

IMRA 2024 Publisher New Content

English Language Arts and Reading

Publisher: Savvas Learning

ELAR, Grade K (IMRA)

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

Component: myView Grade K Reading Routines Companion (ISBN: digitalonlynoISBN)

Change Type: New Content

Current Page Number(s): N/A

Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/947c9a00-9859-4ad8-a367-e38364e272e8/GK_RRC_TX1.pdf

Updated Text:

Acquiring Vocabulary: Directions

Direction words are often used to point out how to get to something or

where something is in relation to another thing.

ROUTINE

Step 1 INTRODUCE

When you speak, write, read, or think about where things are or need to go, you use direction words. Listen to this sentence: I look down to see a worm in the dirt. The word down names a direction.

Step 2 MODEL

Display and read the first sentence. We need to identify the direction word in this sentence.

The word that names a direction is up. If I want to see the ceiling, which direction must I look? Up. Model looking up to see the ceiling.

Display and read the second sentence. We need to identify the direction word in this sentence.

The word that names a direction is up. If I want to see the floor, which direction must I look? Down. Model looking down to see the floor.

Step 3 GUIDE PRACTICE

I am going to say six words. Some of these words are direction words and some of them are not. When I say a direction word, point in that direction.

Step 4 INDEPENDENT PRACTICE

Have students say or write a sentence using one of the direction words.

Component: myView Grade K Student Edition (ISBN: 9798213425123)

Change Type: New Content

Current Page Number(s): p. 124

Location:

My Turn (middle of page) Directions (bottom of page)

Original URL:

https://us-school.pk12ls.com/school/cef69063-a158-4e35-bbb6-6941d9d9ef3b/TX_myV_2020_GK_SE/TX_myV_2020_GK_SE/html/html5forpage=365

Original Text:

My Turn: Sam looked at a map. Directions: Ask students to edit by rewriting the verb on the lines, changing the ending to tell about an action that is happening now.

Updated URL:

https://us-school.pk12ls.com/school/f17f52e3-c24e-4284-b57c-1f2ca672286e/0124_000124_032894159X.pdf

Updated Text:

MyTurn: looks finds. Sam _____ at a map. Directions: Ask student to edit by writing the correct verb on the line.

Change Type: New Content

Current Page Number(s): p. 162

Location:

Verbs (top of page) My Turn (middle of page) Directions (bottom of page)

Original URL:

https://us-school.pk12ls.com/school/cef69063-a158-4e35-bbb6-6941d9d9ef3b/TX_myV_2020_GK_SE/TX_myV_2020_GK_SE/html/html5forpage=403

Original Text:

Verbs: A verb that ends with ed tells about action in the past. Yesterday I walked. My Turn: Circle and write. I talk to Grandma yesterday. Last fall I start school. Directions: Have students edit each sentence by circling the verb and then writing past tense form of the verb on the lines.

Updated URL:

https://us-school.pk12ls.com/school/7bb8b1ae-bbfd-45dc-8747-746945042740/0162_000162_032894159X.pdf

Updated Text:

Verbs: A verb tells about an action. I walk my dog. My Turn: Write fly swim walk I _____ to school. Directions: Have students edit the sentence by writing the correct verb on the lines.

Component: myView Grade K Teacher Edition (ISBN: 9798213425291)

Change Type: New Content

Current Page Number(s): p. T117

Location:

Close Read (bottom right of page) Ask and Answer section

Original URL:

https://us-school.pk12ls.com/school/d50d276d-c5d8-4d21-af48-a7c1e9df40fd/TX_myV_2020_GK_TE/TX_myV_2020_GK_TE/html/html5forpcpage=155

Original Text:

Close Read Ask and Answer Questions After reading pp. 74-75, have students think of a question [...].

Updated URL:

https://us-school.pk12ls.com/school/fe7f2165-d3a0-493d-a8e4-8eb9279c5763/0145_T00117_0328990663.pdf

Updated Text:

Close Read Ask and Answer Questions While reading pp. 74-75, have students think of a question [...].

ELAR, Grade 1 (IMRA)

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

Component: myView Grade 1 Reading Routines Companion (ISBN: digitalonlynoISBN)

Change Type: New Content

Current Page Number(s): n/a

Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/6df77220-944a-4dc0-a04b-6c6448a311a0/G1_RRC_TX3.pdf

Updated Text:

n/a

Change Type: New Content

Current Page Number(s): n/a

Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/5fd581a6-247a-4702-bbd7-44de010ec9e5/G1_RRC_TX5.pdf

Updated Text:

n/a

Change Type: New Content

Current Page Number(s): n/a

Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/c17f440f-b858-4aec-9a14-ac769ff3921c/G1_RRC_TX1.pdf

Updated Text:

n/a

Change Type: New Content

Current Page Number(s): n/a

Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/210a4bcc-e7ec-488e-a6bb-115b1b4ccc21/G1_RRC_TX2.pdf

Updated Text:

n/a

Change Type: New Content

Current Page Number(s): n/a

Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/fe812662-49cf-48d7-8e4e-ae86aec9b0e6/G1_RRC_TX4.pdf

Updated Text:

n/a

Change Type: New Content

Current Page Number(s): n/a

Location:

n/a

Original URL:

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/f4b14005-fdb9-4328-ad84-eb0cf8bb58ff/G1_RRC_TX6.pdf

Updated Text:

n/a

Component: myView Grade 1 Language Awareness Handbook (ISBN: digitalonlynoISBN)

Change Type: New Content

Current Page Number(s): p 21 (PDF p. 30 of 242)

Location:

Top of Page, Foundational Skills Focus: High Frequency Words Review and Guide Practice

Original URL:

<https://www.savvasrealize.com/content/viewer/standalone/loader/view/407183-3786-b969-dfeae375f692/95/nonscorable?programId=3976bfc3-0f28-3911-9c21->

[4a3ed06298b7&programVersion=0&programName=myView%20Literacy%0f28-3911-9c21-4a3ed06298b7/0](https://us-school.pk12ls.com/school/892a1f58-b6c8-4c69-b751-f4dc154583eb/0021_MyView20_LAH01_U02W02.pdf)

Original Text:

REVIEW This week students learn the high-frequency words jump, she, what, take, and walk. Guide students to recognize, say, and write the words. GUIDE PRACTICE Remind students that high-frequency words appear very often in texts they read. Write the high frequency words on the board. Point to the words and say them aloud. Have students repeat after you. Then have them say aloud the words as you point to each one. Erase the words, and invite students to write them. Ask: Where do you see or hear these words? Encourage students to give examples by naming a text or saying a sentence with the word. Model an example and provide sentence frames to guide them: I use the word she to talk about my friend Lisa. I use the word jump to tell_____.

Updated URL:

https://us-school.pk12ls.com/school/892a1f58-b6c8-4c69-b751-f4dc154583eb/0021_MyView20_LAH01_U02W02.pdf

Updated Text:

REVIEW: Remind students that high-frequency words are words that they see, hear, or say most often. Students will use high-frequency words from this unit to describe a person, place, and object. GUIDE PRACTICE: Write the following high-frequency words on the board: jump, she, take, walk, what, see, saw, look, three, help, they. Guide students to use these high-frequency words to describe the characters and actions from the story The Stems on pages 59–61 of the Student Interactive. Have student pairs take turns using the high-frequency words to talk about Jack, his mom, their home, and the plants they are growing. Afterwards, ask students to draw and label a picture of one of their sentences.

Component: myView Grade 1 Student Edition (ISBN: 9798213425185)

Change Type: New Content

Current Page Number(s): p. 236

Location:

Turn and Talk bottom of page

Original URL:

https://us-school.pk12ls.com/school/f823c0a2-1c93-454d-99fe-571968e94d51/TX_myV_2020_G1_SE/TX_myV_2020_G1_SE/html/html5forpage=705

Original Text:

Turn and Talk: Find the word pull in the picture dictionary. Use the picture to tell what the word means.

Updated URL:

https://us-school.pk12ls.com/school/f178d6fb-1424-4ac6-9449-4870a45f15bd/0236_000236_0328941654.pdf

Updated Text:

Turn and Talk: Find the word pull in the picture dictionary. Use the picture to tell what the word means. Use the word pull in a sentence.

ELAR, Grade 2 (IMRA)

Program: Texas myView Literacy (Print and Digital), Grade 2

Component: myView Grade 2 Reading Routines Companion (ISBN: digitalonlynoISBN)

Change Type: New Content

Current Page Number(s): n/a

Location:

n/a

Original URL:**Original Text:**

New Content

Updated URL:

https://us-school.pk12ls.com/school/64f8147c-4a31-41ed-a589-b2b2b970cd72/G2_RRC_TX1.pdf

Updated Text:

n/a

Component: myView Grade 2 Teacher Edition Unit 1 (ISBN: 9798213425437)

Change Type: New Content

Current Page Number(s): p. T13

Location:

Top of page, ELL Targeted Support

Original URL:

https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forp_page=49

Original Text:

ELL Targeted Support Prior Knowledge Use the following supports to help students tap into their prior experiences to understand the unit video. Help students relate the video content to their own experiences. Use their responses to ask targeted questions about word meanings in English. BEGINNING/INTERMEDIATE Have students use English words to describe how the video content relates to their own experiences. ADVANCED/ADVANCED HIGH ELPS 1.A.2 Use prior experiences to understand meanings in English.

