. I know when I break objects into equal pieces, I am dividing.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.

Updated Text:

Mai cut paper strips for a project. She wants to make three equal-sized smaller

rectangles from one of the 6 larger rectangles.

a. Cut your piece of paper along the lines to form 6 rectangles.

b. Use your rectangles to create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking.

c. Work with your partner to write an expression that represents your model

2. Which expression could represent the model shown? Explain your thinking.

A. $\frac{1}{4} \div 3$

B. $4 \div \frac{1}{3}$

C. $3 \div \frac{1}{4}$

D. $\frac{1}{3} \div 4$

Student Responses

1a. How students create and partition their models will vary. Example:

1b. . There were 6 equal pieces, and I broke a piece into 3 parts. I know when I break $\frac{1}{3} \div 6$ objects into equal pieces, I am dividing.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make .

Page Number: N/A

Location:

Grade 5.3J, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask previously identified students to share their thinking for the last two problems.

Display expression: $0.5 \div 2$

"How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25.)

Display expression: $0.75 \div 5$

"How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

Updated Text:

- Ask previously identified students to share their thinking for problems 3 and 4.
- Display expression: $0.5 \div 2$
- "How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25)

- Display expression $0.75 \div 5$
- “How does thinking about equal shares help find the value of this expression?” (If I have 75 things I can make 5 groups of 10 with 25 left so that’s 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)
- Ask previously identified students to share their thinking for problem 5.
- Display expression $50.25 \div 25$
- “What strategies can you use to find the value of this expression?”

Page Number: N/A

Location:

Unit 5, Lesson 24, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips or fraction tiles if needed.

Updated Text:

Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips to help you solve the following problems.

Page Number: N/A

Location:

Unit 3, Lesson 12, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Sort the cards by area. Record your sorting results. Be prepared to explain your choices.
2. For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning.

Updated Text:

1. Find the area of each shape.
2. Sort the cards by area.
3. Explain how you sorted the shapes and the measurements of the shapes in the category.
- 4 For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning."

Page Number: N/A

Location:

Unit 7, Lesson 9, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

<https://drive.google.com/file/d/1j4Uwhef0VNer1Sl1hRvGbxdTp0JMOpK/view>

Page Number: N/A

Location:

Add to page

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share the expanded form of the decimal 0.527.

Display the expression: $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$

"What is the value of the 5 in 0.527?" (5 tenths)

"How does the expanded form show this?" (It shows the 5 is 5×0.1 or 5 tenths.)

"What is the value of the 7 in 0.527?" (7 thousandths)

"How does the expanded form show this?" (It shows the 7 is 7×0.001 or 7 thousandths.)

"How is going from word form to expanded form different than going from decimal form to expanded form?" (The decimal form shows the place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Updated Text:

Invite students to share the expanded notation of the decimal 0.527.

Display the expression: $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$

"What is the value of the 5 in 0.527?" (5 tenths)

"How does expanded form show this?" (It shows the 5 is 5×0.1 or 5 tenths.)

"What is the value of the 7 in 0.527?" (7 thousandths)

"How does expanded notation show this?" (It shows the 7 is 7×0.001 or 7 thousandths.)

"How is going from word form to expanded notation different than going from decimal form to expanded notation?" (The decimal form shows the place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Page Number: N/A

Location:

Unit 5, Lesson 4, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the display as needed, and update it throughout the lesson."

Updated Text:

Updates to Citation

As part of the errata process we will be revising this citation to read: "p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading "

[We will be created a printable document representing common sentence frames, for teachers to post in the classroom. A draft of the poster set is included below.]

Page Number: N/A

Location:

Unit 2, Lesson 3, Activity 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Narrative:

8-10 minutes: Group work time

Monitor for students who:

Determine the cost for each color rectangle needed and then determine the total cost.

Find the approximate total area of the materials needed for the mosaic and then determine the cost.

Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Updated Text:

Activity Narrative:

8-10 minutes: Group work time

Ensure that students use rectangles or another object to solve the problem.

Monitor for students who:

Determine the cost for each color rectangle needed and then determine the total cost.

Find the approximate total area of the materials needed for the mosaic and then determine the cost.

Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Page Number: N/A

Location:

Unit 2, Lesson 17, Activity 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2. Find the value of $7.5 \div 5$

Updated Text:

2. Find the value of $7.5 \div 5$. Explain and show your reasoning.

Page Number: N/A

Location:

Unit 5, Lesson 23, cool-down, questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display the expression $1/3 \div 6$ and a diagram from the lesson:

"How does this model represent the expression?" (The whole diagram is divided into six equal pieces, and each sixth is divided into three equal pieces.)

"What do you notice about the size of the pieces when we are dividing into fractional parts?" (The size of the pieces gets smaller).

"What conclusions can you make when we divide a unit fraction by a whole number?" (It takes more pieces to make a whole amount.)

Updated Text:

Display the expression and ask $1/3 \div 6$

"How did you use your rectangles to represent the expression?" (I cut each of the 6 rectangles into 3 equal pieces which represents division)
"What do you notice about the size of the pieces when we are dividing into fractional parts?" (The size of the pieces gets smaller).
"What conclusions can you make when we divide a unit fraction by a whole number?" (It takes more pieces to make a whole amount.)

Page Number: N/A

Location:

Grade 5.3J, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Synthesis

Share a student's explanation of what the model represents.

"How are the representations the same? How are they different?" (They both show models using whole and partial whole amounts.. They each have equal amounts in each grouping. One used a whole of 6 squares, and one used a whole made of 4 squares.)

"Do these models represent situations about sharing? Can we represent equal sharing situations of whole numbers? Of fractions? Of decimals?"
How does the key on the models help your understanding of dividing whole numbers and decimals?

Updated Text:

Synthesis

- Have a group share their model.
- "How can we prove that our answer is correct?" (Multiply by 11 to see if we get 13.75.)
- "Is 11 times 1.25 equal to 13.75?" (Yes)

- “How would the model and answer change if 8 blocks equaled 1 whole instead of 4?”

(Each group would have 10 blocks instead of 5, but the answer would still be 1.25)

Page Number: N/A

Location:

Decimal Division, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lesson Synthesis

"Today, we solved problems about cutting strips of paper into small pieces. We wrote equations to represent dividing a whole number by a unit fraction."

Display:

$$2 \div 12 = 4$$

$$2 \div 13 = 6$$

$$2 \div 14 = 8$$

$$2 \div 16 = 12$$

Updated Text:

Images have been added here.

Page Number: N/A

Location:

Unit 3, Lesson 13, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Choose two of the quadrilaterals. What are they called?

Updated Text:

1a. Choose two of the quadrilaterals. What are they called?

1b. Use the Venn Diagram to compare and contrast the attributes of the two shapes. [A Venn diagram will be provided for students to complete]

Page Number: N/A

Location:

Unit 7, Lesson 4, Cool-down question 1.

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask previously identified students to share their thinking for the last two problems.

Display expression: $0.5 \div 2$

"How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25.)

Display expression: $0.75 \div 5$

"How does thinking about equal shares help find the value of this

expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

Updated Text:

- Ask previously identified students to share their thinking for problems 3 and 4.
- Display expression: $0.5 \div 2$
- "How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25)
- Display expression $0.75 \div 5$
- "How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)
- Ask previously identified students to share their thinking for problem 5.
- Display expression $50.25 \div 25$
- "What strategies can you use to find the value of this expression?"

Page Number: N/A

Location:

Unit 5, Lesson 24, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Groups of 2 or 4

"Here is a short paragraph from a newspaper article from 2018."

Display "Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada."

"What are some questions you have after reading this?" (Where is Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

"The trash fits in 60 shipping containers and will be returned in a large cargo ship over water."

"What does a shipping container look like?"

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.

Updated Text:

"Groups of 2 or 4

""Here is a short paragraph from a newspaper article from 2018.""

Display ""Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada.""

""What are some questions you have after reading this?"" (Where is Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

""The trash fits in 60 shipping containers and will be returned in a large cargo ship over water.""

""What does a shipping container look like?""

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.

As students work through the problems, ensure that they justify and evaluate their answer.

Page Number: N/A

Location:

Unit 1, Lesson 12, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded form.

2. Here are the weights of some gold nuggets in word form. Write the weights in expanded form.

3b. How does the expanded form of 0.527 show the value of each digit in the decimal?

Note for Evaluating Response:

The expanded form highlights the value of each digit. The expanded form of 0.527 is $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$. The products in the expanded form give the value of each digit.

Updated Text:

1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded notation.

2. Here are the weights of some gold nuggets in word form. Write the weights in expanded notation.

3b. How does the expanded notation of 0.527 show the value of each digit in the decimal?

Note for Evaluating Response:

Expanded notation highlights the value of each digit. The expanded form of 0.527 is $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$. The products in expanded notation give the value of each digit.

Page Number: N/A

Location:

Unit 5, Lesson 4, Activity 2 Student-facing task statements and Notes for Evaluating Responses.

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Today, we solved problems about cutting strips of paper into small pieces. We wrote equations representing dividing a whole number by a unit fraction."

Display:

$$2 \div \frac{1}{2} = 4$$

$$2 \div \frac{1}{3} = 6$$

$$2 \div \frac{1}{4} = 8$$

$$2 \div \frac{1}{6} = 12$$

"These are some of the equations we discussed today. Why is the quotient getting larger in each equation?" (Because the size of the piece is getting smaller, so there will be more pieces.)

Display: $3 \div \frac{1}{6} = 18$

"Here is another equation we discussed. In this equation, the size of the piece is the same as the equation above it. Why is the quotient larger than when 2 is divided by 16?" (3 is being divided into smaller pieces, instead of 2, so you get more pieces.)

"We are going to learn more about the relationships between the numbers in division equations with unit fractions in the next lesson."

Updated Text:

Add to synthesis:

Teachers will select paper examples from their students to display that match the equations being discussed from the lesson.

Page Number: N/A

Location:

Grade 5.3Jii, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Activity:

Share and record answers and strategies.

Repeat with each statement.

Updated Text:

Activity.

Share and record answers and strategies. Choose students to discuss examples of multiple representations based on reasoning. Ask questions such as:

1. Who solved this problem using a different strategy?

Repeat with each statement.

Page Number: N/A

Location:

Unit 1, Lesson 6, Warm-up Activity directions for teachers.

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Use the number lines to find which hundredth of a gram the doubloon weights are each closest to.

Updated Text:

Use the number lines to find which hundredth of a gram the doubloon weights are rounded to.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 1, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Sort the cards by area. Record your sorting results. Be prepared to explain your choices.
2. For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning.

Updated Text:

1. Find the area of each shape.
2. Sort the cards by area.
3. Explain how you sorted the shapes and the measurements of the shapes in the category.
- 4 For each group of sorted cards, think of at least one more rectangle. Name its length and width. Be prepared to explain your reasoning."

Page Number: N/A

Location:

Unit 7, Lesson 9, Activity 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Does the expression 4.53 represent this model? Explain or show your reasoning.

Does the expression 4.53 represent this model? Explain or show your reasoning.

Find the value of 4.53? Explain or show your reasoning.

Sample responses:

Yes. I can see there are 4 whole candy bars and half a candy bar. All of the bars are 3 equal groups.

Sample responses:

Yes. I can see how some candy bars have been broken into 3 groups. There are whole and parts of the whole shown.

3. There is 1.5 in each group. I know because I can see that each group has one whole candy bar and half of another.

Updated Text:

Work with your group to complete the following questions.

1. Using your blocks, create a model of the expression $13.75 \div 11$. How do you know the model represents the expression? Explain or show your reasoning.
2. How many blocks are in each group? What is the value of each group?
3. What is $13.75 \div 11$?

Student Responses

1. Sample response:

There are 11 groups and each group has 1 whole in it, as well as an extra 0.25, which gives 13 wholes and 0.75 extras.

2. Sample response:

There are 5 blocks in each group, and each group is worth 1.25 since 4 blocks is a whole and 1 block is 0.25 of a whole.

3. $13.75 \div 11 = 1.25$

Page Number: N/A

Location:

Decimal Division, Activity 1, Student Task Statement and Student Responses

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers.

Advances: Conversing, Reading

Updated Text:

MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers by having students identify these pieces in the image of the base of the rectangular prism. These vocabulary words, with an associated picture describing the word, should also be posted in the room or be viewable by students at all times. Advances: Conversing, Reading

Page Number: N/A

Location:

Unit 1, Lesson 5, Activity 2, Growing Prism - Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

<https://drive.google.com/file/d/1j4Uwhef0VNer1Sl1hRvGbxdTpP0JMOpK/view>

Page Number: N/A

Location:

Add to page

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression.
2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage.

Updated Text:

1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression. Justify and evaluate your answer.
2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage. Justify and evaluate your answer.

Page Number: N/A

Location:

Unit 1, Lesson 12, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the display as needed, and update it throughout the lesson."

Updated Text:

Updates to Citation

As part of the errata process we will be revising this citation to read: "p. 180, Unit 2, Lesson 3, Activity 2 MLR2 Collect and Display. Circulate to listen for and collect the language students use as they discuss the problem. On a visible display, record words and phrases such as: "divide," "numerator," "denominator," "part of," "fraction," "whole." Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson. Advances: Conversing, Reading "

[We will be created a printable document representing common sentence frames, for teachers to post in the classroom. A draft of the poster set is included below.]

Page Number: N/A

Location:

Unit 2, Lesson 3, Activity 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Mai cut paper strips for a project. She wants to make three equal-sized smaller rectangles from one of the larger rectangles.

Using fraction strips, create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking. Work with a partner to write an expression that represents your model.

2. Which expression could represent the model shown? Explain your thinking.

a. $\frac{1}{4} \div 3$

b. $4 \div \frac{1}{3}$

c. $3 \div \frac{1}{4}$

d. $\frac{1}{3} \div 4$

Student Responses

How students create and partition their models will vary. Example:

1. $\frac{1}{3} \div 6$. There were 6 equal pieces, and I broke a piece into 3 parts. I know when I break objects into equal pieces, I am dividing.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make 14.