Updated URL:

https://us-school.pk12ls.com/school/28fba321-3cc5-453a-83f2-cecc10ac3e1c/0039_T00013_0328990760.pdf

Updated Text:

ELL Targeted Support Use the unit video to tap into students' prior experiences with neighborhoods. Have them listen closely to derive meaning from the media to build and reinforce language attainment. Replay and pause the video to explain new words and clarify ideas. Guide students to relate their own experiences as they answer simple questions about the video. BEGINNING/INTERMEDIATE Assign partners to replay the video, taking turns retelling what they heard. Have them share their prior experiences and answer questions about words and ideas to build and reinforce language attainment. ADVANCED/ADVANCED HIGH ELPS 1.A.2 Use prior experiences to understand meanings in English. ELPS 2.F.ii

Listen to and derive meaning from a variety of media to build and reinforce language attainment.

Component: myView Grade 2 Teacher Edition Unit 2 (ISBN: 9798213425390)

Change Type: New Content

Current Page Number(s): p. T13

Location:

Top of page, ELL Targeted Support

Original URL:

https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forp_page=497

Original Text:

ELL Targeted Support Prior Knowledge To help students understand the video, use the supports below to help them access their prior knowledge. Have students identify familiar words in the video. Help them use this prior knowledge to define these words in English.

BEGINNING/INTERMEDIATE Have students identify familiar English words in the video, use this prior knowledge to briefly define them, and use the words in sentences. ADVANCED/ADVANCED HIGH ELPS 1.A.1 Use prior knowledge to understand meanings in English.

Updated URL:

https://us-school.pk12ls.com/school/c4b0cc6f-0826-457f-b4e6-cff7055220c0/0039_T00013_0328990779.pdf

Updated Text:

ELL Targeted Support Have students use their prior knowledge of nature to build and reinforce language attainment. Replay the video to explain and clarify new words and ideas. Encourage students to respond orally, using their prior knowledge to help them answer questions about the video. BEGINNING/INTERMEDIATE Assign pairs to replay the video. Have them pause often to ask questions and clarify meanings of new words and ideas as they build and reinforce language attainment.

ADVANCED/ADVANCED HIGH ELPS 1.A.1 Use prior knowledge to

understand meanings in English. 3.J.ii Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment.

Component: myView Grade 2 Teacher Edition Unit 5 (ISBN: 9798213425406)

Change Type: New Content

Current Page Number(s): p. T347

Location:

Top of page, Formative Assessment Options Apply Option 1 Option 2

Original URL:

https://us-school.pk12ls.com/school/936789ad-554a-4afc-8284-16033391c3e9/TX_myV_2020_G2_TE/TX_myV_2020_G2_TE/html/html5forpage=2235

Original Text:

Apply Have students use the strategies to analyze informational text. OPTION 1 Have students work with a partner to refer to the Anchor Chart on p. 635 and discuss the features listed. Tell them to explain how these features help them read informational text. OPTION 2 Use Independent Text Have students use a concept map to chart one main idea and its supporting details in the informational text they are reading. Ask them to write the main idea in the center of the map and then fill in spokes with the details.

Updated URL:

https://us-school.pk12ls.com/school/9eedabc0-d7b6-443a-9cfc-606d558c4188/0373_T00347_0328990809.pdf

Updated Text:

Apply With adult assistance, have students use strategies to analyze structures of informational text. OPTION 1 Have students work with an adult or partner to refer to the Anchor Chart on p. 635 and discuss the features listed. Tell them to explain how these features help them read informational text. OPTION 2 With adult assistance, have students use a concept map to chart one central idea and its supporting details in the

informational text they are reading. Ask them to write the central idea in the center of the map and then fill in the details.

ELAR, Grade 3 (IMRA)

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

Component: myView Grade 3 Student Edition Unit 1 (ISBN: 9798213425239)

Change Type: New Content

Current Page Number(s): p. 216

Location:

top of page, Fact-Finding in the Field middle of page, Example

Original URL:

https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/html/html5forpage=223

Original Text:

FACT FINDING IN THE FIELD Research is a careful study to find and learn facts. Generating specific questions for formal inquiry or research helps you figure out what you want to learn. Field research is done in natural surroundings. It allows you to identify and gather relevant information and gain firsthand knowledge. You can then demonstrate understanding of the information you gathered. EXAMPLE Sam and his dad want to ask the mayor to turn an empty lot into a community garden. They went to the lot to do field research. They took pictures and then demonstrated their understanding of how to improve the land by drawing a plan of the garden they want. What information would you add to their research?

Updated URL:

https://us-school.pk12ls.com/school/f9e860c6-5f75-4c4c-953f-8a114acd047b/0216_000216_0328941700.pdf

Updated Text:

FACT FINDING IN THE FIELD Research is a careful study to find and learn facts. Generating specific questions for formal inquiry or research helps you figure out what you want to learn. Field research is done in natural

surroundings. To focus your field research, identify and gather relevant information from a variety of sources before you go. You can then demonstrate understanding of the information you gathered. **EXAMPLE** Sam and his dad want to ask the mayor to turn an empty lot into a community garden. They identified and gathered a variety of relevant information before they went to the lot to do field research. They took pictures and then created a plan of the garden they want. What information would you add to their research?

Change Type: New Content

Current Page Number(s): p. 217

Location:

top of page, Collaborate

Original URL:

https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/html/html5forpage=223

Original Text:

COLLABORATE Ask an adult to take you and your partner to the park or playground you want to improve. Take photos and write notes to identify and gather information and evidence. Demonstrate an understanding of the information you gathered by suggesting improvements that could be made to the park or playground. With your partner, discuss ideas from your notes and photos that will be important for your letter. Discuss your research results. How did the field research help to support your opinion? Do you need to add more specific information?

Updated URL:

https://us-school.pk12ls.com/school/9c226e6a-b888-43e5-baae-33bb7beb00ab/0217_000217_0328941700.pdf

Updated Text:

COLLABORATE Ask an adult to take you and your partner to the park or playground you want to improve. Identifying and gathering information from a variety of sources, such as articles, photos, maps, and books before you go will help inform your notes and photographs at the park.

With your partner, discuss ideas from your notes and photos that will be important for your letter. Discuss your research results. How did identifying and gathering information from a variety of sources prior to your research help you? How did the field research help to support your opinion? Do you need to add more specific information?

Component: myView Grade 3 Student Edition Unit 4 (ISBN: 9798213425246)

Change Type: New Content

Current Page Number(s): p. 413

Location:

top of page, Collaborate

Original URL:

https://us-school.pk12ls.com/school/d5aae7d9-c8c4-4285-bd3e-da86e6aef767/TX_myV_2020_G3_SE/TX_myV_2020_G3_SE/html/html5forpage=839

Original Text:

COLLABORATE With your partner, review your research plan and your goals. Work together following rules, norms, and protocols, such as each person choosing one goal. Use the Library of Congress Web site to recognize characteristics of multimodal and digital texts for your research. Then use those texts to identify and gather relevant facts, details, and images for your poster.

Updated URL:

https://us-school.pk12ls.com/school/c9f55644-f362-449c-bb00-d4b31dc6564f/0413_000413_0328941719.pdf

Updated Text:

COLLABORATE With your partner, review your research plan and your goals. Work together following rules, norms, and protocols, such as each person choosing one goal. Use the Library of Congress Web site to recognize characteristics of multimodal and digital texts for your research. Then identify and gather relevant facts, details, and images from a variety of sources to complete your poster.

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

Change Type: New Content

Current Page Number(s): p. T371

Location:

bottom right

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forp.html?page=1643

Original Text:

Student Edition p. 413 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Updated URL:

https://us-school.pk12ls.com/school/02e087b0-891e-42c4-a968-c8b2299a57cf/0399_T00371_0328990841.pdf

Updated Text:

Student Edition p. 413 was updated, so the thumbnail of the Student Edition page was updated in the TE.

Component: myView Grade 3 Teacher Edition Unit 1 (ISBN: 9798213425444)

Change Type: New Content

Current Page Number(s): p. T380

Location:

Teaching Point, paragraph 2 Model and Practice, bullet 1 Collaborate

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forp.html?page=421

Original Text:

TEACHING POINT Paragraph 2: There is a variety of information at a site that can be identified and gathered. Tell students to look at the whole site, but then identify all the different sources of relevant, or meaningful, information that can be gathered to help with their project. They need to understand the information they gather and why it is helpful for their project. MODEL AND PRACTICE Bullet 1: Sam and his dad need to conduct field research on the empty lot to support their argument for turning it into a community garden. They go to the lot to study the area and collect information. They take photos and measurements. They use their field research to draw a plan for the community garden. COLLABORATE Send a letter home with students explaining the project and encouraging parents and guardians to visit a park or playground with students. Have students write notes to identify and gather relevant information and evidence from a variety of sources. Tell them to record their field research on p. 217 of the Student Interactive. For students who are unable to visit a park or playground, have them develop a field research plan about the information they would want to collect. Have students show understanding of the information gathered by discussing with their team why it is important to their project.

Updated URL:

https://us-school.pk12ls.com/school/35696ed2-6423-4d7a-871c-d9d2ef87e600/0408_T00380_0328990817.pdf

Updated Text:

TEACHING POINT Paragraph 2 Explain that before doing field research, students should identify and gather information from a variety of sources about their topic. Tell them that photographs, books, articles, maps, and other forms of media can help them focus on data they'll want to collect for their research. Point out that students should focus their searches on key words and ideas in order to identify and gather the most relevant information. MODEL AND PRACTICE Bullet 1: Sam and his dad need to conduct field research on the empty lot to support their argument for turning it into a community garden. Before they go, they identify and gather pertinent articles, photos, and maps to help them. They use their field research to draw a plan for the community garden. COLLABORATE Send a letter home with students explaining the project and encouraging parents and guardians to help their student identify and gather relevant information and evidence from a variety of sources before they do their

field research. Tell them to record their field research on p. 217 of the Student Interactive. For students who are unable to visit a park or playground, have them develop a field research plan about the information they would want to collect. Have students show understanding of the information gathered by discussing with their team why it is important to their project.

Change Type: New Content

Current Page Number(s): p. T381

Location:

bottom of page

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpage=421

Original Text:

Student Edition pp. 216-217 were updated, so the thumbnail of the Student Edition change was updated in the TE.

Updated URL:

https://us-school.pk12ls.com/school/77407d1b-3a02-42c5-9bb8-34c121ca4659/0409_T00381_0328990817.pdf

Updated Text:

Student Edition pp. 216-217 were updated, so the thumbnail of the Student Edition change was updated in the TE.

Component: myView Grade 3 Teacher Edition Unit 3 (ISBN: 9798213425468)

Change Type: New Content

Current Page Number(s): p. T59

Location:

top of page Apply Option 1

Original URL:

https://us-school.pk12ls.com/school/5ec4fb5c-6b16-40ce-9271-df5cbb021165/TX_myV_2020_G3_TE/TX_myV_2020_G3_TE/html/html5forpage=921

Original Text:

OPTION 1 My Turn Have students annotate the text using the other Close Read notes for Analyze Plot and Setting and then use the text evidence from their annotations to complete the chart on SI p. 46.

Updated URL:

https://us-school.pk12ls.com/school/7049a272-7ccf-4dfe-83bc-26283af2fd30/0085_T00059_0328990833.pdf

Updated Text:

OPTION 1 My Turn Have students annotate the text using the other Close Read notes for Analyze Plot and Setting. Then have them use the text evidence from their annotations analyze plot elements, including the sequence of events, the conflict, and the resolution, by completing the chart and answering the question at the bottom ofon SI p. 46.

Publisher: Texas Education Agency

ELAR, Grade 1 (IMRA)

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

Component: Grade 1 Unit 5 This Planet Rocks Teacher Guide (ISBN: 9798890729316)

Change Type: New Content

Current Page Number(s): 1-5, 38-50, 51-65, 72-85, 86-101, 102-117, 147-161

Location:

Introduction

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Teacher Resources

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G1_U5_TG_ENG.pdf

Original Text:

p. 1-5 (Introduction)

pgs. 38-50 (Lesson 3)

pgs. 51-65 (Lesson 4)

pgs. 72-85 (Lesson 5)

pgs. 86-101 (Lesson 6)

pgs. 102-117 (Lesson 7)

p. 146-161 (Teacher Resources)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G1_U5_TG_ENG.pdf

Updated Text:

Text edited in Introduction, lesson 3, 4, 5, 6, 7 and Teacher Resources.

Component: Grade 1 Unit 3 Early American Civilizations QTI

Assessment (ISBN: 9798894641218)

Change Type: New Content

Current Page Number(s): throughout

Location:

QTI Assessment

Original URL:

https://texasgateway.org/system/files/documents/RLA_G1_U3_QTI_%20EC.pdf

Original Text:

throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G1_U3_QTI_EN

Updated Text:

Text edited in QTI Assessment.

ELAR, Grade 3 (IMRA)

Program: Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1

Component: Grade 3 Unit 2 Scales, Feathers, and Fur: Animal Classification QTI (ISBN: 9798894641492)

Change Type: New Content

Current Page Number(s): throughout

Location:

QTI Assessment

Original URL:

https://texasgateway.org/system/files/documents/RLA_G3_U2_QTI_EOU_E

Original Text:

throughout

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G3_U02_QTI_E

Updated Text:

Text edited in QTI.

ELAR, Grade 4 (IMRA)

Program: Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1

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

Change Type: New Content

Current Page Number(s): 11-13

Location:

11-13

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U2_DC_ENG.

Original Text:

pgs. 11 - 13 (Appendix)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U2_DC_EN

Updated Text:

Content added on pages 11-13.

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

Change Type: New Content

Current Page Number(s): 31-33

Location:

31

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G4_U4_DC_ENG.

Original Text:

pgs. 31-33 (Appendix)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G4_U4_DC_EN

Updated Text:

Content added on pages 31-33.

ELAR, Grade 5 (IMRA)

Program: Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1

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

Change Type: New Content

Current Page Number(s): 21-23

Location:

Appendix

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U9_DC_ENG.

Original Text:

pgs. 21-23 (Appendix)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U9_DC_EN

Updated Text:

Content added to the appendix.

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

Change Type: New Content

Current Page Number(s): 35-37

Location:

Appendix

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U3_DC_ENG.

Original Text:

pgs. 35-37 (Appendix)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U3_DC_EN

Updated Text:

Content added to the appendix.

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

Change Type: New Content

Current Page Number(s): 38-41

Location:

Appendix

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U10_DC_ENG

Original Text:

38-41 (Appendix)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U10_DC_EI

Updated Text:

Content added to the appendix.

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

Change Type: New Content

Current Page Number(s): 47-49

Location:

Appendix

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U7_DC_ENG.

Original Text:

47-49 (Appendix)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U7_DC_EN

Updated Text:

Content added to the appendix.

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

Change Type: New Content

Current Page Number(s): 52-54

Location:

Appendix

Original URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/RLA_G5_U2_DC_ENG.

Original Text:

52-54 (Appendix)

Updated URL:

https://d1yqpar94jqbqm.cloudfront.net/documents/BLRLA_G5_U2_DC_EN

Updated Text:

Content added to the appendix.

English Language Arts and Reading - Phonics

Publisher: Amplify

ELAR, Phonics, Grade K (IMRA)

Program: Amplify ELAR Texas Skills, Grade K

Component: GK, Skills Unit 10 Teacher Guide (ISBN: 9798891808843)

Change Type: New Content

Current Page Number(s): N/A

Location:

New Content - The enrichment passages can be found in Skills Unit 10 Teacher Guide starting on p. 311 (PDF p. 320-328)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade K Skills Unit 10 Teacher Guides to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

ELAR, Phonics, Grade 1 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 1

Component: G1, Skills Unit 7 Teacher Guide (ISBN: 9798894040219)

Change Type: New Content

Current Page Number(s): N/A

Location:

New Content - The enrichment passages can be found in Skills Unit 7 Teacher Guide starting on p. 214 (PDF p. 221-230)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 1 Skills Unit 7 Teacher Guide to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

Component: G1, Skills Unit 1 Teacher Guide (ISBN: 9798894040158)

Change Type: New Content

Current Page Number(s): N/A

Location:

This is new content that was submitted and approved during the Quality Review for indicator 5.B.1 (Oral Language Development).

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Full details here.

ELAR, Phonics, Grade 2 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 2

Component: Skills Unit 4 Lesson Slides (ISBN: 9798894046150)

Change Type: New Content

Current Page Number(s): N/A

Location:

This is new content that was submitted and approved during the TEKS review, Feedback ID 9599291

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Full details here. (Feedback ID 9599291)

Component: Skills Unit 5 Lesson Slides (ISBN: 9798894046150)

Change Type: New Content

Current Page Number(s): N/A

Location:

This is new content that was submitted and approved during the TEKS review, Feedback ID 9599291

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Full details here. (Feedback ID 9599291)

**Component: Instructional Strategies for Decoding and Spelling
Multiisyllabic Word With Open and VCe Syllables (ISBN: 9798894046150)**

Change Type: New Content

Current Page Number(s): N/A

Location:

Full response details [here](#). This supplementary teacher resource can be found in digital resources.

Original URL:

Original Text:

New Content. This content was submitted and approved during the standards-alignment review.

Updated URL:

https://amplify.com/pdf/uploads/2024/07/finalTX-ELAR-IMRA_Grade_2_Instructional_Strategies_TEKS_2.2.B.iii_2.2.C.pdf

Updated Text:

This content was submitted and approved during the standards-alignment review.

Component: G2, Skills Unit 1 Teacher Guide (ISBN: 9798894040394)

Change Type: New Content

Current Page Number(s): N/A

Location:

This is new content that was submitted and approved during the Quality Review for indicator 5.B.1 (Oral Language Development).