Updated Text:

Mai cut paper strips for a project. She wants to make three equal-sized smaller

rectangles from one of the 6 larger rectangles.

a. Cut your piece of paper along the lines to form 6 rectangles.

b. Use your rectangles to create a model representing how many smaller rectangles Mai will have from one of the larger rectangles. Explain your thinking.

c. Work with your partner to write an expression that represents your model

2. Which expression could represent the model shown? Explain your thinking.

A. $\frac{1}{4} \div 3$

B. $4 \div \frac{1}{3}$

C. $3 \div \frac{1}{4}$

D. $\frac{1}{3} \div 4$

Student Responses

1a. How students create and partition their models will vary. Example:

1b. . There were 6 equal pieces, and I broke a piece into 3 parts. I know when I break $\frac{1}{3} \div 6$

objects into equal pieces, I am dividing.

2. A. There are 3 large rectangles. A rectangle is divided into 4 equal parts to make .

Page Number: N/A

Location:

Grade 5.3J, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2. Find the value of $7.5 \div 5$

Updated Text:

2. Find the value of $7.5 \div 5$. Explain and show your reasoning.

Page Number: N/A

Location:

Unit 5, Lesson 23, cool-down, questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips or fraction tiles if needed.

Updated Text:

Below are diagrams that show strips of different colored paper. Each strip is 2 feet long. The paper strips will be cut into different sized pieces. Use paper strips to help you solve the following problems.

Page Number: N/A

Location:

Unit 3, Lesson 12, Activity 1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Synthesis

Share a student's explanation of what the model represents.

"How are the representations the same? How are they different?" (They both show models using whole and partial whole amounts.. They each have equal amounts in each grouping. One used a whole of 6 squares, and one used a whole made of 4 squares.)

"Do these models represent situations about sharing? Can we represent equal sharing situations of whole numbers? Of fractions? Of decimals?"

How does the key on the models help your understanding of dividing whole numbers and decimals?

Updated Text:

Synthesis

- Have a group share their model.
- "How can we prove that our answer is correct?" (Multiply by 11 to see if we get 13.75.)
- "Is 11 times 1.25 equal to 13.75?" (Yes)

- “How would the model and answer change if 8 blocks equaled 1 whole instead of 4?”

(Each group would have 10 blocks instead of 5, but the answer would still be 1.25)

Page Number: N/A

Location:

Decimal Division, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Choose two of the quadrilaterals. What are they called?

Updated Text:

1a. Choose two of the quadrilaterals. What are they called?

1b. Use the Venn Diagram to compare and contrast the attributes of the two shapes. [A Venn diagram will be provided for students to complete]

Page Number: N/A

Location:

Unit 7, Lesson 4, Cool-down question 1.

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share the expanded form of the decimal 0.527.

Display the expression: $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$

"What is the value of the 5 in 0.527?" (5 tenths)

"How does the expanded form show this?" (It shows the 5 is 5×0.1 or 5 tenths.)

"What is the value of the 7 in 0.527?" (7 thousandths)

"How does the expanded form show this?" (It shows the 7 is 7×0.001 or 7 thousandths.)

"How is going from word form to expanded form different than going from decimal form to expanded form?" (The decimal form shows the place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Updated Text:

Invite students to share the expanded notation of the decimal 0.527.

Display the expression: $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$

"What is the value of the 5 in 0.527?" (5 tenths)

"How does expanded form show this?" (It shows the 5 is 5×0.1 or 5 tenths.)

"What is the value of the 7 in 0.527?" (7 thousandths)

"How does expanded notation show this?" (It shows the 7 is 7×0.001 or 7 thousandths.)

"How is going from word form to expanded notation different than going from decimal form to expanded notation?" (The decimal form shows the place values. With the word form, everything is given in terms of thousandths, so I need to figure out what the individual place values of the number are.)

Page Number: N/A

Location:

Unit 5, Lesson 4, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Groups of 2 or 4

"Here is a short paragraph from a newspaper article from 2018."

Display "Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada."

"What are some questions you have after reading this?" (Where is Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

"The trash fits in 60 shipping containers and will be returned in a large cargo ship over water."

"What does a shipping container look like?"

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.

Updated Text:

"Groups of 2 or 4

""Here is a short paragraph from a newspaper article from 2018.""

Display ""Malaysia plans to send back roughly 3,300 tons of plastic trash to countries like the U.S. and Canada.""

""What are some questions you have after reading this?"" (Where is Malaysia? Why is Malaysia sending it back? Why are countries sending their trash to places like Malaysia? Where else does our trash go?)

If needed, show students Malaysia on a map.

""The trash fits in 60 shipping containers and will be returned in a large cargo ship over water.""

""What does a shipping container look like?""

Display image of a shipping container.

Give access to connecting cubes, poster paper, patty paper, and writing tools to each group.

As students work through the problems, ensure that they justify and evaluate their answer.

Page Number: N/A

Location:

Unit 1, Lesson 12, Activity 1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Activity Narrative:

8-10 minutes: Group work time

Monitor for students who:

Determine the cost for each color rectangle needed and then determine the total cost.

Find the approximate total area of the materials needed for the mosaic and then determine the cost.

Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Updated Text:

Activity Narrative:

8-10 minutes: Group work time

Ensure that students use rectangles or another object to solve the problem.

Monitor for students who:

Determine the cost for each color rectangle needed and then determine the total cost.

Find the approximate total area of the materials needed for the mosaic and then determine the cost.

Write clear expressions that show multiplication of whole numbers by fractions greater than 1.

Page Number: N/A

Location:

Unit 2, Lesson 17, Activity 2, Activity Narrative

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"Today, we solved problems about cutting strips of paper into small pieces. We wrote equations representing dividing a whole number by a unit fraction."

Display:

$$2 \div \frac{1}{2} = 4$$

$$2 \div \frac{1}{3} = 6$$

$$2 \div \frac{1}{4} = 8$$

$$2 \div \frac{1}{6} = 12$$

"These are some of the equations we discussed today. Why is the quotient getting larger in each equation?" (Because the size of the piece is getting smaller, so there will be more pieces.)

Display: $3 \div \frac{1}{6} = 18$

"Here is another equation we discussed. In this equation, the size of the piece is the same as the equation above it. Why is the quotient larger than when 2 is divided by $\frac{1}{6}$?" (3 is being divided into smaller pieces, instead of 2, so you get more pieces.)

"We are going to learn more about the relationships between the numbers in division equations with unit fractions in the next lesson."

Updated Text:

Add to synthesis:

Teachers will select paper examples from their students to display that match the equations being discussed from the lesson.

Page Number: N/A

Location:

Grade 5.3Jii, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display the expression $\frac{1}{3} \div 6$ and a diagram from the lesson:

"How does this model represent the expression?" (The whole diagram is divided into six equal pieces, and each sixth is divided into three equal pieces.)

"What do you notice about the size of the pieces when we are dividing into fractional parts?" (The size of the pieces gets smaller).

"What conclusions can you make when we divide a unit fraction by a whole number?" (It takes more pieces to make a whole amount.)

Updated Text:

Display the expression and ask $\frac{1}{3} \div 6$

"How did you use your rectangles to represent the expression?" (I cut each of the 6

rectangles into 3 equal pieces which represents division)

"What do you notice about the size of the pieces when we are dividing into fractional

parts?" (The size of the pieces gets smaller).

"What conclusions can you make when we divide a unit fraction by a whole number?" (It

takes more pieces to make a whole amount.)

Page Number: N/A

Location:

Grade 5.3J, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Use the number lines to find which hundredth of a gram the doubloon weights are each closest to.

Updated Text:

Use the number lines to find which hundredth of a gram the doubloon weights are rounded to.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 1, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Lesson Synthesis

"Today, we solved problems about cutting strips of paper into small pieces. We wrote equations to represent dividing a whole number by a unit fraction."

Display:

$$2 \div 12 = 4$$

$$2 \div 13 = 6$$

$$2 \div 14 = 8$$

$$2 \div 16 = 12$$

Updated Text:

Images have been added here.

Page Number: N/A

Location:

Unit 3, Lesson 13, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Does the expression 4.53 represent this model? Explain or show your reasoning.

Does the expression 4.53 represent this model? Explain or show your reasoning.

Find the value of 4.53? Explain or show your reasoning.

Sample responses:

Yes. I can see there are 4 whole candy bars and half a candy bar. All of the bars are 3 equal groups.

Sample responses:

Yes. I can see how some candy bars have been broken into 3 groups. There are whole and parts of the whole shown.

3. There is 1.5 in each group. I know because I can see that each group has one whole candy bar and half of another.

Updated Text:

Work with your group to complete the following questions.

1. Using your blocks, create a model of the expression $13.75 \div 11$. How do you know

- the model represents the expression? Explain or show your reasoning.
2. How many blocks are in each group? What is the value of each group?
 3. What is $13.75 \div 11$?

Student Responses

1. Sample response:

There are 11 groups and each group has 1 whole in it, as well as an extra 0.25, which gives 13 wholes and 0.75 extras.

2. Sample response:

There are 5 blocks in each group, and each group is worth 1.25 since 4 blocks is a whole and 1 block is 0.25 of a whole.

3. $13.75 \div 11 = 1.25$

Page Number: N/A

Location:

Decimal Division, Activity 1, Student Task Statement and Student Responses

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers.

Advances: Conversing, Reading

Updated Text:

MLR2 Collect and Display. Amplify words and phrases such as: length, width, taller, pattern, base, number of layers by having students identify these pieces in the image of the base of the rectangular prism. These vocabulary words, with an associated picture describing the word, should also be posted in the room or be viewable by students at all times. Advances: Conversing, Reading

Page Number: N/A

Location:

Unit 1, Lesson 5, Activity 2, Growing Prism - Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded form.
2. Here are the weights of some gold nuggets in word form. Write the weights in expanded form.
- 3b. How does the expanded form of 0.527 show the value of each digit in the decimal?

Note for Evaluating Response:

The expanded form highlights the value of each digit. The expanded form of 0.527 is $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$. The products in the expanded form give the value of each digit.

Updated Text:

1. Weights are used to balance some gold nuggets. Write the weight of each gold nugget in expanded notation.
2. Here are the weights of some gold nuggets in word form. Write the weights in expanded notation.
- 3b. How does the expanded notation of 0.527 show the value of each digit in the decimal?

Note for Evaluating Response:

Expanded notation highlights the value of each digit. The expanded form of 0.527 is $(5 \times 0.1) + (2 \times 0.01) + (7 \times 0.001)$. The products in expanded notation give the value of each digit.

Page Number: N/A

Location:

Unit 5, Lesson 4, Activity 2 Student-facing task statements and Notes for Evaluating Responses.

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression.
2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage.

Updated Text:

1. Find at least 5 different ways to arrange 60 containers. Represent each arrangement with an expression. Justify and evaluate your answer.
2. Create a visual display to show which is the best arrangement for shipping the 3,300 tons of garbage. Justify and evaluate your answer.

Page Number: N/A

Location:

Unit 1, Lesson 12, Activity 1, Questions 1-2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask previously identified students to share their thinking for the last two problems.

Display expression: $0.5 \div 2$

"How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25.)

Display expression: $0.75 \div 5$

"How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)

Updated Text:

- Ask previously identified students to share their thinking for problems 3 and 4.
- Display expression: $0.5 \div 2$
- "How does thinking about hundredths help find the value of this expression?" (Since 0.5 is 50 hundredths I can find half of that and that's 25 hundredths or 0.25)
- Display expression $0.75 \div 5$
- "How does thinking about equal shares help find the value of this expression?" (If I have 75 things I can make 5 groups of 10 with 25 left so that's 5 more groups of 5. So 75 is 5 groups of 15 and 75 hundredths is 5 groups of 15 hundredths.)
- Ask previously identified students to share their thinking for problem 5.
- Display expression $50.25 \div 25$
- "What strategies can you use to find the value of this expression?"

Page Number: <https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f515c8-f13a-11ee-8d45-02ee8932281d>

Location:

Unit 5, Lesson 24, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Geometry (IMRA)

Program: Texas Math: Geometry Powered by Kiddom

SRP Feedback

Component: Texas Math: Geometry Powered by Kiddom Print (ISBN: 9798894309187)

REPORTED FEEDBACK:

Student response shows possible tools being selected from. These need to be listed earlier as potential tools.

Publisher Response:

As part of the errata process we will also list the possible tools earlier in the lesson.

Page Number: 478

Location:

Unit 2, Lesson 4, Activity 4.2, Student Facing Task Assignment:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

Include as part of this activity a means for students to select which techniques resonated with them, and to justify their selection.

Publisher Response:

As part of the errata process we will add a sentence after this section, "Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such

as proportions or equations." to include, "As students share they should include justification for why they used a specific strategy."

Page Number: online

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

Emphasize the fact students (not the teacher) are "examine[ing] cases where certain transformations result in true or false statements."

Publisher Response:

Students are constructing truth tables as part of Activity 1 and therefore as part of the errata process we will change the language in the synthesis section from, "Ask students to justify why each of the statements is true or false, providing examples." to "Ask students to examine and justify why each of the statements is true or false, providing examples."

Page Number: online

Location:

Additional Lessons, g.4.B.ii, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

In the instruction please give a specific list of acceptable techniques for students to select.

Publisher Response:

As part of the errata process we will ensure students have optionality with multiple techniques.

Page Number: online

Location:

Unit 3, Lesson 10, Geometry.3.B10, Problem 8

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

For a verbal display students should be given specific concepts to note during discussion.

Publisher Response:

As part of the errata process, we will add a sentence before, "Here are some questions for discussion:" of "Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions.

Page Number: online

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

Student choice not present. Consider combining multiple activities as station work, where students can select from a/b options, where $a < b$.

Publisher Response:

As part of the errata process we will add a note to the teacher guide to have a second suggestion that students can choose from to dilate a rectangular prism using a tool different than the current lesson.