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Full details here.

Component: Instructional Strategies for Reading, Spelling, Identifying Meaning, and Using Words with Suffixes -er and -est (ISBN: 9798894046150)

Change Type: New Content

Current Page Number(s): N/A

Location:

Digital Resources

https://learning.amplify.com/m/7f8878b707218ce7/original/ELAR_Grade_2

Original URL:

https://learning.amplify.com/m/7f8878b707218ce7/original/ELAR_Grade_23-C.pdf

Original Text:

New Content

Updated URL:

N/A

Updated Text:

This content was reviewed and approved during the TEKS alignment review. It was suggested via TEKS reviewer Feedback/Errors to include this instruction in the Tier 1 materials. This content will be included within the core Amplify Skills materials in G2, Skills Units 4 and 5 Teacher Guides, and Lesson slides. The details of the proposed revisions can be found here with Feedback ID: 9599291.

Component: Skills Unit 4 Teacher Guide (ISBN: 9798894040424)

Change Type: New Content

Current Page Number(s): N/A

Location:

This is new content that was submitted and approved during the TEKS review, Feedback ID 9599291

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Full details here. (Feedback ID 9599291)

Component: Skills Unit 5 Teacher Guide (ISBN: 9798894040431)

Change Type: New Content

Current Page Number(s): N/A

Location:

This is new content that was submitted and approved during the TEKS review, Feedback ID 9599291

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Full details here. (Feedback ID 9599291)

Component: G2, Skills Unit 6 Teacher Guide (ISBN: 9798894040448)

Change Type: New Content

Current Page Number(s): N/A

Location:

New Content - The enrichment passages can be found in Skills Unit 6 Teacher Guide starting on p. 381 (PDF p. 390-401)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 2 Skills Unit 6 Teacher Guide to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

Component: Instructional Strategies for Decoding Words with Consonant Blends (ISBN: 9798894046150)

Change Type: New Content

Current Page Number(s): N/A

Location:

Full response details [here](#). This supplementary teacher resource can be found in digital resources.

Original URL:

Original Text:

New Content. This content was submitted and approved during the standards-alignment review.

Updated URL:

https://amplify.com/pdf/uploads/2024/07/finalTX-ELAR-IMRA_Grade_2_Instructional_Strategies_2.B.pdf

Updated Text:

This content was submitted and approved during the standards-alignment review.

ELAR, Phonics, Grade 3 (IMRA)

Program: Amplify ELAR Texas Skills, Grade 3

Component: G3, Skills Unit 3 Teacher Guide (ISBN: 9798891808638)

Change Type: New Content

Current Page Number(s): N/A

Location:

New Content - The enrichment passage directions can be found in Skills Unit 3 Teacher Guide on p. 128 (PDF p. 139), and the passage can be found on p. 323-326 (PDF p. 334-337)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 3 Skills Teacher Guides to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

Component: G3, Skills Unit 4 Teacher Guide (ISBN: 9798891808645)

Change Type: New Content

Current Page Number(s): N/A

Location:

New Content - The enrichment passage directions can be found in Skills Unit 4 Teacher Guide on p. 67 (PDF p. 76) and p. 132 (PDF p. 141), and the passages can be found on p. 280-281 (PDF p. 289-290) and p. 287-288 (PDF p. 296-297)

Original URL:**Original Text:**

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 3 Skills Teacher Guides to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

Component: G3, Skills Unit 1 Teacher Guide (ISBN: 9798891808614)

Change Type: New Content

Current Page Number(s): N/A

Location:

New Content - The enrichment passage directions can be found in Skills Unit 1 Teacher Guide on p. 64 (PDF p. 73), and the passage can be found on p. 286-287 (PDF p. 295-296)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 3 Skills Teacher Guides to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

Component: G3, Skills Unit 2 Teacher Guide (ISBN: 9798891808621)

Change Type: New Content

Current Page Number(s): N/A

Location:

New Content - The enrichment passage directions can be found in Skills Unit 2 Teacher Guide on p. 129 (PDF p. 140), p. 187 (PDF p. 198), p. 295 (PDF p. 306) and the passages can be found on p. 324-325 (PDF p. 335-336), p. 331-332 (PDF p. 343-343), and p. 343-344 (PDF p. 354-355)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we have incorporated additional enrichment passages to Grade 3 Skills Teacher Guides to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the updated Teacher Guides to TEA on 11/20/24.

Publisher: Just Right Reader, Inc.

ELAR, Phonics, Grade K (IMRA)

Program: Kindergarten - Early Decodables

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

Change Type: New Content

Current Page Number(s): N/A

Location:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20>

Original URL:

Original Text:

No content

Updated URL:

N/A

Updated Text:

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 per grade level, K-2, for the Teacher's Edition. • A proposed Student Feedback 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 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.

Change Type: New Content

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content

Updated URL:

N/A

Updated Text:

Evidence per the SBOE feedback

https://drive.google.com/file/d/1HAvCemz9TXmmlIONAo7TtR7FO7ch8a3tCusp=drive_link

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%20Case%20Study.pdf>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Eler>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>
https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Kindergarten: The Scope and Sequence shows the systematic progression for introducing grade-level morphemes, including adding the inflectional ending -s (no change to base words). Students practice using -s 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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%2>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

- Proposed review and intentional practice of previously taught phonics skills at the end of the Teacher Led Review (pg 2) section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced.
- A proposed update to the Pacing Guide reflects the proposed review for the lesson plans on a weekly basis.
- A proposed update to the Pacing Guide includes links to proposed additional Phonics Rules Lessons for students who need further instruction and/or practice

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%2>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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).

[https://docs.google.com/presentation/d/1w3lledFYmR-PEslxNqh1U2aDRlleDB7p/view?](https://docs.google.com/presentation/d/1w3lledFYmR-PEslxNqh1U2aDRlleDB7p/view?usp=sharing&ouid=100102933841833047639&rtpof=true&sd=true)

[usp=sharing&ouid=100102933841833047639&rtpof=true&sd=true](https://drive.google.com/file/d/1bMS6SaX_-5dI4VIX4r_DCK8NAedoQM8b/vusp=drive_link)

https://drive.google.com/file/d/1bMS6SaX_-5dI4VIX4r_DCK8NAedoQM8b/vusp=drive_link

Change Type: New Content

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content.

Updated URL:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20Phonics%20Review%20Section.pdf>

Updated Text:

Proposed Update: Lesson Plans • Proposed review and intentional practice of previously taught phonics skills at the end of the Phonics Review section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced. • A proposed update to the Pacing Guide reflects the proposed review for the lesson

plans on a weekly basis. • A proposed update to the Pacing Guide includes links to proposed additional Skill-Based Lessons for students who need further instruction and/or practice
https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20https://drive.google.com/file/d/1ZRZqetpLASWvWx0Vw_zWjF9rUcgbfWk6/usp=sharing

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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 (pg 1). 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 (pg 4) 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.

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%2

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%2

Change Type: New Content

Current Page Number(s): N/A

Location:

Proposed Change: ELPS alignment in the Teacher Guide Kinder

https://drive.google.com/file/d/1xrE-hPi0llkOHsw-LeH_Lrmd34qOGBDV/view?...

Original URL:

Original Text:

No content.

Updated URL:

https://drive.google.com/file/d/1xrE-hPi0llkOHsw-LeH_Lrmd34qOGBDV/view?usp=sharing

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide Kinder

https://drive.google.com/file/d/1xrE-hPi0llkOHsw-LeH_Lrmd34qOGBDV/view?...

Component: Kindergarten - Early Decodables (ISBN: 9798892398657)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- Proposed ELPS alignments and activity guidance for making cross-curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide and Emergent Bilingual Support Guide for Dual Language Programs.

<https://drive.google.com/file/d/1mDmB-1Z0PHaYvPjCXs-Y39x9rb468xRT/view?usp=sharing>

https://drive.google.com/file/d/1t9FVqD2sQuijkNhrQ_DF6zCk7ah4D7YK/view?usp=sharing

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

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 (pg 2) 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 (pg 3) 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/>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%20>
https://drive.google.com/file/d/1jK8yc_heAx3SK7INyxOnj73sbY106fz6/viewusp=drive_link
https://drive.google.com/file/d/1VJNkU_upGmY3U61XXWfZ6RHCT9yeL66q

usp=drive_link
https://drive.google.com/file/d/1idboGMYS94esGXOMw0mUcuiQB0J6D4cc/view?usp=drive_link
usp=drive_link
https://drive.google.com/file/d/1-GCGeAJeBcXtMriTuj5CUqOk9nXSvWAI/view?usp=drive_link
https://drive.google.com/file/d/1MRzO-SdXvUKTLdganrdbKkN3TVVj5dEs/view?usp=drive_link

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

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).

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Probes%20K-2%20Sample.pdf>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/The%2>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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/The%2>

ELAR, Phonics, Grade 1 (IMRA)

Program: 1st Grade Decodables

Component: 1st Grade Decodables (ISBN: 9798892398640)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content

Updated URL:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20C>

Updated Text:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20C>

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 per grade level, K-2, for the Teacher's Edition.
- A proposed Student Feedback 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 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.

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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 (pg 1). 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 (pg 4) 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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20C>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20C>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Lesson%20Plan%20Template%20for%20the%20Teacher's%20Edition.pdf>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Tools%20for%20Instructional%20Coaches.pdf>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/ELPS/QR%20Images.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content per SBOE feedback.

Original URL:

Original Text:

New content per SBOE feedback.

Updated URL:

N/A

Updated Text:

Evidence per SBOE feedback.

https://drive.google.com/file/d/1HAvCemz9TXmmlIONAo7TtR7FO7ch8a3tCusp=drive_link

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%20Evidence.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Elementary%20School%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

- Proposed review and intentional practice of previously taught phonics skills at the end of the Teacher Led Review (pg 2) section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced.
- A proposed update to the Pacing Guide reflects the proposed review for the lesson plans on a weekly basis.
- A proposed update to the Pacing Guide includes links to proposed additional Skill-Based Lessons for students who need further instruction and/or practice

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20C>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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).

https://drive.google.com/file/d/1bMS6SaX_-5dI4VIX4r_DCK8NAedoQM8b/vusp=drive_link

<https://docs.google.com/presentation/d/1w3lledFYmR-PEslxNqh1U2aDRlleDB7p/view?usp=sharing&ouid=100102933841833047639&rtpof=true&sd=true>

Component: 1st Grade Decodables (ISBN: 9798892398640)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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%20C>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on the SBOE feedback.

Original URL:**Original Text:**

New content based on the SBOE feedback.

Updated URL:

N/A

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

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%20....>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL

programs.

- Proposed ELPS alignments and activity guidance for making cross-curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide and Emergent Bilingual Support Guide for Dual Language Programs

<https://drive.google.com/file/d/1mDmB-1Z0PHaYvPjCXs-Y39x9rb468xRT/view?usp=sharing>

https://drive.google.com/file/d/1t9FVqD2sQuijkNhrQ_DF6zCk7ah4D7YK/view?usp=sharing

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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).

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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/17ltO0RFbalfTisdL9CnGdhFt2lIWaNO7/view>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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 (pg 2) 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 (pg 3) 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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20C

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/

https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20C

Component: First Grade Decodables (ISBN: 9798892398640)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content.

Original URL:

Original Text:

No content.

Updated URL:

https://drive.google.com/file/d/1xrE-hPi0llkOHsw-LeH_Lrmd34qOGBDV/view?usp=sharing

Updated Text:

<https://drive.google.com/file/d/1CGi3E9q1bou8xIFxj0hAxxEUfHeFOcax/view?usp=sharing>

Proposed Change: ELPS alignment in the Teacher Guide

ELAR, Phonics, Grade 2 (IMRA)

Program: 2nd Grade Decodables

Component: 2nd Grade Decodables (ISBN: 9798892398633)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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).

https://drive.google.com/file/d/1bMS6SaX_-5dI4VIX4r_DCK8NAedoQM8b/vusp=drive_link

<https://docs.google.com/presentation/d/1w3lledFYmR-PEslxNqh1U2aDRlleDB7p/view?usp=sharing&ouid=100102933841833047639&rtpof=true&sd=true>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback

Original URL:

Original Text:

New content based on SBOE feedback

Updated URL:

N/A

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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/ELPS/QR%20IM>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Lesson%20Pla>

[https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Tools%20for%](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Tools%20for%20)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content per SBOE feedback

Original URL:

Original Text:

New content per SBOE feedback

Updated URL:

N/A

Updated Text:

Evidence per SBOE feedback.

https://drive.google.com/file/d/1HAvCemz9TXmmlIONAo7TtR7FO7ch8a3tCusp=drive_link

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Elementary%20School%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

- Proposed review and intentional practice of previously taught phonics

skills at the end of the Teacher Led Review (pg 2) section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced.

- A proposed update to the Pacing Guide reflects the proposed review for the lesson plans on a weekly basis.
- A proposed update to the Pacing Guide includes links to proposed additional Skill-Based Lessons for students who need further instruction and/or practice

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Lc>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content

Original URL:

Original Text:

New content

Updated URL:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Lc>

Updated Text:

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 per grade level, K-2, for the Teacher's Edition.
- A proposed Student Feedback 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 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.

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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 (pg 1). 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 (pg 4) 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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Lc>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Lc>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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 (pg 2) 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 (pg 3) 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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Lc>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>
<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Lc>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20EN/>

Change Type: New Content

Current Page Number(s): N/A

Location:

No content.

Original URL:

Original Text:

New Content

Updated URL:

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/ELPS/QR%20IM>

Updated Text:

Proposed Change: ELPS alignment in the Teacher Guide

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%20...>

Component: 2nd Grade Decodables (ISBN: 9798892398633)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- Proposed ELPS alignments and activity guidance for making cross-

curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide and Emergent Bilingual Support Guide for Dual Language Programs.

<https://drive.google.com/file/d/1mDmB-1Z0PHaYvPjCXs-Y39x9rb468xRT/view?usp=sharing>
https://drive.google.com/file/d/1t9FVqD2sQuijkNhrQ_DF6zCk7ah4D7YK/view?usp=sharing

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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/17ltO0RFbalfTisdL9CnGdhFt2lIWaNO7/view?usp=sharing>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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).

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Probes%20K-2%20Sample.pdf>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/English/I%20Lc>

Publisher: Reading Horizons

ELAR, Phonics, Grade 2 (IMRA)

Program: Reading Horizons Discovery Second

Component: Corrective Feedback and Next Steps Guide (ISBN: 9781623821685)

Change Type: New Content

Current Page Number(s): N/A

Location:

<https://www.rhdiscovery.com/Login/AdminLogin>

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://eng7e.seismic.com/ls/cb417697-f722-4d9c-bb9c-ccadba6272c3/IPr2n...>

Component: PA Toolkits Instruction and Practice (ISBN: 9781623821685)

Change Type: New Content

Current Page Number(s): N/A

Location:

<https://www.rhdiscovery.com/Login/AdminLogin>

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://eng7e.seismic.com/ls/cb417697-f722-4d9c-bb9c-ccadba6272c3/IPr2n...>

Component: PA Toolkits Overview (ISBN: 9781623821685)

Change Type: New Content

Current Page Number(s): N/A

Location:

<https://www.rhdiscovery.com/Login/AdminLogin>

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://eng7e.seismic.com/ls/cb417697-f722-4d9c-bb9c-ccadba6272c3/IPr2n...>

Publisher: William H. Sadlier, Inc.

ELAR, Phonics, Grade K (IMRA)

Program: From Phonics to Reading, Grade K

Component: From Phonics to Reading, Grade K (ISBN: N/A)

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:f:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Content word building narrative for Grade K to align with TEKS 2.B.xiii; 6 pdfs on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:x:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Language Support to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Emergent Bilinguals' Vocabulary Development Explainer Document to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:f:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Fluency Report to align with Quality Rubric 4.5; 6 pdfs on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:f:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Content syllabication narrative for Grade K to align with TEKS 2.A.vii; 3 pdfs on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:f:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Content word building student activity for Grade K to align with TEKS 2.B.xiii; 6 pdfs on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Emerging Bilingual Support Implementation Guide to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

[Sadlier_From Phonics to Reading_Supporting Emergent Bilinguals' Vocabulary Development_Implementation Guide.pdf](#)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Supporting Emergent Bilinguals' Vocabulary Development Implementation Guide to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Lesson Planner to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Skills Trace to align with Quality Rubric 5.D.1; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:f/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Content syllabication student activity for Grade K to align with TEKS 2.A.vii; 3 pdfs on SadlierConnect.com

ELAR, Phonics, Grade 1 (IMRA)

Program: From Phonics to Reading, Grade 1

Component: From Phonics to Reading, Grade 1 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Lesson Planner to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Skills Trace to align with Quality Rubric 5.D.1; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Emerging Bilingual Support Implementation Guide to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

[Sadlier_From Phonics to Reading_Supporting Emergent Bilinguals' Vocabulary Development Implementation Guide .pdf](#)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Supporting Emergent Bilinguals' Vocabulary Development Implementation Guide to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

[https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...](#)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Emergent Bilinguals' Vocabulary Development Explainer Document to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:f/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Fluency Report to align with Quality Rubric 4.5; 6 pdfs on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:x/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Language Support to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

ELAR, Phonics, Grade 2 (IMRA)

Program: From Phonics to Reading, Grade 2

Component: From Phonics to Reading, Grade 2 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:f:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Content dictation narrative for Grade 2 to align with TEKS 2.C.x and 2.C.xii; 30 pdfs on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:x:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Language Support to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Emergent Bilinguals' Vocabulary Development Explainer Document to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:f:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Fluency Report to align with Quality Rubric 4.5; 6 pdfs on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:f:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Content dictation student activity for Grade 2 to align with TEKS 2.C.x and 2.C.xii; 30 pdfs on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Emerging Bilingual Support Implementation Guide to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

[Sadlier_From Phonics to Reading_Supporting Emergent Bilinguals' Vocabulary Development Implementation Guide .pdf](#)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Supporting Emergent Bilinguals' Vocabulary Development Implementation Guide to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Lesson Planner to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Skills Trace to align with Quality Rubric 5.D.1; 1 pdf on SadlierConnect.com

ELAR, Phonics, Grade 3 (IMRA)

Program: From Phonics to Reading, Grade 3

Component: From Phonics to Reading, Grade 3 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Emerging Bilingual Support Implementation Guide to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

[Sadlier_From Phonics to Reading_Supporting Emergent Bilinguals'
Vocabulary Development_Implementation Guide_.pdf](#)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Supporting Emergent Bilinguals' Vocabulary Development
Implementation Guide to align with Quality Rubric 3.3; 1 pdf on
SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

[https://sadlier1-
my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...](https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...)