Page Number: online

Location:

Unit 5, Lesson 3, Activity 3.2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

The assignment is vague in that it sounds like students should be going through a cycle with each bullet point.

Publisher Response:

As part of the errata process, we will revise the instructions, "Select previously identified students to share in this order:" to "Select students to share that used a variety of strategies. Share strategies in this order:".

Page Number: online

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

The justification and evaluation are implicit through brainstorm discussion and selecting a method. Please ensure those are noted explicitly to maintain TEKS rigor.

Publisher Response:

As part of the errata process we will revise the sentences, "In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available." to "In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Page Number: online

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

RE-state in the synthesis the variety of tools available.

Publisher Response:

As part of the errata process we will restate the tools in the synthesis section.

Page Number: online

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

The wording about selecting students needs to be more specific.

Direct quote: "Select previously identified students to share in this order:"

Fixed example: "Select previously identified students to share in this order

who:"

Publisher Response:

As part of the errata process we will revise this to the provided fixed example.

Page Number: online

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

Language does not reflect a professional tone, and is somewhat colloquial. Consider tightening instructions, and improving professional tone.

Publisher Response:

Thank you for your feedback. As part of the errata process we will revise the instructions in this section.

Page Number: online

Location:

Unit 1, Lesson 9, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

REPORTED FEEDBACK:

The side length given are 6cm and 8cm; however in the "Note for Evaluating Response" they are using side lengths 6cm and 9cm.

Publisher Response:

We will change the side length in the problem to 9 cm as part of the errata process.

Page Number: online

Location:

Unit 2, Lesson 11, Activity 11.2, Question 1

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...>

Updated Text:

Geo 2.B.iii Revised-1.pdf

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select students to share that used a variety of strategies. Share strategies in this order:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share strategies such as, "Reflecting across the y -axis makes the x -values negative and keeps the y -values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on coordinates in a subsequent lesson.

Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.) Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)

Updated Text:

Invite students to share strategies such as, "Reflecting across the y -axis makes the x -values negative and keeps the y -values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on coordinates in a subsequent lesson.

Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.) Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)

Is there another sequence of transformations that can transform figure H to figure R?

Page Number: N/A

Location:

Unit 1, Lesson 10, Activity 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l).

Updated Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Copy this figure using only the Pen tool and no other tools.

Updated Text:

“Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools.”

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

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Page Number: N/A

Location:

Add to page

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Have Students complete Question 1 in the activity.

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Page Number: N/A

Location:

Unit 6, Lesson 16, Activity 16.2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Page Number: N/A

Location:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Updated Text:

Use the distance formula to verify your hypothesis.

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Updated Text:

Use the distance formula to verify your hypothesis.

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated Text:

"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the

triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?

Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Page Number: N/A

Location:

Unit 7, Lesson 7, Activity 7.3, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...>

Updated Text:

Geo 2.B.iii Revised-1.pdf

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Students may calculate that $BP = CP = 5.9$ or demonstrate that B and C satisfy the equation of the circle.

Updated Text:

Use the distance formula to verify your hypothesis.

Students may calculate the $BP = CP = 5.9$

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated Text:

"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Page Number: N/A

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated Text:

"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Page Number: N/A

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$ only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$ only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)
Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5. Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select students to share that used a variety of strategies. Share strategies in this order:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.

2. What conjectures can you make based on the angle relationships you found?

Page Number: N/A

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

URL to Content: N/A

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem.
- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Launch

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated Text:

Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.
5. Share one conjecture on what you found out about chords in a circle.

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

- Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?
- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated Text:

"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Updated Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the

angle measurements?

- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?

Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Page Number: N/A

Location:

Unit 7, Lesson 7, Activity 7.3, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Students may calculate that $BP = CP = 5.9$ or demonstrate that B and C satisfy the equation of the circle.

Updated Text:

Use the distance formula to verify your hypothesis.

Students may calculate the $BP = CP = 5.9$

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Here are some questions for discussion:

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:

Updated Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:

- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.
- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Page Number: N/A

Location:

Unit 5, Lesson 8, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards

discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

Updated Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism?

(Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)

- What are the dimensions of this shape?

- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.

- Ask a student to demonstrate how they applied the formula to solve the problem.

- Ask students if there is another way to apply the formula for the lateral surface area of prisms.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.
- Which tools did you utilize to draw the triangles?
- Were there any tools that were more useful than others in exploring triangles?
- What conjectures about triangle congruence criterion did you come up with?
- Did anyone create a different triangle using that criteria?

Page Number: N/A

Location:

Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Page Number: N/A

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem.
- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated Text:

"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Mentally evaluate all the missing angle measures in each figure.

Updated Text:

"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math
- Digital tools
- Geometry toolkits"

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 19.1 Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.

5. Given the following triangle, find the value of the altitude, h .

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, New Additional Questions

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?

Updated Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
- Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Activity Synthesis

URL to Content: N/A

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the tools available to draw triangle ABC with these measurements:

- - Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Page Number: N/A

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Mentally evaluate all the missing angle measures in each figure.

Updated Text:

"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math
- Digital tools
- Geometry toolkits"

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 19.1 Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Page Number: N/A

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Representing, Conversing: MLR 8 Discussion Supports. Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to

press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions. Design Principle(s): Optimize output (for explanation); Cultivate conversation

Page Number: N/A

Location:

Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Representing, Conversing: MLR 8 Discussion Supports. Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions. Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports. Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions. Design Principle(s): Optimize output (for explanation); Cultivate conversation

Page Number: N/A

Location:

Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated Text:

Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.
5. Share one conjecture on what you found out about chords in a circle.

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)
- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)
- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select previously identified students to share in this order who:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?

Updated Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why

not?

- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
- Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$ only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$ only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles.

Discuss what the Geometric Means Theorem tells us about the altitude.
Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the tools available to draw triangle ABC with these measurements:

- - Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.

- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Page Number: N/A

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?

Updated Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?

- Did anyone use a different tool?
- Were there any tools that were more useful than others in finding the angle measurements?
- What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Page Number: N/A

Location:

Unit 1, Lesson 20, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

What type of quadrilateral is it?

Updated Text:

"What type of quadrilateral is it? Use the distance formula to support your claim and state which sides, if any, are congruent."

Note for evaluating purposes: "Make sure students used the distance formula and stated which sides are congruent to each other."

Page Number: N/A

Location:

Unit 6, Lesson 14, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated Text:

Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:

Updated Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.
- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Page Number: N/A

Location:

Unit 5, Lesson 8, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner.

Updated Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner. You can use a variety of tools, such as protractor, compass, tracing paper, geogebra, etc.) to answer the problem.

Page Number: N/A

Location:

Unit 2, Lesson 4, Activity 4.2, Student Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Copy this figure using only the Pen tool and no other tools.

Updated Text:

“Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools.”

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

<https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/view>

Page Number: N/A

Location:

Add to page

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Page Number: N/A

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Verify your hypothesis algebraically.

Students may calculate that $BP = CP = 5.9$ or demonstrate that B and C satisfy the equation of the circle.

Updated Text:

Use the distance formula to verify your hypothesis.

Students may calculate the $BP = CP = 5.9$

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?

Updated Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?

- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?
- Did anyone use a different tool?
- Were there any tools that were more useful than others in finding the angle measurements?
- What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Page Number: N/A

Location:

Unit 1, Lesson 20, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students

to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Page Number: N/A

Location:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Print (ISBN: 9798894309187)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

- Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?
- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.1, Question 1

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Updated Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Page Number: N/A

Location:

Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.

5. Given the following triangle, find the value of the altitude, h .

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...>

Updated Text:

Geo 2.B.iii Revised-1.pdf

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles.

Discuss what the Geometric Means Theorem tells us about the altitude.

Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Copy this figure using only the Pen tool and no other tools.

Updated Text:

"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools.)"

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l).

Updated Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Updated Text:

Use the distance formula to verify your hypothesis.

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated Text:

“Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.”

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 2

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Updated Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Page Number: N/A

Location:

Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?"

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?

- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Page Number: N/A

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- "What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- "What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated Text:

Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Launch

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated Text:

Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.
5. Share one conjecture on what you found out about chords in a circle.

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Print (ISBN: 9798894309187)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Select previously identified students to share in this order:

Updated Text:

Select students to share that used a variety of strategies. Share strategies in this order:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select students to share that used a variety of strategies. Share strategies in this order:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.

5. Given the following triangle, find the value of the altitude, h .

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, New Additional Questions

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...>

Updated Text:

Geo 2.B.iii Revised-1.pdf

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Here are some questions for discussion:

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?

Updated Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?
- Did anyone use a different tool?
- Were there any tools that were more useful than others in finding the angle measurements?
- What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Page Number: N/A

Location:

Unit 1, Lesson 20, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:

Updated Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.
- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Page Number: N/A

Location:

Unit 5, Lesson 8, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

- Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?
- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Mentally evaluate all the missing angle measures in each figure.

Updated Text:

"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math
- Digital tools
- Geometry toolkits"

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 19.1 Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l).

Updated Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated Text:

Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.
5. Share one conjecture on what you found out about chords in a circle.

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)
- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)
- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select previously identified students to share in this order who:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the tools available to draw triangle ABC with these measurements:

- Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Page Number: N/A

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated Text:

"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Page Number: N/A

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:

Updated Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.
- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Page Number: N/A

Location:

Unit 5, Lesson 8, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.
- Which tools did you utilize to draw the triangles?
- Were there any tools that were more useful than others in exploring triangles?
- What conjectures about triangle congruence criterion did you come up with?
- Did anyone create a different triangle using that criteria?

Page Number: N/A

Location:

Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated Text:

Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated Text:

"Copy the figure by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a

better estimate.)

- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated Text:

Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism?
(Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

Updated Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.
- Ask a student to demonstrate how they applied the formula to solve the problem.
- Ask students if there is another way to apply the formula for the lateral surface area of prisms.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?

Updated Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
- Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Activity Synthesis

URL to Content: N/A

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.

2. What conjectures can you make based on the angle relationships you found?

Page Number: N/A

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

URL to Content: N/A

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Mentally evaluate all the missing angle measures in each figure.

Updated Text:

"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math
- Digital tools
- Geometry toolkits"

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 19.1 Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Page Number: N/A

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Page Number: N/A

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated Text:

"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Page Number: N/A

Location:

Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.
2. What conjectures can you make based on the angle relationships you found?

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Have Students complete Question 1 in the activity.

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Page Number: N/A

Location:

Unit 6, Lesson 16, Activity 16.2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Print (ISBN: 9798894309187)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale

factor and then their group would share their work with additional groups. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism?
(Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

Updated Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.
- Ask a student to demonstrate how they applied the formula to solve the problem.
- Ask students if there is another way to apply the formula for the lateral surface area of prisms.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Draw triangle ABC with these measurements:
 - Angle A is 40 degrees.
 - Angle B is 20 degrees.
 - Angle C is 120 degrees.
 - Segment AB is 5 centimeters.
 - Segment AC is 2 centimeters.
 - Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the tools available to draw triangle ABC with these measurements:

- Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Page Number: N/A

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated Text:

"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?

- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Updated Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Page Number: N/A

Location:

Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

<https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/view>

Page Number: N/A

Location:

Add to page

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated Text:

2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Editorial Change Texas Math: Geometry Powered by Kiddom Digital 979-8-89430-917-0 <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...> : Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Invite the previously selected students to share their methods of verification. What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one

of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.

5. Given the following triangle, find the value of the altitude, h .

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, New Additional Questions

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Page Number: N/A

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Page Number: N/A

Location:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Prompt for Multipart Question
Part A What do you notice?
Part B What do you wonder?

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l).

Updated Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?

- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.
- Ask students if there is another theorem we can use to solve this problem.
- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Representing, Conversing: MLR 8 Discussion Supports. Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.
Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.
Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.
Design Principle(s): Optimize output (for explanation); Cultivate conversation

Page Number: N/A

Location:

Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.

5. Given the following triangle, find the value of the altitude, h .

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, New Additional Questions

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Have Students complete Question 1 in the activity.

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Page Number: N/A

Location:

Unit 6, Lesson 16, Activity 16.2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Students may calculate that $BP = CP = 5.9$ or demonstrate that B and C satisfy the equation of the circle.

Updated Text:

Use the distance formula to verify your hypothesis.

Students may calculate the $BP = CP = 5.9$

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Here are some questions for discussion:

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Verify your hypothesis algebraically.

Updated Text:

Use the distance formula to verify your hypothesis.

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
 - note that length PQ is the distance from point P to point Q
- Invite students to use their tools to complete the remaining questions

Updated Text:

Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l).

Updated Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?

Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Page Number: N/A

Location:

Unit 7, Lesson 7, Activity 7.3, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available.

Updated Text:

In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available.

Page Number: N/A

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem.

- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem.
- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

- Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?

- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Students may calculate that $BP = CP = 5.9$ or demonstrate that B and C satisfy the equation of the circle.

Updated Text:

Use the distance formula to verify your hypothesis.

Students may calculate the $BP = CP = 5.9$

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)
- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)
- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Here are some questions for discussion:

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Here are some questions for discussion:

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a

better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select previously identified students to share in this order who:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Have Students complete Question 1 in the activity.

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Page Number: N/A

Location:

Unit 6, Lesson 16, Activity 16.2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following

questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

Updated Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.
- Ask a student to demonstrate how they applied the formula to solve the problem.
- Ask students if there is another way to apply the formula for the lateral surface area of prisms.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Prompt for Multipart Question

Part A What do you notice?

Part B What do you wonder?

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.
- Which tools did you utilize to draw the triangles?
- Were there any tools that were more useful than others in exploring triangles?
- What conjectures about triangle congruence criterion did you come up with?
- Did anyone create a different triangle using that criteria?

Page Number: N/A

Location:

Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated Text:

"Copy the figure by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Updated Text:

Use the distance formula to verify your hypothesis.

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully

disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

- Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?
- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated Text:

"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select students to share that used a variety of strategies. Share strategies in this order:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism?
(Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

Updated Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism?
(Triangle)

- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.
- Ask a student to demonstrate how they applied the formula to solve the problem.
- Ask students if there is another way to apply the formula for the lateral surface area of prisms.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner.