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Lesson Planner to align with Quality Rubric 3.3; 1 pdf on
SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Skills Trace to align with Quality Rubric 5.D.1; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:x:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Language Support to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:b:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Emergent Bilinguals' Vocabulary Development Explainer Document to align with Quality Rubric 3.3; 1 pdf on SadlierConnect.com

Change Type: New Content

Current Page Number(s): n/a

Location:

https://sadlier1-my.sharepoint.com/:f:/g/personal/jferrara_sadlier_com/...

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New content Fluency Report to align with Quality Rubric 4.5; 4 pdfs on SadlierConnect.com

Publisher: Wilson Language Training

ELAR, Phonics, Grade K (IMRA)

Program: Foundations Level K Classroom Set for 25 & Geodes Level K Classroom Library

Component: TEKS Phonological Awareness Supplement K (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1661](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1661)

Updated Text:

Entire Resource is new

Component: Cross-Linguistic Connections Expert Tip (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1665](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1665)

Updated Text:

Entire Resource is new

Component: ELL Lesson Plan Template Level K Units 2-5 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1675](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1675)

Updated Text:

Entire Resource is new

Component: Foundations Expert Tip ELL Level K (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1667](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1667)

Updated Text:

Entire Resource is new

Component: Phonological Awareness Suggested Learning Plan K (ISBN: N/A)

Change Type: New Content
Current Page Number(s): N/A
Location:
N/A

Original URL:

Original Text:
New Content

Updated URL:
<https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1658>

Updated Text:
Entire Resource is new

Component: Frequency of Assessments in Foundations (ISBN: N/A)

Change Type: New Content
Current Page Number(s): N/A
Location:
N/A

Original URL:

Original Text:
New Content

Updated URL:
<https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1664>

Updated Text:
Entire Resource is new

Component: ELL Lesson Plan Template Level K Unit 1 (ISBN: N/A)

Change Type: New Content
Current Page Number(s): N/A
Location:
N/A

Original URL:

Original Text:
New Content

Updated URL:
<https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1674>

Updated Text:
Entire Resource is new

Component: Foundations Alignment to ELPS (ISBN: N/A)

Change Type: New Content
Current Page Number(s): N/A
Location:
N/A

Original URL:

Original Text:
New Content

Updated URL:
<https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1666>

Updated Text:
Entire Resource is new

ELAR, Phonics, Grade 1 (IMRA)

Program: Foundations Level 1 Classroom Set for 25 & Geodes Level 1 Classroom Library

Component: ELL Weekly Lesson Plan Template Level 1 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

<https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1671>

Updated Text:

Entire Resource is new

Component: Foundations Expert Tip ELL Level 1 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

<https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1668>

Updated Text:

Entire Resource is new

Component: TEKS Phonological Awareness Supplement 1 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1662](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1662)

Updated Text:

Entire Resource is new

Component: Cross-Linguistic Connections Expert Tip (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1665](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1665)

Updated Text:

Entire Resource is new

Component: Foundations Alignment to ELPS (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1666](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1666)

Updated Text:

Entire Resource is new

Component: Phonological Awareness Suggested Learning Plan 1 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1659](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1659)

Updated Text:

Entire Resource is new

Component: Frequency of Assessments in Foundations (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1664](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1664)

Updated Text:

Entire Resource is new

Component: ELL Daily Lesson Plan Template Level 1 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1670](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1670)

Updated Text:

Entire Resource is new

ELAR, Phonics, Grade 2 (IMRA)

Program: Foundations Level 2 Classroom Set for 25 & Geodes Level 2 Classroom Library

Component: Cross-Linguistic Connections Expert Tip (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1665](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1665)

Updated Text:

Entire Resource is new

Component: ELL Weekly Lesson Plan Template Level 2 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1673](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1673)

Updated Text:

Entire Resource is new

Component: Foundations Expert Tip ELL Level 2 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1669](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1669)

Updated Text:

Entire Resource is new

Component: TEKS Phonological Awareness Supplement 2 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1663](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1663)

Updated Text:

Entire Resource is new

Component: Frequency of Assessments in Foundations (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1664](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1664)

Updated Text:

Entire Resource is new

Component: ELL Daily Lesson Plan Template Level 2 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1672](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1672)

Updated Text:

Entire Resource is new

Component: Foundations Alignment to ELPS (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

[https://docs.wilsonacademy.com?
accessCode=TXIMRACHanges&documentId=1666](https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1666)

Updated Text:

Entire Resource is new

Component: Phonological Awareness Suggested Learning Plan 2 (ISBN: N/A)

Change Type: New Content

Current Page Number(s): N/A

Location:

N/A

Original URL:

Original Text:

New Content

Updated URL:

<https://docs.wilsonacademy.com?accessCode=TXIMRACHanges&documentId=1660>

Updated Text:

Entire Resource is new

Spanish Language Arts and Reading

Publisher: Savvas Learning

SLAR, Grade K (IMRA)

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

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

Change Type: New Content

Current Page Number(s): 142

Location:

Teacher Instructions, second and third sentences

Original URL:

https://us-school.pk12ls.com/school/6997df48-53b7-4b5a-a394-91312e4d3af2/TX_myV_2020_SP_SE_GK/TX_myV_2020_SP_SE_GK/html/htrpage=159

Original Text:

Luego, pídales que trabajen en parejas para describir el ambiente del dibujo, incluyendo el momento y el lugar.

Updated URL:

https://us-school.pk12ls.com/school/253a1b66-e3c8-44e2-bf18-539e3f4be887/0142_000142_032899216X.pdf

Updated Text:

Luego, pídales que trabajen en parejas para describir el escenario del dibujo, incluyendo el momento y el lugar. Dígales que al escenario de un cuento también se le dice ambiente.

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

Change Type: New Content

Current Page Number(s): T22

Location:

New content added as the second paragraph under Enfoque y demostración.

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htrpage=61

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/600506ab-5123-44b2-8765-31d47cb2beb9/0050_000T22_1418268526.pdf

Updated Text:

Explique a los estudiantes que las sílabas son partes de una palabra. Los sonidos forman sílabas y las sílabas forman palabras. Por ejemplo, el sonido /m/ más el sonido /a/ forman la sílaba ma. Si a la sílaba ma le añadimos otra sílaba ma, formamos la palabra ma-má, mamá. Ahora voy a decir unas palabras. Aplaudan cuando escuchen cada sílaba en las palabras. Demuestre cómo aplaudir mientras dice las siguientes palabras: pa-pá, a-la, ca-sa, sa-la. Algunas veces, las sílabas solo están formadas de una sola vocal, como en la palabra ala. La primera sílaba de ala es la vocal a.

Change Type: New Content

Current Page Number(s): T22

Location:

New content added in the English wrap as the second paragraph under Focus and Model.

Original URL:

https://us-school.pk12ls.com/school/ccd13db8-46ad-4c5b-b46f-1d227b142dc3/TX_myV_2020_SP_TE_GK/TX_myV_2020_SP_TE_GK/html/htrpage=61

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/600506ab-5123-44b2-8765-31d47cb2beb9/0050_000T22_1418268526.pdf

Updated Text:

Explain to students that syllables are parts of a word. (See Spanish.)

Demonstrate how to clap as you say the following words: (See Spanish.)

SLAR, Grade 2 (IMRA)

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

Component: miVisión Texas Grade 2 Student Interactive, Unit 4, Week 3 (ISBN: 9798213424027)

Change Type: New Content

Current Page Number(s): 356

Location:

First paragraph under "Reflexionar y comentar/En tus palabras"

Original URL:

https://us-school.pk12ls.com/school/c8879367-baf2-403d-97b1-38e19731cb93/TX_myV_2020_SP_SE_G2/TX_myV_2020_SP_SE_G2/html/htnpage=779

Original Text:

"¿Qué otras cosas podrían hacer tú y tus vecinos para mejorar su comunidad? Habla en clase sobre este tema. Usa evidencia de los textos que leíste esta semana para apoyar tus ideas."

Updated URL:

https://us-school.pk12ls.com/school/52f82da6-487c-4b1c-9239-64c2d3a1e787/0356_000356_0328992275.pdf

Updated Text:

"¿Qué más podrían hacer tú y tus vecinos para mejorar su comunidad? Habla en clase sobre este tema. Con la ayuda de un adulto, usa evidencia de los textos que leíste esta semana para apoyar tus ideas."