Updated Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner. You can use a variety of tools, such as protractor, compass, tracing paper, geogebra, etc.) to answer the problem.

Page Number: N/A

Location:

Unit 2, Lesson 4, Activity 4.2, Student Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite students to share their reasoning for each question. Highlight students who carried information from one question to the next, such as recognizing that in a rectangle, opposite sides have equal length, so they only need to calculate 2 distances (rather than all 4).

Updated Text:

“Invite students to share their reasoning for each question. Highlight students who found the distance of each side and used the congruence symbol to state which sides are congruent.”

Page Number: N/A

Location:

Unit 6, Lesson 14, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Copy this figure using only the Pen tool and no other tools.

Updated Text:

“Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools.”

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?
A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?

- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.
- Ask students if there is another theorem we can use to solve this problem.
- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Representing, Conversing: MLR 8 Discussion Supports. Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Page Number: N/A

Location:

Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results.

Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?

Updated Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results.

Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
- Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Page Number: N/A

Location:

Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.

2. What conjectures can you make based on the angle relationships you found?

Page Number: N/A

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

URL to Content: N/A

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?

Updated Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?
- Did anyone use a different tool?
- Were there any tools that were more useful than others in finding the angle measurements?
- What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Page Number: N/A

Location:

Unit 1, Lesson 20, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated Text:

"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Page Number: N/A

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

<https://drive.google.com/file/d/1IWmjfjHtumMTLqXiRv6bZeiOdHBQF1Z1/view>

Page Number: N/A

Location:

Add to page

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

<https://drive.google.com/file/d/1IWmjfjHtumMTLqXiRv6bZeiOdHBQF1Z1/view>

Page Number: N/A

Location:

Add to page

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Mentally evaluate all the missing angle measures in each figure.

Updated Text:

"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math
- Digital tools
- Geometry toolkits"

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 19.1 Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Representing, Conversing: MLR 8 Discussion Supports. Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Page Number: N/A

Location:

Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles.

Discuss what the Geometric Means Theorem tells us about the altitude.

Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Page Number: N/A

Location:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Page Number: N/A

Location:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results.

Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?

Updated Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
- Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Activity Synthesis

URL to Content: N/A

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.

2. What conjectures can you make based on the angle relationships you found?

Page Number: N/A

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

URL to Content: N/A

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Updated Text:

Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a

circle centered at that point

- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share strategies such as, "Reflecting across the y -axis makes the x -values negative and keeps the y -values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on coordinates in a subsequent lesson.

Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.) Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)

Updated Text:

Invite students to share strategies such as, "Reflecting across the y -axis makes the x -values negative and keeps the y -values the same." If students do not notice patterns like this one, there is no need to mention them. Students will investigate the effect of transformations on coordinates in a subsequent lesson.

Ask students what they notice about the 3 figures. (The figures are trapezoids. The figures have 3 right angles. All 3 figures are congruent.) Ask students how they know the figures are congruent. (They are congruent by definition of rigid transformations.)

Is there another sequence of transformations that can transform figure H to figure R?

Page Number: N/A

Location:

Unit 1, Lesson 10, Activity 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Updated Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Page Number: N/A

Location:

Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated Text:

Copy the figure by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Editorial Change Texas Math: Geometry Powered by Kiddom Digital 979-8-89430-917-0 <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...> Unit 1, Lesson 19, Activity 19.1 Question 1 Mentally evaluate all the missing angle measures in each figure. "Evaluate all of the missing angle measures in each figure using any of the following:

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.
- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?

Updated Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why? - Which tool did you utilize to find the precise angle measurement?
- Did anyone use a different tool?

- Were there any tools that were more useful than others in finding the angle measurements?
- What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Page Number: N/A

Location:

Unit 1, Lesson 20, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...>

Updated Text:

Geo 2.B.iii Revised-1.pdf

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Page Number: N/A

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

#NAME?

Updated Text:

#NAME?

Page Number: N/A

Location:

Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Updated Text:

Use the distance formula to verify your hypothesis.

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?"

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?

- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?

Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Page Number: N/A

Location:

Unit 7, Lesson 7, Activity 7.3, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Students may calculate that $BP = CP = 5.9$ or demonstrate that B and C satisfy the equation of the circle.

Updated Text:

Use the distance formula to verify your hypothesis.

Students may calculate the $BP = CP = 5.9$

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Page Number: N/A

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Invite students to share their responses to Questions #4 and #5.
- Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us the altitude.

- Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...>

Updated Text:

Geo 2.B.iii Revised-1.pdf

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

"In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available."

Updated Text:

"In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available."

Page Number: N/A

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated Text:

"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- "What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem.
- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

- Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?
- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Print (ISBN: 9798894309187)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Updated Text:

Use the distance formula to verify your hypothesis.

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated Text:

Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.
5. Share one conjecture on what you found out about chords in a circle.

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated Text:

"Copy the figure by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)
- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)
- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:

Updated Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:
- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?
- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.
- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Page Number: N/A

Location:

Unit 5, Lesson 8, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:

Updated Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:
- Triangular Pyramid:

- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.

- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Page Number: N/A

Location:

Unit 5, Lesson 8, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Prompt for Multipart Question
Part A What do you notice?
Part B What do you wonder?

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)
- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)
- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the

downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Page Number: N/A

Location:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select previously identified students to share in this order who:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Select previously identified students to share in this order:

Updated Text:

Select previously identified students to share in this order who:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?"

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?

- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Verify your hypothesis algebraically.

Students may calculate that $BP = CP = 5.9$ or demonstrate that B and C satisfy the equation of the circle.

Updated Text:

Use the distance formula to verify your hypothesis.

Students may calculate the $BP = CP = 5.9$

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Question 4

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select students to share that used a variety of strategies. Share strategies in this order:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...>

Updated Text:

Geo 2.B.iii Revised-1.pdf

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results.

Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why

not?

- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?

Updated Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results.

Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
- Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Activity Synthesis

URL to Content: N/A

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.
- Which tools did you utilize to draw the triangles?
- Were there any tools that were more useful than others in exploring triangles?
- What conjectures about triangle congruence criterion did you come up with?
- Did anyone create a different triangle using that criteria?

Page Number: N/A

Location:

Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to

draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the tools available to draw triangle ABC with these measurements:

- Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Page Number: N/A

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Copy this figure using only the Pen tool and no other tools.

Updated Text:

“Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools.”

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- "What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Prompt for Multipart Question
- Part A What do you notice?
- Part B What do you wonder?

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.2, Advance Student Thinking

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Mentally evaluate all the missing angle measures in each figure.

Updated Text:

"Evaluate all of the missing angle measures in each figure using any of the following:

- Mental math
- Digital tools
- Geometry toolkits"

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 19.1 Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Representing, Conversing: MLR 8 Discussion Supports. Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.

Design Principle(s): Optimize output (for explanation); Cultivate conversation

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?

Updated Text:

Students will analyze their results further as part of the lesson synthesis. For this activity synthesis, merely ask groups to briefly share their results. Display the two areas for each group on the board. Consider asking students:

- Do these results support the equation we found in Question 1? Why or why not?
- Why might the two areas be slightly different from each other?
- How can we define the surface area and lateral area of a cone?
- Discuss the answers students found for the surface area of the cone in problem #4.
- Ask a student to demonstrate how they applied the formula for the surface area of cones.
- Discuss when it is appropriate to apply the formula for finding the surface area of cones.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Activity Synthesis

URL to Content: N/A

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the tools available to draw triangle ABC with these measurements:

- - Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share

with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Page Number: N/A

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

What type of quadrilateral is it?

Updated Text:

“What type of quadrilateral is it? Use the distance formula to support your claim and state which sides, if any, are congruent.”

Note for evaluating purposes: “Make sure students used the distance formula and stated which sides are congruent to each other.”

Page Number: N/A

Location:

Unit 6, Lesson 14, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated Text:

"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 2

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the

triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?

Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Page Number: N/A

Location:

Unit 7, Lesson 7, Activity 7.3, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Page Number: N/A

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Page Number: N/A

Location:

Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$

only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$ only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5.

Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?

Updated Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?

- Did anyone use a different tool?
- Were there any tools that were more useful than others in finding the angle measurements?
- What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Page Number: N/A

Location:

Unit 1, Lesson 20, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Here are some questions for discussion:

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Have Students complete Question 1 in the activity.

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Page Number: N/A

Location:

Unit 6, Lesson 16, Activity 16.2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated Text:

"Copy the figure by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Updated Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

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- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Page Number: N/A

Location:

Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Updated Text:

Ask students who finish their calculation to find another person in the class with the same polyhedron and discuss the following questions (displayed for all to see):

- Do your calculations match? Should they?
- Do your nets result in the same polyhedra? Should they?
- Do your models match the picture you were given? Why or why not?

If time is limited, consider having the answer key posted somewhere in the classroom so students could quickly check their surface area calculations.

Reconvene briefly for a whole-class discussion. Invite students to reflect on the process of drawing a net and finding surface area based on a picture of a polyhedron. Ask questions such as:

- How did you know that your net show all the faces of your polyhedron?
- How did you know where to put each polygon or how to arrange all polygons so that, if folded, they can be assembled into the polyhedron in the drawing?
- How did the net help you find surface area?
- How did the net help you find the lateral area?

Ask students how they can use the formal surface area formulas to calculate the surface area for figures H and I.

Page Number: N/A

Location:

Unit 5, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated Text:

Copy the figure by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Editorial Change Texas Math: Geometry Powered by Kiddom Digital 979-8-89430-917-0 <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...> Unit 1, Lesson 19, Activity 19.1 Question 1 Mentally evaluate all the missing angle measures in each figure. "Evaluate all of the missing angle measures in each figure using any of the following:

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Page Number: N/A

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.

5. Given the following triangle, find the value of the altitude, h .

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, New Additional Questions

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?

Updated Text:

To involve more students in the conversation, consider asking:

- Who can restate ____'s reasoning in a different way?
- Did anyone have the same strategy but would explain it differently?
- Did anyone solve the problem in a different way?
- Does anyone want to add on to ____'s strategy?
- Do you agree or disagree? Why?- Which tool did you utilize to find the precise angle measurement?
- Did anyone use a different tool?
- Were there any tools that were more useful than others in finding the angle measurements?
- What conjectures can we make about the angles now that we've explored angles formed by parallel lines cut by a transversal? (Question #2)
- Does anyone have any additional conjectures?

Page Number: N/A

Location:

Unit 1, Lesson 20, Lesson Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Print (ISBN: 9798894309187)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l).

Updated Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l).

Updated Text:

Invite students to share their equations, and display this image for all to see.

Ask students what they notice about the equations for lines l and n (same slope) as well as the graphs (parallel lines). Invite students to explain whether this is always true. If students do not mention the possibility of

lines coinciding, ask students what would happen if we graphed a line perpendicular to p , passing through the point $(-3,1)$ (the line would coincide with l). Ask students how they used the distance formula to verify the lines were parallel or perpendicular.

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Copy this figure using only the Pen tool and no other tools.

Updated Text:

“Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools.”

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem

- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?"

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?

- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Have Students complete Question 1 in the activity.

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Page Number: N/A

Location:

Unit 6, Lesson 16, Activity 16.2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Page Number: N/A

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations.

Updated Text:

Select previously identified students to share their strategies. If possible, select a student who used mental math, and one who used a strategy such as proportions or equations. As students share they should include justification for why they used a specific strategy."

Page Number: N/A

Location:

Unit 7, Lesson 9, Activity 9.1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

In this activity, students brainstorm their own methods for indirect measurement. Then they try out the methods that seem like they will be accurate and possible to do with the tools available.

Updated Text:

In this activity, students brainstorm to formulate their own strategies for indirect measurement. Then they evaluate the methods that seem like they will be accurate and possible to do with the tools available.

Page Number: N/A

Location:

Unit 3, Lesson 16, Activity 16.4, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

1. Draw triangle ABC with these measurements:

- Angle A is 40 degrees.
- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the tools available to draw triangle ABC with these measurements:

- - Angle A is 40 degrees.

- Angle B is 20 degrees.
- Angle C is 120 degrees.
- Segment AB is 5 centimeters.
- Segment AC is 2 centimeters.
- Segment BC is 3.7 centimeters.

Identify each piece of given information that you used. Check your triangle to make sure the remaining measurements match. Share one conjecture about criteria required for triangle congruence and be prepared to share with the class.

If time permits, try to construct the triangle again using different pieces of given information than what you previously used.

Page Number: N/A

Location:

Unit 2, Lesson 4, Activity 4.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the

center.)

-What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

-"Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB , AC , AD , and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?

Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Page Number: N/A

Location:

Unit 7, Lesson 7, Activity 7.3, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated Text:

Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.
3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.
4. Prove that the perpendicular bisector of a chord goes through the center of a circle.
5. Share one conjecture on what you found out about chords in a circle.

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite the previously selected students to share their methods of verification. "What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

First, invite the previously selected students to share how they used the distance formula to verify their hypothesis. Then ask the following:

- What is the definition of a circle?" (The set of points equidistant from the center.)
- What other methods could be used to verify our hypothesis? (The equation of the circle itself.)
- Why do both of these methods work? If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

: Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

<https://drive.google.com/file/d/1IWmjfjHtumMTLqXiRv6bZeiOdHBQF1Z1/view>

Page Number: N/A

Location:

Add to page

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your choices.

Updated Text:

Tell students there are at least 3 different methods for solving these problems:

- Pythagorean Theorem
- multiple trigonometric equations
- the Triangle Angle Sum Theorem

Invite students to rank the methods in order of most to least preferred and tell them to be prepared to share their reasoning. After 1 minute of quiet think time ask a few students to share. tell the class that there is no one best method; personal preference and the specific problem both influence your

choices.

- Ask students to go over which Theorems they found useful for solving for missing side lengths and angle measurements.

- Display: "Which theorem can we apply to solve this problem?"

A ladder is leaning against a house that is 35 feet tall. The bottom of the ladder is 21 feet away from the house. How long is the ladder?

- Ask a student to demonstrate how to apply the Pythagorean formula to solve the above problem.

- Ask students if there is another theorem we can use to solve this problem.

- Discuss when it is appropriate to apply the formulas we have learned for solving triangle problems.

Page Number: N/A

Location:

Unit 4, Lesson 9, Activity 9.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select students to share that used a variety of strategies. Share strategies in this order:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem.

- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

Updated Text:

Lead discussion towards the discovery of the following equations:

- Square Pyramid:

- Triangular Pyramid:

- After the discovery of the equation, display: Given a triangular pyramid with slant height 3 inches and the base is an equilateral triangle with side length 4 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem. If no student volunteers, lead students in the example showing usage of the application of the formula to solve for the lateral surface area of a triangular pyramid.
- Ask students if there is another way to apply the formula for the lateral surface area of a pyramid.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of a pyramid.

Page Number: N/A

Location:

Unit 5, Lesson 8, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

1. Prompt for Multipart Question
 - Part A What do you notice?
 - Part B What do you wonder?

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Use the tools available to explore the diagonals of the parallelogram or rectangle.
2. What do you notice and wonder about the diagonals?
3. Share one conjecture you believe is true based on your investigation.

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Updated Text:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If most people live in the center of town, then it would make sense to have points in the middle serve a smaller area. For example, they could be polling locations and everyone has an option somewhat close by, but they split the downtown, so nowhere would have too long of a line.) Then invite students to discuss in which contexts that partitioning would be unfair. (If people are spread equally, then it is unfair for some people to have to go to a polling place far away just because their closest place is on the other side of the dividing line.)

Page Number: N/A

Location:

Display the image from the warm-up again. Invite students to consider in which contexts the current partitioning of the square would make sense. (If the points represent bus stops and the school and most people live in the center of town, then it would make sense to have points in the middle serve

a smaller area.) Then invite students to discuss in which contexts that partitioning would be unfair. (If more students actually lived outside the center of town and therefore they need more bus routes.)

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Updated Text:

Invite the previously selected students to share their methods of verification.

- "What is the definition of a circle?" (The set of points equidistant from the center.)

- What other methods could be used to verify our hypothesis?" (The equation of the circle itself.)

- "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P . Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students, "Is there anything on this list that you are wondering about now?" Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Updated Text:

Ask students to share the things they noticed and wondered. Record and display their responses for all to see. If possible, record the relevant reasoning on or near the image. After all responses have been recorded without commentary or editing, ask students:

- Is there anything on this list that you are wondering about now?
- Which tools did you utilize to investigate the diagonals of the two figures?
- Were there any tools that were more useful than others in exploring the diagonals?
- What conjectures about the diagonals of a quadrilateral?
- Who else was also able to conclude that conjecture?

Encourage students to respectfully disagree, ask for clarification, or point out contradicting information. If conjectures about diagonals do not come up during the conversation, ask students to discuss this idea.

Page Number: N/A

Location:

Unit 2, Lesson 13, Activity 13.1, Question 1

URL to Content: [View Publisher Materials](#)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Copy this figure using only the Pen tool and no other tools.

Updated Text:

"Copy this figure using only a Pen/Pencil or the Pen tool (and no other tools.)"

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated Text:

"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$ only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$ only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)
Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5. Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

Unit 3, Lesson 14, Activity 14.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select previously identified students to share in this order who:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism?
(Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

Updated Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all

students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.
- Ask a student to demonstrate how they applied the formula to solve the problem.
- Ask students if there is another way to apply the formula for the lateral surface area of prisms.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.

Updated Text:

- Not every piece of information you can measure about one triangle is needed to make an exact copy of that triangle.
- Not every piece of information you can measure about two triangles is needed to prove the triangles are congruent.
- Which tools did you utilize to draw the triangles?
- Were there any tools that were more useful than others in exploring triangles?
- What conjectures about triangle congruence criterion did you come up with?
- Did anyone create a different triangle using that criteria?

Page Number: N/A

Location:

Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated Text:

"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated Text:

"2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students to justify why each of the statements is true or false, providing examples.

Updated Text:

Ask students to examine and justify why each of the statements is true or false, providing examples.

Page Number: N/A

Location:

Unit 1, Lesson 19, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students, "Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent. What can we prove and how does the proof differ from the one in the activity?" Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Updated Text:

The goal is to prove the converse of what was proved in the activity. Display this image for all to see:

Ask students:

- Suppose we start out not knowing anything about the chord lengths, but knowing the central angles are congruent.
- What can we prove and how does the proof differ from the one in the activity?
- Which tools did you utilize to find the precise angle measurements for angles created?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures involving chords?
- What was the most challenging part of choosing which tool to use?

Give students 1-2 minutes of quiet work time and then time to share their thoughts with a partner. Follow with a whole-class discussion.

Sample responses: We can prove that chords DE and BC are congruent, and the arcs that go with them have the same measures. The proofs are the same in that the segments AB, AC, AD, and AE are congruent because they are radii. But now it's a given that angles DAE and BAC are congruent, so the triangles are congruent by the Side-Angle-Side Triangle Congruence Theorem. Now the 2 chords are congruent because they're corresponding parts of congruent triangles.

Page Number: N/A

Location:

Unit 7, Lesson 7, Activity 7.3, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

2. Estimate the midpoint of segment AB, mark it with the Point on Object tool, and label it C.

Updated Text:

2. Find the midpoint of segment AB using any method of your choice. Mark it with the Point on Object tool, and label is C. Try to make your mark as close to the true midpoint as possible, but it may not be exact.

Editorial Change Texas Math: Geometry Powered by Kiddom Digital 979-8-89430-917-0 <https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-db...> : Unit 6, Lesson 17, Activity 17.4, Activity Synthesis

Invite the previously selected students to share their methods of verification. What is the definition of a circle?" (the set of points equidistant from the center.) "Why do both of these methods work?" If no one used one of the methods, bring it up and ask students if it would work. (Points that work in the equation must have a distance of 5.9 from P. Points that have a distance of 5.9 from P are on the circle by definition.)

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.2, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Here are some questions for discussion:

Updated Text:

Encourage students to use the terms 'rate of change' and 'scale factor' in their discussions. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 5, Activity 5.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism?
(Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

Updated Text:

The focus of this activity synthesis should be on defining the term "lateral area" and relating it to the surface area of a prism. Select groups to share their answers to Question 6 and explain their reasoning. Key in discussion on how the surface area is related to the net, displaying a sketch for all students to see if possible (see Question 5). Consider asking the following questions:

- What geometric shapes in the net represent the base of the prism? (Triangle)
- What geometric shape represents the other faces of the prism? (Rectangle)
- What are the dimensions of this shape?
- Use this discussion to define the lateral area as the combined area of a 3-D figure's faces, excluding the bases.

Also, ask students how the equation they found in Question 6 can be rewritten in terms of the triangle's perimeter. Lead discussion towards discovery of the equation:

- Triangular Prism: $SA = ab + Ph$

Instruct students to keep their prisms from the cool-down.

- Discuss the answers students found for the lateral surface area of the triangular prism problem #7.
- Ask a student to demonstrate how they applied the formula to solve the problem.
- Ask students if there is another way to apply the formula for the lateral surface area of prisms.
- Discuss when it is appropriate to apply the formula for finding the lateral surface area of prisms.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Updated Text:

Ask students, "What if the lines are horizontal?" (All horizontal lines are parallel to each other and have a slope of 0, and equal distance from one another along the entire segment, so the idea of parallel lines having equal slopes applies to this situation.) "What if the lines are vertical?" (Slopes of vertical lines are undefined, so the equal slopes criterion does not apply to them.)

Page Number: N/A

Location:

Unit 6, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Page Number: N/A

Location:

Unit 4, Lesson 5, Activity 5.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner.

Updated Text:

Your teacher will give you either a problem card or a data card. Do not show or read your card to your partner. You can use a variety of tools, such as protractor, compass, tracing paper, geogebra, etc.) to answer the problem.

Page Number: N/A

Location:

Unit 2, Lesson 4, Activity 4.2, Student Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.

2. What conjectures can you make based on the angle relationships you found?

Page Number: N/A

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

URL to Content: N/A

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students to share their reasoning for each question. Highlight students who carried information from one question to the next, such as recognizing that in a rectangle, opposite sides have equal length, so they only need to calculate 2 distances (rather than all 4).

Updated Text:

"Invite students to share their reasoning for each question. Highlight students who found the distance of each side and used the congruence symbol to state which sides are congruent."

Page Number: N/A

Location:

Unit 6, Lesson 14, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Familiarize yourself with your digital straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions.

Updated Text:

"Familiarize yourself with your digital or physical straightedge and compass tools by drawing a few circles of different sizes, drawing a few line segments of different lengths, and extending some of those line segments in both directions."

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

Updated Text:

Ask students how the equation they found in Question 4 can be rewritten in terms of the base's circumference (if not shown already). Lead towards the discovery of the equation:

-Cylinder:

- Display: Given a cylinder with height 3 inches and radius 2 inches, how can we apply the formula to find the lateral surface area?

- Ask a student to demonstrate how to apply the formula to solve the above problem.

- Ask students if there is another way to apply the formula for the lateral surface area of cylinders.

- Discuss when it is appropriate to apply the formula for finding the lateral surface area of cylinders.

Page Number: N/A

Location:

Unit 5, Lesson 7, Activity 2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

#NAME?

Updated Text:

#NAME?

Page Number: N/A

Location:

Unit 2, Lesson 4, Geometry.2.A4 Cumulative, Question 3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Copy the figure by completing these steps with the Line, Segment, and Ray tools and the Circle and Compass tools:

Updated Text:

"Copy the figure by completing these steps. If using physical tools, use only the straight edge and compass. If using digital tools, use any of the Line, Segment, and Ray tools and the Circle and Compass tools:

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Question #3

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.)

Updated Text:

Ask students, "How could you make the structures that are flexible into rigid ones?" (Add a diagonal brace that would decompose the shape into triangles.) "How can the information from your theorem reference charts help you make a flexible structure into a rigid one?"

Page Number: N/A

Location:

Unit 2, Lesson 10, Activity 10.2, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Representing, Conversing: MLR 8 Discussion Supports. Arrange students in groups of 2. Invite students to take turns reads their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions.
Design Principle(s): Optimize output (for explanation); Cultivate conversation

Updated Text:

Representing, Conversing: MLR 8 Discussion Supports.

Arrange students in groups of 2. Invite students to take turns reading their instructions aloud. If time allows, the listener can attempt to create the design by following the instructions as they are read. Encourage students to press each other for detailed instructions that use mathematical language. Give students an opportunity to revise and refine their written instructions. Design Principle(s): Optimize output (for explanation); Cultivate conversation

Page Number: N/A

Location:

Unit 1, Lesson 22, Activity 22.2, Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Lines l and m are parallel. Mentally evaluate the measure x in each figure.

Updated Text:

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

1. Choose from the available tools to find the measure of angle x in each of the figures. Be sure to explain how you calculated the angle measurement precisely.

2. What conjectures can you make based on the angle relationships you found?

Page Number: N/A

Location:

Unit 1, Lesson 20, Activity 20.1, Question 1

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Here are some questions for discussion:

Updated Text:

The goal of the discussion is to make observations about the pyramid structure and about the relationships in the table students created. Considering allowing students to work in groups and choose a specific scale factor and then their group would share their work with additional groups. Here are some questions for discussion:

Page Number: N/A

Location:

Unit 5, Lesson 3, Activity 2, Question 1, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius

- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
 - note that length PQ is the distance from point P to point Q
- Invite students to use their tools to complete the remaining questions

Updated Text:

Arrange students in groups of 2. Allow students to select between using physical tools (compass and ruler/straightedge) and the digital version of the tools in Geogebra. Encourage students to select the tools they feel will work best for them.

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
 - demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
 - note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
 - note that length PQ is the distance from point P to point Q
- Invite students to use their tools to complete the remaining questions

Page Number: N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Student Facing Task Statement

The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.
2. How do the measures of the 2 central angles appear to compare? Prove

that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

Updated Text:

Student Facing Task Statement

(Allow access to a variety of tools such as protractor, compass, ruler, straightedge, tracing paper, geometry toolkits, Geogebra software with digital versions of these tools - student view allows them to use tools to draw on a preloaded image, as well as use our audio, write, draw options to record thinking for an item)

Use the tools available to answer the questions. The image shows a circle with 2 congruent chords.

1. Draw the central angles associated with the highlighted arcs from D to E and B to C.

2. How do the measures of the 2 central angles appear to compare? Prove that this observation is true.

3. What does this tell you about the measures of the highlighted arcs from D to E and B to C? Explain your reasoning.

4. Prove that the perpendicular bisector of a chord goes through the center of a circle.

5. Share one conjecture on what you found out about chords in a circle.

Page Number: N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

<https://drive.google.com/file/d/1IWmjfJHtumMTLqXiRv6bZeiOdHBQF1Z1/view>

Page Number: N/A

Location:

Add to page

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$ only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Updated Text:

Ask students if $a^2+b^2=c^2$ is true for all types of triangles. If students aren't sure, display an example of an altitude in an acute triangle. Once students are convinced that $a^2+b^2=c^2$ only works for right triangles, ask students what aspect of the proof only worked for right triangles. (The altitude only forms three similar triangles if the biggest triangle is a right triangle.)

Invite students to share their responses to Questions #4 and #5. Ask students to explain how they applied Geometric Means to solve #5. Ask students how Geometric means relate to altitudes of right triangles. Discuss what the Geometric Means Theorem tells us about the altitude. Discuss how to identify and apply geometric means while solving right triangle problems dealing with altitudes.

Page Number: N/A

Location:

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

N/A

Updated Text:

4. Consider the Geometric Mean Theorem: the geometric mean theorem states that the length of the altitude drawn from the right angle of a triangle to its hypotenuse is equal to the geometric mean of the lengths of the segments formed on the hypotenuse.

Knowing this theorem, identify the relationship between h and the side lengths.