SLAR, Grade 4 (IMRA)

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

Component: miVisión Texas Grade 4 Student Interactive, Unit 3, Week 4 (ISBN: 9798213424065)

Change Type: New Content

Current Page Number(s): 165

Location:

Last paragraph under Mi turno

Original URL:

https://us-school.pk12ls.com/school/2c704895-b890-44d1-89ec-5df393948724/TX_myV_2020_SP_SE_G4/TX_myV_2020_SP_SE_G4/html/htrpage=575

Original Text:

New Content

Updated URL:

https://us-school.pk12ls.com/school/930424d7-2154-486d-87ba-dda026a29180/0165_000165_0328992313.pdf

Updated Text:

"(Estos/Este) parque es el parque más grande de la ciudad. Todos (lo/la) disfrutan mucho. A Mario le gusta jugar (con mí/conmigo) allí."

Spanish Language Arts and Reading - Phonics

Publisher: Amplify

SLAR, Phonics, Grade K (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade K

Component: GK, Habilidades y Destrezas Unit 9 Teacher Guide (ISBN: 9798885761802)

Change Type: New Content

Current Page Number(s): N/A

Location:

New Content - content will be added to Grade K, Amplify SLAR Texas Habilidades y Destrezas Unit 9 Teacher Guide after pg. 283

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we will incorporate additional enrichment passages to Grade K Habilidades y Destrezas Unit 9 Teacher Guide to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the proposed revisions to TEA on 11/20/24.

SLAR, Phonics, Grade 1 (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade 1

Component: G1, Habilidades y Destrezas Unit 9 Teacher Guide (ISBN: 9798885761840)

Change Type: New Content

Current Page Number(s): N/A

Location:

New Content - content will be added to Grade 1, Amplify SLAR Texas Habilidades y Destrezas Unit 9 Teacher Guide after pg. 252

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we will incorporate additional enrichment passages to Grade 1 Habilidades y Destrezas Unit 9 Teacher Guide to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the proposed revisions to TEA on 11/20/24.

SLAR, Phonics, Grade 2 (IMRA)

Program: Amplify SLAR Texas Habilidades y Destrezas, Grade 2

Component: G2, Skills Habilidades y Destrezas Unit 9 Teacher Guide (ISBN: 9798894044569)

Change Type: New Content

Current Page Number(s): N/A

Location:

New Content - content will be added to Grade 2, Amplify SLAR Texas Habilidades y Destrezas Unit 9 Teacher Guide after pg. 334

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In response to SBOE feedback, we will incorporate additional enrichment passages to Grade 2 Habilidades y Destrezas Unit 9 Teacher Guide to provide teachers and students with content that addresses Suitability Indicator 2.1.1. We emailed PDF mock-ups of the proposed revisions to TEA on 11/20/24.

Publisher: Just Right Reader, Inc.

SLAR, Phonics, Grade K (IMRA)

Program: Decodificables de jardín de infantes

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

- Proposed review and intentional practice of previously taught phonics skills at the end of the Teacher Led Review (pg 2) section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced.
- A proposed update to the Pacing Guide reflects the proposed review for

the lesson plans on a weekly basis.

- A proposed update to the Pacing Guide includes links to proposed additional Phonics Rules Lessons for students who need further instruction and/or practice

https://drive.google.com/file/d/1ZRZqetpLASWvWx0Vw_zWjF9rUcgbfWk6/\usp=sharing

https://drive.google.com/file/d/1ZRZqetpLASWvWx0Vw_zWjF9rUcgbfWk6/\usp=sharing

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%2>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content per SBOE feedback

Original URL:

Original Text:

New content per SBOE feedback

Updated URL:

N/A

Updated Text:

Evidence per SBOE feedback.

https://drive.google.com/file/d/1HAvCemz9TXmmlIONAo7TtR7FO7ch8a3tCusp=drive_link

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%2>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Eler>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

Component: Decodificables de jardín de infantes (ISBN: 9798892398619)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%2>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/En%2>
https://drive.google.com/file/d/1sCOeERbG0G_p2kgP85qEPSNMbRauoWbusp/sharing

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide for Dual Language Programs

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- Proposed ELPS alignments and activity guidance for making cross-curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide for Dual Language Programs

https://drive.google.com/file/d/1t9FVqD2sQuijKNhrQ_DF6zCk7ah4D7YK/view?usp=sharing

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%20...>

SLAR, Phonics, Grade 1 (IMRA)

Program: Decodificables de primer grado

Component: Decodificables de primer grado (ISBN: 9798892398602)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

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 (pg 1). 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 (pg 4) 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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%2>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%2>

<https://drive.google.com/file/d/12gL66xmXTHUTTzWgXCKyRANqweyXydcusp=sharing>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

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.

https://drive.google.com/file/d/1sCOeERbG0G_p2kgP85qEPSNMbRauoWbusp=sharing

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%2>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Un%2>

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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://drive.google.com/file/d/1Ocv5c0NaeVFZBgGFt3xT0BnVRnjmtAVu/v>

https://drive.google.com/file/d/1_BOGZhtxFtinlHYwpoSDQLBdwpJgXBYS/vusp=sharing

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%20...>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide for Dual Language Programs

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- Proposed ELPS alignments and activity guidance for making cross-curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide for Dual Language Programs

https://drive.google.com/file/d/1t9FVqD2sQuijkNhrQ_DF6zCk7ah4D7YK/viewusp=sharing

Component: Decodificables de primer grado (ISBN: 9798892398602)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content per SBOE feedback

Original URL:

Original Text:

New content per SBOE feedback

Updated URL:

N/A

Updated Text:

Evidence per SBOE feedback.

https://drive.google.com/file/d/1HAvCemz9TXmmlIONAo7TtR7FO7ch8a3tCusp=drive_link

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Elementary%20School%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>

https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

SLAR, Phonics, Grade 2 (IMRA)

Program: Decodificables de segundo grado

Component: Decodificables de segundo grado (ISBN: 9798892398596)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Lesson Plans

- Proposed review and intentional practice of previously taught phonics skills at the end of the Teacher Led Review (pg 2) section. Teachers are instructed to lead a review of a phonics concept or high-frequency words previously introduced.
- A proposed update to the Pacing Guide reflects the proposed review for the lesson plans on a weekly basis.
- A proposed update to the Pacing Guide includes links to proposed additional Skill-Based Lessons for students who need further instruction and/or practice

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catali>
<https://drive.google.com/file/d/1bW2DULFpLLXTqPVDZVVImlly7wXwiTZL3/usp=sharing>
<https://drive.google.com/file/d/1bW2DULFpLLXTqPVDZVVImlly7wXwiTZL3/usp=sharing>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

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 (pg 1). 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 (pg 4) 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.

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catali)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catali](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catali)

[https://21778604.fs1.hubspotusercontent-](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catali)

[na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catali](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catali)

<https://drive.google.com/file/d/12gL66xmXTHUTTzWgXCKyRANqweyXydc>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Evidence based on SBOE feedback.

https://drive.google.com/file/d/1HAvCemz9TXmmlONAo7TtR7FO7ch8a3tCusp=drive_link

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Just%20Right%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/Case%20Studies/Mitchell%20Elementary%20School%20Case%20Study.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/OH/JRR%20Logic%20Model%20Updated.png>
https://docs.google.com/spreadsheets/d/1ijXhmfhcjOZxaDFcy0nCR_F-zAxxUH20_uBDFKnMOvs/edit?gid=733003293#gid=733003293

Component: Decodificables de segundo grado (ISBN: 9798892398596)

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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.

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catali>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Spanish/Catali>

<https://drive.google.com/file/d/1sCEjWjky8pDu5CqwUmprcuTAsDqRBbrq/usp=sharing>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

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://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%20...>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:**Original Text:**

New content based on SBOE feedback.

Updated URL:

N/A

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).

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Oral%20Reading%20Probes%20K-2%20Sample.pdf>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

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/Spanish/Catalan%20Spanish%20Lesson%20Plans.pdf>

<https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/New%20Evidence/Pacing%20Spanish%20Lesson%20Plans.pdf>

Change Type: New Content

Current Page Number(s): N/A

Location:

New content based on SBOE feedback.

Original URL:

Original Text:

New content based on SBOE feedback.

Updated URL:

N/A

Updated Text:

Proposed Update: Emergent Bilingual Support Guide for Dual Language Programs

The instructional materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- Proposed ELPS alignments and activity guidance for making cross-curricular connections for the ELPS language domains of listening, speaking, reading, and writing for the Emergent Bilingual Support Guide for Dual Language Programs

https://drive.google.com/file/d/1t9FVqD2sQuijkNhrQ_DF6zCk7ah4D7YK/viewusp=sharing

Mathematics

Publisher: Accelerate Learning Inc.