5. Given the following triangle, find the value of the altitude, h .

Page Number: N/A

Location:

Unit 3, Lesson 13, Activity 13.2, New Additional Questions

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Updated Text:

Tell students that a median of a triangle is a line segment connecting a vertex to the midpoint of the opposite side. Ask students how many medians can be drawn in any triangle (3).

Have Students complete Question 1 in the activity.

Now ask students to draw the 3 medians of the triangle in the warm-up by using a straightedge to connect the midpoint of each side to the opposite vertex. What do you notice? (The medians seem to intersect at one point.) Instruct students to label the diagram as shown here.

Page Number: N/A

Location:

Unit 6, Lesson 16, Activity 16.2, Launch

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Select previously identified students to share in this order:

Updated Text:

Select previously identified students to share in this order who:

Page Number: N/A

Location:

Unit 8, Lesson 3, Activity 3.3, Activity Synthesis

URL to Content: [View Publisher Materials](#)

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

Updated Text:

Invite students who used the right triangle table to find the angle measures by comparing and ordering the ratios of side lengths to explain their reasoning.

Ask students if they repeated the process for the other acute angle. (No, once I know one acute angle in a right triangle the other one has to be complementary. Yes, if I check those ratios too I might be able to make a better estimate.)

- Ask students to share how they were able to find additional Pythagorean Triples (problem #4).
- Ask students to explain how they applied what they know about Pythagorean Triples to solve and answer Question #5.
- Ask students what key information a Pythagorean Triple tells you about triangles.
- Ask students how they know if a set of whole numbers is a Pythagorean Triple.

Page Number: N/A

Location:

Publisher: OpenStax

Algebra I (IMRA)

Program: Algebra 1

SRP Feedback

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

Recommended New Content:

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

$$y=100(1-0.1)^t.$$

Try It: Domain and Range of Exponential Graphs

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

{ t is an exponent}

Page Number: 1

Location:

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

Using Inequalities to Determine Range

Current wording:

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

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

Use inequalities to express the minimum and maximum possible values.

For example, if the function's graph never goes below -3 and can reach any positive value, you would write $(-3, +\infty)$ in interval notation.

New wording:

For example, if the function's graph never goes below -3 and can reach any positive value, you would write $(-3 < < +\infty)$ as an inequality.

Try It Solutions

1. Compare your answer:

$R:(-\infty, +\infty)$ or $f(x) \in (-\infty, +\infty)$

Compare your answer:

$R:(-\infty,0) \cup (0,+\infty)$

$(0,+\infty)$ or $(-\infty, +\infty) \setminus \{0\}$, indicating that the function can take any value except 0.

New Try-It Solutions

1. $R: (-\infty < f < +\infty)$

2. $R: (-\infty > g > 0) \cup (0 < g < +\infty)$ indicating that the function can take any value except 0

Page Number: 1

Location:

Lesson 4.12: Domain and Range, Part 1 & 4.12.3: Additional Resources & Naming Input-Output Pairs & Using Inequalities to Determine Range

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

This needs some attention.

Publisher Response:

Change implemented based on feedback:

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

<https://drive.google.com/file/d/1NpNbtngVKiXPZfyqhLKrvEijHDdcRDoN/view?usp=sharing>

Page Number: 1

Location:

Lesson 9.9: Writing Quadratics in Different Forms && 9.9.3: Vertex Form Given a Vertex and Point && Activity

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

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

New Content:

<https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtIElcKgmiYuRaF4I/viewusp=sharing>

Page Number: 1

Location:

Lesson 6.1: Add and Subtract Polynomials && 6.1.2: Additional Resources && Adding and Subtracting Polynomials && Example 3

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

Change implemented based on feedback:

Implementation of SRP suggestion requires changing the current wording of the problem from “spends \$45” to “spends \$40.” Subsequent changes to the accompanying graph and some answer choices needed to also be changed as a result. Final version of content with highlighted changes is

here: <https://drive.google.com/file/d/1OSHQxGvPqXX-cylIOzqkKEerueEOUTlp/view?usp=sharing>

Page Number: 1

Location:

Lesson 1.5: Equations and Their Graphs >> 1.5.4: Additional Resources

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

Use function notation instead of $y =$ to make it more connected to the standard.

Publisher Response:

Change implemented based on feedback:

Feedback was accepted and “ $y =$ ” was changed to “ $f(x) =$ ” on 7.12.2 student page and teacher page.

Page Number: 1

Location:

Lesson 7.17: Changing the Vertex >> 7.17.2: Additional Resources
>> >> Try It question 2

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

Does not explicitly write out the discrete $\{1, 2, 3\}$ notation on the page.

Publisher Response:

Current wording:

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

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

New wording:

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

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

This means the domain for the graphed relation is $\{1, 2, 3, 4\}$ and the range is $\{3, 6, 12, 24\}$.

Page Number: 1

Location:

Lesson 4.12: Domain and Range, Part 1 && 4.12.3: Additional Resources && Using Inequalities to Determine Range

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:**New content:**

1. What is an inequality that represents the domain?
2. What is an inequality that represents the range?
3. What is the vertex of the graph?

4. What are the zeros of the graph?

Page Number: 1

Location:

Question 3 - What is an inequality that represents the range?

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

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

New Content:

<https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtIElckgmiYuRaF4I/viewusp=sharing>

Page Number: 1

Location:

Lesson 6.1: Add and Subtract Polynomials & 6.1.2: Additional Resources & Adding and Subtracting Polynomials & Example 2

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:**Change implemented based on feedback:**

New Questions 8 - 11 were added to this activity to address feedback. Changes for the Student Activity can be viewed in the Teacher Guide here: <https://drive.google.com/file/d/1FdPGZ0XCgE6BXFzF-9URHAsmFk0cGpX/view?usp=sharing>

Page Number: 1**Location:**

Lesson 1.14: Writing Equations of Parallel and Perpendicular Lines &&
1.14.5: Writing an Equation of a Line Parallel or Perpendicular to an Axis
&& Activity && Question 4, 7

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

Again, would make this more robust with examples.

Publisher Response:**Change implemented based on feedback:**

Graphic examples added. See this document for all changes to 7.12.2 Additional Resources Student Edition. <https://drive.google.com/file/d/1UegFMsd4o5ATJ1eSfYOoZEN0qG0V8usp=sharing> and this document for all changes to 7.12.2 Teacher Guide. <https://drive.google.com/file/d/1S6yju5FiOyh2Q8MNikHi5McMk2DKTcusp=sharing> (Note TG contains changes from additional SRP feedback)

Page Number: 1**Location:**

Lesson 7.12: Graphing the Standard Form, Part 1 && 7.12.2: Additional Resources && Graphing Quadratic Functions Using Transformations && Callout GRAPH A QUADRATIC FUNCTION OF THE FORM $f(x)=(x-h)^2$ && USING A HORIZONTAL SHIFT

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

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

New Content:

<https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtIElckgmiYuRaF4I/viewusp=sharing>

Page Number: 1

Location:

Lesson 6.3: Dividing Polynomials && 6.3.2: Additional Resources && Dividing Polynomials Using Long Division && Example 5

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

Change implemented based on feedback:

Proposed new content added to Teacher Guide to include more explicit instruction on the use and access of digital algebra tiles. Access document containing new content

here: https://drive.google.com/file/d/19WzloJD1uonb-Jc29We9hTb_NZ-PbkP2/view?usp=sharing

Page Number: 1

Location:

Lesson 6.5: Factor Trinomials >> 6.5.2: Factoring Trinomials with Leading Coefficients of 1 >> >> At the 2:00 mark in the video under the table, students are walked through the process for how to factor using algebra tiles. This will provide them with an alternative to using the factor table so they can make a selection in the type of tool they want to use.

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

Would probably give a more simplified example for students initially.

Publisher Response:

New Content: Implementation of SRP suggestion to add a more simplified example. Two were added (Example 1 and Example 2) and placed above the current example. Access to new examples https://drive.google.com/file/d/1yju47NS0ifmYFbCBmrPMFHCG_n_usp=sharing

Page Number: 1

Location:

Lesson 2.9: Solutions to Inequalities >> 2.9.5: Additional Resources >> Comparing Equality and Inequality >> Example

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

There's no explicitly degree one polynomials here, but it is included in the process.

Publisher Response:

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

New Content:

<https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtIElcKgmiYuRaF4I/viewusp=sharing> (**opens in new window**)

Page Number: 1

Location:

Lesson 6.1: Add and Subtract Polynomials & 6.1.2: Additional Resources & Adding and Subtracting Polynomials & Example 4

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

Change implemented based on feedback:

New information and two examples were added to this narrative to address feedback. Changes for the Additional Resources can be viewed in the Teacher Guide here: <https://drive.google.com/file/d/1FdPGZ0XCgE6BXFZzF-9URHAsmFk0cGpX/view?usp=sharing>

Page Number: 1

Location:

Lesson 1.14: Writing Equations of Parallel and Perpendicular Lines &&
1.14.5: Additional Resources && Find Equations of Lines Perpendicular
to an Axis

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

Change implemented based on feedback:

Graphic examples added. See this document for all changes to 7.12.2
Additional Resources Student
Edition. <https://drive.google.com/file/d/1UegFMsd4o5ATJ1eSfYOoZEN0qG0V8usp=sharing> and this document for all changes to 7.12.2 Teacher
Guide. <https://drive.google.com/file/d/1S6yju5FiOyh2Q8MNikHi5McMk2DKTcusp=sharing> (Note TG contains changes from additional SRP feedback)

Page Number: 1

Location:

7.12.2: Additional Resources && Graphing Quadratic Functions Using
Transformations && Callout GRAPH OF A QUADRATIC FUNCTION OF
THE FORM $f(x)=ax^2$

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

Would add extension for two degree two polynomials to be multiplied.

Publisher Response:

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

New Content:

<https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtIElcKgmiYuRaF4I/viewusp=sharing>

Page Number: 1

Location:

Lesson 6.2: Multiplying Polynomials & 6.2.6: Practice &
Question 1, 2

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

Change implemented based on feedback:

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

document <https://drive.google.com/file/d/132GBWCA3QRU0ZldQttwuRnzO-pkNp31S/view?usp=sharing>

The calculator provided throughout the course is the instructional version of Desmos. In the “Teachers Start Here” section of the course, teachers are explicitly alerted that the Desmos version adheres to instructional expectations, not assessment expectations.

Page Number: 1

Location:

Lesson 2.13: Solving Problems with Inequalities in Two Variables &&
2.13.2: Solving Problems with Inequalities in Two Variables && &&
Bank Account questions 1 - 8 && Concert Tickets questions 1 - 8
&& Advertising Packages 1 - 8

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

Change implemented based on feedback:

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

Changes to Student Edition here: https://drive.google.com/file/d/1-WJudl4HngQMzurhBmP_Qi7nueZ1d2cr/view?usp=sharing

Changes to Teacher Guide
here: https://drive.google.com/file/d/1O9Xag_DED53Q-E_205LB0RuChRoNsMWN/view?usp=sharing

Page Number: 1

Location:

Lesson 2.2: Writing Systems of Equations && 2.2.3: Additional Resources && && "How to solve a system of linear equations by graphing" gray box

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

Current wording:

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

Recommended Change

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

Page Number: 1

Location:

Lesson 5.5: Representing Exponential Decay && 5.5.3: Additional Resources && Connecting Tables and Graphs in Exponential Decay Functions && Part 5

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

Last question says "Standard Format" and should be "Standard Form"

Publisher Response:

Error corrected.

Page Number: 1

Location:

Lesson 1.12: Writing the Equation of a Line && 1.12.7: Practice &&
Questions #

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

Recommended Change:

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

New Content:

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

Page Number: 1

Location:

Lesson 7.16: Graphing from the Vertex Form && 7.16.2: Additional Resources && && Using Key Points to Graph Quadratics && "We noticed ... the graph opens upward ..." (under the first graph)

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:

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

New Content:

<https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtIElcKgmiYuRaF4I/viewusp=sharing>

Page Number: 1**Location:**

Lesson 6.2: Multiplying Polynomials && 6.2.2: Additional Resources
&& Multiplying Binomials Using the Distributive Property &&
Example 2

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

REPORTED FEEDBACK:

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

Publisher Response:**Current wording:**

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

Feedback: Zero

New wording:

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

Feedback: The x-intercept can identify the zero of the function since it represents where the function equals zero ($y = 0$).

Page Number: 1

Location:

Lesson 1.5: Equations and Their Graphs >> 1.5.4: Writing, Graphing, and Solving a Linear Equation >> Activity >> Question 6

URL to Content: [View Publisher Materials](#)

Editorial Changes

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Based on TEA SRP Feedback 8427761

Updated Text:

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

Page Number: 1

Location:

Lesson 7.17: Changing the Vertex
7.17.6: Practice

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change Request from TEA SRP

Current content:

Domain:

What is an inequality that represents the domain?

What is an inequality that represents the range?

Zeros:

Updated Text:

New content:

What is an inequality that represents the domain?

What is an inequality that represents the range?

What is the vertex of the graph?

What are the zeros of the graph?

Page Number: 1

Location:

Lesson 7.7: Domain, Range, Vertex, and Zeros of Quadratic Functions

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change Request from TEA SRP

Current wording:

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

Feedback: Zero

Updated Text:

New wording:

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

Feedback: The x -intercept can identify the zero of the function since it represents where the function equals zero ($y = 0$).

Page Number: 1

Location:

Lesson 1.5: Equations and Their Graphs >> 1.5.4: Writing, Graphing, and Solving a Linear Equation >> Activity >> Question 6

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Incorrect Content:

Supports for English Language Learners

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

Updated Text:

MLR 2 Collect and Display: Conversing, Writing

As students discuss the questions with their partner, listen for and collect the language students use: vertex, y-intercept, zeros, initial height, etc. Write the students' words and phrases on a visual display. As the activity continues, refer to and update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Design Principle(s): Maximize meta-awareness; Support sense-making

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Page Number: 1

Location:

Lesson 8.12 Teacher Guide: Using Technology to Find the Quadratic Regression

8.12.3: Making Predictions Using a Quadratic Model

Supports for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

No original content was there.

Updated Text:

#1 Solution (use math jax).

To determine the area of the blue rectangle, we need to figure out it's width and length.

The top shape is a square measuring 8 in. x 8 in. If the measurement of the longer left side is 10 inches, then the width of the blue rectangle can be an equation.

$$8 + W = 10$$

$$W = 2$$

?The width of the rectangle is 2 inches.

Because the bottom of the square is 8 inches, the length of the blue rectangle can be written as an equation. But we have an unknown z.

$$?L = 8 + z$$

If we look at the measurements of the smaller square, we see that we can use an equation to calculate z.

$$z + 3 = 5.$$

$$Z = 2$$

Now, we can substitute the 2 for z in the length equation.

$$L = 8 + 2$$

$L = 10$

The area of the blue rectangle is 8×10 to equal 80 square inches.

#2 Solution - Use math jax.

You have to start with what you know and can figure out the other sides.

Page Number: 1

Location:

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

8.6.1: Finding and Reasoning Unknown Factors

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Content

Updated Text:

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

Page Number: 1

Location:

Project 4 Teacher Guide: Using Functions to Model Battery Power

Project 4 Overview

Texas Essential Knowledge and Skills (TEKS)

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: 1

Location:

Project 1 Teacher Guide: Slopes and Intercepts

Unit 1 Project Overview

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Content was missing.

Updated Text:

[[Standard format for ELL Box]]

After Launch paragraph before Activity.

Support for English Language Learners

MLR 8: Discussion Supports: Listening, Conversing

As students are working in groups of two to choose a strategy to solve the polynomial problem, provide the following sentence frames for all to see:

"We should do ____ next because . . .", and "I noticed __ , so I think . . .". "

Encourage students to challenge each other when they disagree. This will help students clarify their reasoning when solving polynomial equations.

When students are discussing what is the same and different about their steps and solving strategies, assist students in using negatives and contractions correctly, such as do/don't, can/can't, is/isn't.

Design Principle(s):); Maximize meta-awareness

[[Standard format for SWD Box]]

After Launch paragraph before Activity.

Support for Students with Disabilities

Action and Expression: Appropriate Tools

Use this Factor Pairs 1-100 handout to help support students factoring polynomials of varying levels of difficulty.

Supports accessibility for Memory

Page Number: 1

Location:

Lesson 6.7 Teacher Guide: General Strategy for Factoring Polynomials

6.7.3: Implementing General Strategies for Factoring

After Launch paragraph before Activity.

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: 1

Location:

Unit 6 Inquiry Project Teacher Guide: Area Model Multiplication
Inquiry Project Unit 6 Overview

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Incorrect content:

MLR 2 Discussion Supports: Conversing

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

Updated Text:

MLR 7 Compare and Connect: Representing, Conversing

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

Design Principle(s): Optimize output; Cultivate conversation

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Page Number: 1

Location:

Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning

8.3.3: Solving More Complex Quadratic Equations

Support for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

<https://drive.google.com/file/d/1OnqI8tOFDTqzcVDG25hNDNoakG7Vetdq/view>

Page Number: 1

Location:

Project 7 Teacher Guide: Design a Fountain

Project 7 Overview

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change Request from TEA SRP

Current Content: Standard Format

Updated Text:

New Content: Standard Form

Page Number: 1**Location:**

Description of Location:

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Content Missing

Updated Text:

Support for English Language Learners

MLR8 Discussion Supports: Speaking

Use this routine to support whole-class discussion. For each observation that is shared, ask students to restate what they heard using precise mathematical language. Consider providing students time to restate what they hear to a partner before selecting one or two students to share with the class. Ask the original speaker if their peer was accurately able to restate their thinking. Call students' attention to any words or phrases that helped clarify the original statement. This provides more students with an opportunity to produce language as they interpret the reasoning of others.

Design Principle(s): Support sense-making

Support for Students with Disabilities

Representation: Develop Language and Symbols

Create a display of important terms and vocabulary. Keep this display visible throughout the remainder of the unit. Invite students to suggest language or diagrams to include that will support their understanding of combining like terms, and the commutative, associative, and distributive properties.

Supports accessibility for: Conceptual processing; Language

Page Number: 1

Location:

Lesson 1.6 Teacher Guide: Equivalent Equations

1.6.3: Exploring Related Equations

Activity (15 minutes)

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing content

Updated Text:

Response to Student Thinking

Press Pause

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

Page Number: 1

Location:

Lesson 8.12 Teacher Guide: Using Technology to Find the Quadratic Regression

8.12.4: Finding the Missing Data in the Set

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Content

Updated Text:

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

Page Number: 1

Location:

Project 5 Teacher Guide: Introduction to Exponential Functions
Project 5 Overview

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change Request from TEA SRP

Current wording:

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

Part 5

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

Updated Text:

Recommended Change

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

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

Page Number: 1

Location:

Lesson 5.5: Representing Exponential Decay >> 5.5.3: Additional Resources
>> Try It Connecting Tables and Graphs in Exponential Decay Functions >>
Question 5

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Change Request from TEA SRP

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

Updated Text:

New Content:

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

Page Number: 1

Location:

Lesson 7.16: Graphing from the Vertex Form >> 7.16.2: Additional Resources
>> >> Using Key Points to Graph Quadratics >> "We noticed ... the graph opens upward ..." (under the first graph)

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

https://drive.google.com/file/d/1tKZCDsPolZ9E_Bmsal4iWaRIUHk1tnME/view

Page Number: 1

Location:

Project 6 Teacher Guide: Polynomials and Rectangles

Project 6 Overview

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change request per TEA Feedback ID: 8286141

Suppose Tyler spends \$45 on T-shirts and socks. A T-shirt costs \$10 and a pair of socks costs \$2.50. If t represents the number of T-shirts and p represents the number of pairs of socks that Tyler buys, what is an equation that represents the equation?

Updated Text:

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

Page Number: 1

Location:

Lesson 1.5 Teacher Guide: Equations and Their Graphs
1.5.4: Writing, Graphing, and Solving a Linear Equation

Student Activity

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Missing content

Updated Text:

Support for English Language Learners

MLR 8 Discussion Supports: Representing, Conversing

Ask students to closely examine and then compare the two functions, $m(x) = x^2 - 3x - 40$ and $m(x) = 2x^2 - 6x - 80$. Encourage students to look at the algebraic, tabular, and graphic representations of both functions. Display sentence frames “One thing that is the same is...” and “One thing that is different is...” Give students time to make sure that everyone in the class can explain or justify that each function has the same zeros. Next, ask students to explain why these quadratic equations are related. Provide the sentence frame, “Calling the equations related reminds me of ...” to support students as they explain their thinking. Some students may benefit from the opportunity to rehearse what they will say with their partner before they share with the whole class.

Design Principle(s): Support sense-making

Support for Students with Disabilities

Representation: Internalize Comprehension

To support working memory, provide students with sticky notes or encourage them to use a T-chart to compare and contrast the equations. Help students understand that related equations have the same zeros and axis of symmetry, but the tables of values, vertices, etc. will differ. Then, have them include how these graphical differences impact the values in each form of the quadratic equations.

Supports accessibility for: Memory, Organization

Page Number: 1

Location:

Lesson 8.11 Teacher Guide: Writing Quadratic Equations Given Real Solutions

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Incorrect content:

MLR 2 Discussion Supports: Conversing

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

Updated Text:

MLR 7 Compare and Connect: Representing, Conversing

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

Design Principle(s): Optimize output; Cultivate conversation

Page Number: 1

Location:

Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning
8.3.3: Solving More Complex Quadratic Equations

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: 1

Location:

Lesson 2.2 Teacher Guide: Writing Systems of Equations
2.2.3: Graphs of Systems of Equations
Additional Resources

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change request per TEA Feedback ID: 8254736 and 8223931

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

Updated Text:

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

Page Number: 1

Location:

Lesson 1.14 Teacher Guide: Writing Equations of Parallel and Perpendicular Lines

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

Student Activity and Additional Resources

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Content was missing.

Updated Text:

[[Standard format for ELL Box]]

After Launch paragraph before Activity.

Support for English Language Learners

MLR 2 Collect and Display: Conversing

As students describe how to factor and find the GCF with the class, listen for and collect the language students use to identify and describe the factoring process. Write the students' words and phrases on a visual display and update it throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-group discussions.

Design Principle(s): Maximize meta-awareness

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Page Number: 1

Location:

Lesson 6.4 Teacher Guide: Greatest Common Factor and Factor by Grouping

6.4.3: Factoring the GCF from Polynomials

After Launch paragraph before Activity.

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

New Content added per TEA SRP Standards Alignment feedback

Updated Text:

<https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtIElcKgmiYuRaF4I/view>

Page Number: 1

Location:

Lesson 6.1: Add and Subtract Polynomials

6.1.2: Adding and Subtracting Polynomials

Lesson 6.1: Add and Subtract Polynomials

6.1.2: Additional Resources

Adding and Subtracting Monomials

Lesson 6.1: Add and Subtract Polynomials

6.1.2: Additional Resources

Try It: Adding and Subtracting Polynomials

Lesson 6.1: Add and Subtract Polynomials

6.1.6: Practice

Lesson 6.2: Multiplying Polynomials

6.2.2: Additional Resources

Lesson 6.2: Multiplying Polynomials

6.2.3: Multiplying a Polynomial by a Polynomial

Lesson 6.2: Multiplying Polynomials

6.2.6: Practice

Lesson 6.3: Dividing Polynomials

6.3.1: Dividing by Monomials

Lesson 6.3: Dividing Polynomials

6.3.2: Additional Resources

Dividing Polynomials Using Long Division

Lesson 6.3: Dividing Polynomials

6.3.6: Practice

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Based on TEA SRP Feedback 8427761

Updated Text:

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

Page Number: 1

Location:

Lesson 7.17: Changing the Vertex

7.17.6: Practice

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Missing content

Updated Text:

Response to Student Thinking

More Chances

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

Page Number: 1

Location:

Lesson 8.2 Teacher Guide: When and Why Do We Write Quadratic Equations?

8.2.4: Solving a Real-World Problem Using Quadratic Equations

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

No original content is being changed.

Updated Text:

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

Page Number: 1**Location:**

Lesson 1.7: Explaining Steps for Rewriting Equations

1.7.2: Additional Resources

Solving Equations and Creating Equivalent Equations

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Change Request from TEA SRP

Current wording:

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

Feedback: Zero

Updated Text:

New wording:

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

Feedback: The x -intercept can identify the zero of the function since it represents where the function equals zero ($y = 0$).

Page Number: 1

Location:

Lesson 1.5: Equations and Their Graphs >> 1.5.4: Writing, Graphing, and Solving a Linear Equation >> Activity >> Question 6

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Incorrect Content:

Supports for English Language Learners

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

Updated Text:

MLR 2 Collect and Display: Conversing, Writing

As students discuss the questions with their partner, listen for and collect the language students use: vertex, y -intercept, zeros, initial height, etc. Write the students' words and phrases on a visual display. As the activity continues, refer to and update the visual display and continue to do so throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-class discussions.

Design Principle(s): Maximize meta-awareness; Support sense-making
Provide support for students
Distribute graphic organizers to the students to assist them with participating in this routine.

Page Number: 1

Location:

Lesson 8.12 Teacher Guide: Using Technology to Find the Quadratic Regression
8.12.3: Making Predictions Using a Quadratic Model
Supports for English Language Learners

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Added missing equation

Updated Text:

Recommended New Content:

New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is
 $y=100(1-0.1)t$.

Try It: Domain and Range of Exponential Graphs

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

Page Number: 1

Location:

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Content

Updated Text:

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

Page Number: 1

Location:

Project 4 Teacher Guide: Using Functions to Model Battery Power
Project 4 Overview

Texas Essential Knowledge and Skills (TEKS)

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Based on TEA SRP Feedback 8427761

Updated Text:

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

Page Number: 1

Location:

Lesson 7.12: Graphing the Standard Form, Part 1
7.12.6: Practice

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Content was missing.

Updated Text:

[[Standard format for ELL Box]]

After Launch paragraph before Activity.

Support for English Language Learners

MLR 8: Discussion Supports: Listening, Conversing

As students are working in groups of two to choose a strategy to solve the polynomial problem, provide the following sentence frames for all to see:

"We should do ____ next because . . .", and "I noticed ____, so I think . . .". "

Encourage students to challenge each other when they disagree. This will help students clarify their reasoning when solving polynomial equations.

When students are discussing what is the same and different about their steps and solving strategies, assist students in using negatives and contractions correctly, such as do/don't, can/can't, is/isn't.

Design Principle(s):); Maximize meta-awareness

[[Standard format for SWD Box]]

After Launch paragraph before Activity.

Support for Students with Disabilities

Action and Expression: Appropriate Tools

Use this Factor Pairs 1-100 handout to help support students factoring polynomials of varying levels of difficulty.

Supports accessibility for Memory

Page Number: 1

Location:

Lesson 6.7 Teacher Guide: General Strategy for Factoring Polynomials

6.7.3: Implementing General Strategies for Factoring

After Launch paragraph before Activity.

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing content

Updated Text:

Response to Student Thinking

Press Pause

If students are still struggling to identify and factor special polynomials, have them access the practice problems and additional resources from the “Factor Special Products” lesson in Unit 6.

Page Number: 1

Location:

Lesson 8.8 Teacher Guide: Rewriting Quadratic Expressions in Factored Form, Part 3

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Incorrect content:

MLR 2 Discussion Supports: Conversing

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

Updated Text:

MLR 7 Compare and Connect: Representing, Conversing

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

Design Principle(s): Optimize output; Cultivate conversation

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Page Number: 1

Location:

Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning
8.3.3: Solving More Complex Quadratic Equations
Support for English Language Learners
URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Content

Updated Text:

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

Page Number: 1

Location:

Project 1 Teacher Guide: Slopes and Intercepts
Unit 1 Project Overview

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change Request from TEA SRP

Current Content: Standard Format

Updated Text:

New Content: Standard Form

Page Number: 1

Location:

Description of Location:

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Content

Updated Text:

Support for Students with Disabilities

Representation: Illustrate Connections

Use different colors to help show the common factors across two or more expressions. Students can find and highlight the factors of each expression only when they occur in all of the expressions.

Supports accessibility for Organizing, Visual-Spatial Processing

Page Number: 1

Location:

Lesson 6.4 Teacher Guide: Greatest Common Factor and Factor by Grouping
6.4.2: Finding the GCF of Two or More Expressions

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Content

Updated Text:

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

Page Number: 1**Location:**

Project 5 Teacher Guide: Introduction to Exponential Functions

Project 5 Overview

URL to Content: [View Publisher Materials](#)**Component:** Algebra 1 (ISBN: 9781961584471)**PUBLISHER EDITORIAL CHANGE:****Original Text:**

Missing Content

Updated Text:

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

Page Number: 1**Location:**

Project 7 Teacher Guide: Design a Fountain

Project 7 Overview

Texas Essential Knowledge and Skills (TEKS)

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change Request from TEA SRP

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

Updated Text:

New Content:

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

Page Number: 1

Location:

Lesson 7.16: Graphing from the Vertex Form >> 7.16.2: Additional Resources
>> >> Using Key Points to Graph Quadratics >> "We noticed ... the graph opens upward ..." (under the first graph)

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Content from Teacher page

Updated Text:

<https://drive.google.com/file/d/11QcLevz3TG3D1Vqq2I02LLqWLFk-IsTe/view?...>

Page Number: 1

Location:

Lesson 1.7 Teacher Guide: Explaining Steps for Rewriting Equations
1.7.3: Understanding Equations with No Solution or Infinitely Many
Activity, Narrative, Launch

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change request per TEA Feedback ID: 8286141

Suppose Tyler spends \$45 on T-shirts and socks. A T-shirt costs \$10 and a pair of socks costs \$2.50. If t represents the number of T-shirts and p represents the number of pairs of socks that Tyler buys, what is an equation that represents the equation?

Updated Text:

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

Page Number: 1

Location:

Lesson 1.5 Teacher Guide: Equations and Their Graphs
1.5.4: Writing, Graphing, and Solving a Linear Equation

Student Activity

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing content

Updated Text:

Support for English Language Learners

MLR 8 Discussion Supports: Representing, Conversing

Ask students to closely examine and then compare the two functions, $m(x) = x^2 - 3x - 40$ and $m(x) = 2x^2 - 6x - 80$. Encourage students to look at the algebraic, tabular, and graphic representations of both functions. Display sentence frames “One thing that is the same is...” and “One thing that is different is...” Give students time to make sure that everyone in the class can explain or justify that each function has the same zeros. Next, ask students to explain why these quadratic equations are related. Provide the sentence frame, “Calling the equations related reminds me of ... ” to support students as they explain their thinking. Some students may benefit from the opportunity to rehearse what they will say with their partner before they share with the whole class.

Design Principle(s): Support sense-making

Support for Students with Disabilities

Representation: Internalize Comprehension

To support working memory, provide students with sticky notes or encourage them to use a T-chart to compare and contrast the equations. Help students understand that related equations have the same zeros and axis of symmetry, but the tables of values, vertices, etc. will differ. Then, have them include how these graphical differences impact the values in each form of the quadratic equations.

Supports accessibility for: Memory, Organization

Page Number: 1

Location:

Lesson 8.11 Teacher Guide: Writing Quadratic Equations Given Real Solutions

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: 1

Location:

Lesson 2.2 Teacher Guide: Writing Systems of Equations

2.2.3: Graphs of Systems of Equations

Additional Resources

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change Request from TEA SRP

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

Updated Text:

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

$$y=100(1-0.1)t.$$

Try It: Domain and Range of Exponential Graphs

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

(t is exponent)

Page Number: 1

Location:

Location of error:

Description of Location:

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change Request from TEA SRP

Current content:

Domain:

What is an inequality that represents the domain?

What is an inequality that represents the range?

Zeros:

Updated Text:

New content:

What is an inequality that represents the domain?

What is an inequality that represents the range?

What is the vertex of the graph?

What are the zeros of the graph?

Page Number: 1

Location:

Lesson 7.7: Domain, Range, Vertex, and Zeros of Quadratic Functions

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Content was missing.

Updated Text:

[[Standard format for ELL Box]]

After Launch paragraph before Activity.

Support for English Language Learners

MLR 2 Collect and Display: Conversing

As students describe how to factor and find the GCF with the class, listen for and collect the language students use to identify and describe the factoring process. Write the students' words and phrases on a visual display and update it throughout the remainder of the lesson. Remind students to borrow language from the display as needed. This will help students read and use mathematical language during their partner and whole-group discussions.

Design Principle(s): Maximize meta-awareness

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Page Number: 1

Location:

Lesson 6.4 Teacher Guide: Greatest Common Factor and Factor by Grouping

6.4.3: Factoring the GCF from Polynomials

After Launch paragraph before Activity.

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

No original content was there.

Updated Text:

#1 Solution (use math jax).

To determine the area of the blue rectangle, we need to figure out it's width and length.

The top shape is a square measuring 8 in. x 8 in. If the measurement of the longer left side is 10 inches, then the width of the blue rectangle can be an equation.

$$8 + W = 10$$

$$W = 2$$

?The width of the rectangle is 2 inches.

Because the bottom of the square is 8 inches, the length of the blue rectangle can be written as an equation. But we have an unknown z.

$$?L = 8 + z$$

If we look at the measurements of the smaller square, we see that we can use an equation to calculate z.

$$z + 3 = 5.$$

$$Z = 2$$

Now, we can substitute the 2 for z in the length equation.

$$L = 8 + 2$$

$$L = 10$$

The area of the blue rectangle is 8 x 10 to equal 80 square inches.

#2 Solution - Use math jax.

You have to start with what you know and can figure out the other sides.

Page Number: 1

Location:

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

8.6.1: Finding and Reasoning Unknown Factors

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing content

Updated Text:

Response to Student Thinking

More Chances

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

Page Number: 1

Location:

Lesson 8.2 Teacher Guide: When and Why Do We Write Quadratic Equations?

8.2.4: Solving a Real-World Problem Using Quadratic Equations

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: 1

Location:

Project 1 Teacher Guide: Slopes and Intercepts
Unit 1 Project Overview

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

No original content is being changed.

Updated Text:

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

Page Number: 1

Location:

Lesson 1.7: Explaining Steps for Rewriting Equations

1.7.2: Additional Resources

Solving Equations and Creating Equivalent Equations

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Consider the statment, "The dog was 2 feet away from the post after 80 seconds."

Updated Text:

Consider the statement, "The dog was 2 feet away from the post after 80 seconds."

(Response to TEA SRP QR-Error submission)

Page Number: 1

Location:

Lesson 4.2 Teacher Guide: Function Notation

4.2.1: Interpreting Graphs to Answer Questions

Warm Up (10 minutes)

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

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

Updated Text:

<https://drive.google.com/file/d/1VxqUqQSlxjSPfBZW5NXGN7Tq4mG8aAiT/view>

Page Number: 1**Location:**

Unit 6 Inquiry Project Teacher Guide: Area Model Multiplication
Inquiry Project Unit 6 Overview

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)**PUBLISHER EDITORIAL CHANGE:****Original Text:**

Added missing equation

Updated Text:

Recommended New Content:

New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is
 $y=100(1-0.1)^t$.

Try It: Domain and Range of Exponential Graphs

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

Page Number: 1

Location:

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

<https://drive.google.com/file/d/1OnqI8tOFDTqzcVDG25hNDNoakG7Vetdq/view>

Page Number: 1

Location:

Project 7 Teacher Guide: Design a Fountain
Project 7 Overview

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Based on TEA SRP Feedback 8427761

Updated Text:

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

Page Number: 1

Location:

Lesson 7.12: Graphing the Standard Form, Part 1

7.12.6: Practice

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Content Missing

Updated Text:

Support for English Language Learners

MLR8 Discussion Supports: Speaking

Use this routine to support whole-class discussion. For each observation that is shared, ask students to restate what they heard using precise mathematical language. Consider providing students time to restate what they hear to a partner before selecting one or two students to share with the class. Ask the original speaker if their peer was accurately able to restate their thinking. Call students' attention to any words or phrases that helped clarify the original statement. This provides more students with an opportunity to produce language as they interpret the reasoning of others.

Design Principle(s): Support sense-making

Support for Students with Disabilities

Representation: Develop Language and Symbols

Create a display of important terms and vocabulary. Keep this display visible throughout the remainder of the unit. Invite students to suggest language or diagrams to include that will support their understanding of combining like terms, and the commutative, associative, and distributive properties.

Supports accessibility for: Conceptual processing; Language

Page Number: 1

Location:

Lesson 1.6 Teacher Guide: Equivalent Equations

1.6.3: Exploring Related Equations

Activity (15 minutes)

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing content

Updated Text:

Response to Student Thinking

Press Pause

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

Page Number: 1

Location:

Lesson 8.12 Teacher Guide: Using Technology to Find the Quadratic

Regression

8.12.4: Finding the Missing Data in the Set

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

Missing content

Updated Text:

Response to Student Thinking

Press Pause

If students are still struggling to identify and factor special polynomials, have them access the practice problems and additional resources from the “Factor Special Products” lesson in Unit 6.

Page Number: 1**Location:**

Lesson 8.8 Teacher Guide: Rewriting Quadratic Expressions in Factored Form, Part 3

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

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)**PUBLISHER EDITORIAL CHANGE:****Original Text:**

Change Request from TEA SRP

Current wording:

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

Part 5

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

Updated Text:

Recommended Change

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

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

Page Number: 1

Location:

Lesson 5.5: Representing Exponential Decay >> 5.5.3: Additional Resources
>> Try It Connecting Tables and Graphs in Exponential Decay Functions >>
Question 5

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Content

Updated Text:

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

Page Number: 1

Location:

Project 1 Teacher Guide: Slopes and Intercepts
Unit 1 Project Overview

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

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

Updated Text:

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

Page Number: 1

Location:

Project 6 Teacher Guide: Polynomials and Rectangles

Project 6 Overview

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Content

Updated Text:

Support for Students with Disabilities

Representation: Illustrate Connections

Use different colors to help show the common factors across two or more expressions. Students can find and highlight the factors of each expression only when they occur in all of the expressions.

Supports accessibility for Organizing, Visual-Spatial Processing

Page Number: 1

Location:

Lesson 6.4 Teacher Guide: Greatest Common Factor and Factor by Grouping

6.4.2: Finding the GCF of Two or More Expressions

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Incorrect content:

MLR 2 Discussion Supports: Conversing

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

Updated Text:

MLR 7 Compare and Connect: Representing, Conversing

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

Design Principle(s): Optimize output; Cultivate conversation

Page Number: 1

Location:

Lesson 8.3 Teacher Guide: Solving Quadratic Equations by Reasoning

8.3.3: Solving More Complex Quadratic Equations

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Content

Updated Text:

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

Page Number: 1

Location:

Project 7 Teacher Guide: Design a Fountain
Project 7 Overview

Texas Essential Knowledge and Skills (TEKS)

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change request per TEA Feedback ID: 8254736 and 8223931

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

Updated Text:

<https://drive.google.com/file/d/1FdPGZ0XCgE6BXFzF-9URHAsmFk0cGpX/view?...>

Page Number: 1

Location:

Lesson 1.14 Teacher Guide: Writing Equations of Parallel and Perpendicular Lines

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

Student Activity and Additional Resources

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Missing Content from Teacher page

Updated Text:

<https://drive.google.com/file/d/11QcLevz3TG3D1Vqq2I02LLqWLFk-IsTe/view?...>

Page Number: 1

Location:

Lesson 1.7 Teacher Guide: Explaining Steps for Rewriting Equations

1.7.3: Understanding Equations with No Solution or Infinitely Many Activity, Narrative, Launch

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

This project scenario not a typical regression-style problem.

Updated Text:

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

(Response to TEA SRP QR-Error submission)

Page Number: 1

Location:

Course Design

Unit Sequence and Resources**Unit Sequence**

Under Strategic Competence

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:**Original Text:**

New Content added per TEA SRP Standards Alignment feedback

Updated Text:

<https://drive.google.com/file/d/1McdDQdPW0NRUYGBjtIElcKgmiYuRaF4I/view>

Page Number: 1

Location:

Lesson 6.1: Add and Subtract Polynomials

6.1.2: Adding and Subtracting Polynomials

Lesson 6.1: Add and Subtract Polynomials

6.1.2: Additional Resources

Adding and Subtracting Monomials

Lesson 6.1: Add and Subtract Polynomials

6.1.2: Additional Resources

Try It: Adding and Subtracting Polynomials

Lesson 6.1: Add and Subtract Polynomials

6.1.6: Practice

Lesson 6.2: Multiplying Polynomials

6.2.2: Additional Resources

Lesson 6.2: Multiplying Polynomials

6.2.3: Multiplying a Polynomial by a Polynomial

Lesson 6.2: Multiplying Polynomials

6.2.6: Practice

Lesson 6.3: Dividing Polynomials

6.3.1: Dividing by Monomials

Lesson 6.3: Dividing Polynomials

6.3.2: Additional Resources

Dividing Polynomials Using Long Division

Lesson 6.3: Dividing Polynomials

6.3.6: Practice

URL to Content: [View Publisher Materials](#)

Component: Algebra 1 (ISBN: 9781961584471)

PUBLISHER EDITORIAL CHANGE:

Original Text:

Change Request from TEA SRP

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

Updated Text:

New Content: The graph below describes the amount of caffeine, c in a person's body t hours after an initial measurement of 100 mg. The equation of this line is $y=100(1-0.1)t$.

Try It: Domain and Range of Exponential Graphs

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

(t is exponent)

Page Number: 1

Location:

Location of error:

Description of Location:

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

URL to Content: [View Publisher Materials](#)