Math, Grade K (IMRA)

Program: STEMscopes Texas Math - Kindergarten

Component: STEMscopes Texas Math - Kindergarten (ISBN: 9798893538571)

Change Type: New Content

Current Page Number(s): Procedure and Facilitation Points

Location:

Kindergarten, Join and Separate, Explore 4, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/22766/elements/1066163>

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E4DnSrFJFrIpEw1Qjhd4BWbS5XBC4TyZL0lxT_siv_Q?e=Red6nl

Updated Text:

Procedure and Facilitation Point # 7 "Encourage students to explain their model and strategy to their partner."

Math, Grade 3 (IMRA)

Program: STEMscopes Texas Math - Grade 3

Component: STEMscopes Texas Math - Grade 3 (ISBN: 9798893538601)

Change Type: New Content

Current Page Number(s): Mathematical Process Standards section

Location:

Grade 3, Area, Explore 3, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/22885/elements/1092475>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\Oelg?e=aMc4PY>

Updated Text:

"(A) Apply mathematics to problems arising in everyday life, society, and the

workplace."

Change Type: New Content

Current Page Number(s): Mathematical Process Standards section

Location:

Grade 3, Compare Fractions, Explore 1, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/22892/elements/1072818>

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E\BhBLhRqH52QEZCgBsbVZ4WLcCbNBG_dPr6z3TQ?e=49sBpW

Updated Text:

"(D) Communicate mathematical ideas, reasoning, and their implications using

multiple representations, including symbols, diagrams, graphs, and language as appropriate."

Change Type: New Content

Current Page Number(s): Mathematical Process Standards section

Location:

Grade 3, Addition and Subtraction Strategies, Explore 2, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/23033/elements/1086007>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E?Apbfu3DDs--8FTaoRMEA?e=hveLVw>

Updated Text:

"(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."

Change Type: New Content

Current Page Number(s): Mathematical Process Standards section

Location:

Grade 3, Compare and Order Numbers, Explore 1, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/22876/elements/1071760>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E?rKCUXeGEbGhFjdu5cBRQI37Mlyq-iNAY9Aj6ZUMg?e=xBYwW7>

Updated Text:

"(G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication."

Change Type: New Content

Current Page Number(s): Mathematical Process Standards section

Location:

Grade 3, Compare Fractions, Explore 2, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/22892/elements/1072821>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Efe=zLScNr>

Updated Text:

"(G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication."

Change Type: New Content

Current Page Number(s): Print Files, Student Journal Answer Key, pages 2 and 3

Location:

Grade 3, Multiplication and Division Problem Solving, Explore 1, Print Files

Original URL:

<https://app.acceleratelearning.com/scopes/22883/elements/1072241>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EgIvg-RDHKqZWnrkukw?e=0X5Uhp>

Updated Text:

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.

Change Type: New Content

Current Page Number(s): Teacher Directions, Procedure and Facilitation Points, Instructional Supports

Location:

Grade 3, Represent and Interpret Fractions, Explore 1, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/23034/elements/1092860>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EhGjdQJi5V4QIUBOZ2ar2T09XZqd2i72SJUgg?e=9wygaj>

Updated Text:

New content

Math, Grade 4 (IMRA)

Program: STEMscopes Texas Math - Grade 4

Component: STEMscopes Texas Math - Grade 4 (ISBN: 9798893538618)

Change Type: New Content

Current Page Number(s): Print Files, Answer Key

Location:

Grade 4, Measurement, Explain, Show What You Know - Part 1, Print Files

Original URL:

<https://app.acceleratelearning.com/scopes/23039/elements/1092648?page%5Bnumber%5D=1&page%5Bsize%5D=1>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E?e=JduxNx>

Updated Text:

Numbers added into second column of each table

Change Type: New Content

Current Page Number(s): Print Files, Student Handout

Location:

Grade 4, Measurement, Explain, Show What You Know - Part 1, Print Files

Original URL:

<https://app.acceleratelearning.com/scopes/23039/elements/1092648?page%5Bnumber%5D=1&page%5Bsize%5D=1>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/E?j9sEVduBSSjfyGeAA?e=nQTe3j>

Updated Text:

Numbers added into second column of each table

Change Type: New Content

Current Page Number(s): Teacher Directions, Language Supports

Location:

Grade 4, Multiplication Models and Strategies, Explore 2, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/23035/elements/1089398>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EIe=yOVAPZ>

Updated Text:

"Provide students with illustrations or examples of words used in the context of this Explore: farm, garden, seed, crop, plant, planted. Model correct pronunciation of each one, and have students repeat as needed."

Change Type: New Content

Current Page Number(s): Teacher Directions, Procedure and Facilitation Points

Location:

Grade 4, Represent and Compare Decimals, Explore, Skill Basics - Represent Decimals with Base Ten, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/23038/elements/1093540>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EIe=SlAQle>

Updated Text:

Procedure and Facilitation Point #21 "Instruct students to write the fraction $\frac{2}{10}$ on their Decimal Work Mats. Discuss the following questions:

- a. How many ones do we have? We don't have any ones.
 - i. Model and instruct students to write a 0 in the Ones column on the Decimal Place Value Chart.
- b. How many tenths do we have? 2
 - i. Model and instruct students to write 2 in the Tenths column on the Decimal Place Value Chart.

- c. How many hundredths do we have? 0
- i. Model and instruct students to write a 0 in the Hundredths column on the Decimal Place Value Chart.
- d. How many units, or hundredths, would it take to show this same amount? It would take 20 units, or hundredths, to show this same amount.
- i. Write 0.2 and 0.20 on the board. Explain that both decimals show the same amount. The first is read as two tenths, and the second is read as twenty hundredths, but they are equivalent decimals."

Change Type: New Content

Current Page Number(s): Teacher Directions, Procedure and Facilitation Points, Part II #5c

Location:

Grade 4, Add and Subtract Decimals, Explore 1, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/22903/elements/1073654>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfZwF-o1EsFXuJ3TNLC0BsYFOy0Maau091T7lxZYlOQ?e=p5fiOy>

Updated Text:

"Note: For problems where students need to regroup, they can

exchange the place value disks and model the regrouping on their Place Value Mat. Students may need support in recording this process as the standard algorithm on their Student Journal. Ask students to reflect on the similarities between adding decimals and adding whole numbers."

Change Type: New Content

Current Page Number(s): Vertical Alignment section

Location:

Grade 4, Measurement, Home, Content Unwrapped

Original URL:

<https://app.acceleratelearning.com/scopes/23039/elements/1092857>

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfZRssG7gB-C8JQ3FXzwDNa8Qbs_Lc8Q?e=Go4c0F

Updated Text:

Vertically aligned standards added for Kindergarten, Grade 1, Grade 2, and Grade 3

Math, Grade 6 (IMRA)

Program: STEMscopes Texas Math - Grade 6

Component: STEMscopes Texas Math - Grade 6 (ISBN: 9798893538632)

Change Type: New Content

Current Page Number(s): Print Files, Student Journal Answer Key, Page 1

Location:

Grade 6, Algebraic Expressions, Explore 3, Print Files

Original URL:

<https://app.acceleratelearning.com/scopes/22951/elements/1076897>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/EfZdsZPVE>

Updated Text:

"What is the relationship between the expression representing the area and the area model created?

The first area model shows the two expressions that we would multiply together to find area. Breaking the area model into smaller parts for each term helps to identify what terms we need to multiply together."

Change Type: New Content

Current Page Number(s): Print Files, Student Journal, Page 1

Location:

Grade 6, Algebraic Expressions, Explore 3, Print Files

Original URL:

<https://app.acceleratelearning.com/scopes/22951/elements/1076897>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El e=fMWoMb>

Updated Text:

"What is the relationship between the expression representing the area and the area model created?"

Change Type: New Content

Current Page Number(s): Teacher Directions, Procedure and Facilitation Points, Part I #3

Location:

Grade 6, Rational Numbers, Explore 4, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/23044/elements/1085327>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El-PakVfgUw?e=YDKXan>

Updated Text:

"a. DOK-1 What is an example of an integer? Answers will vary: 2, 5, -10.
b. DOK-1 How can we locate rational numbers on a number line? For negative integers, we find the integer on the left/below zero. For positive integers, we find the integer on the right/above zero."

Change Type: New Content

Current Page Number(s): Teacher Directions, Procedure and Facilitation Points, Part I, #11e

Location:

Grade 6, Algebraic Expressions, Explore 3, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/22951/elements/1076897>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/El-T4-YBbKE95AhuLA8OvdxVjDZcMA?e=ep3hst>

Updated Text:

"DOK-4 What is the relationship between $5(x + 4)$ and the area model created? The first area model shows the two expressions that we would multiply together. Breaking the area model into smaller parts for each term helps to identify what terms we need to multiply together."

Algebra I (IMRA)

Program: STEMscopes Texas Math - Algebra I

Component: STEMscopes Texas Math - Algebra I (ISBN: 9798893538663)

Change Type: New Content

Current Page Number(s): Print Files, Student Journal Answer Key, Page 4

Location:

Algebra I, Parallel and Perpendicular Lines, Explore 2, Print Files

Original URL:

<https://app.acceleratelearning.com/scopes/23014/elements/1092807>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Eg?e=q00xCu>

Updated Text:

Added #6; "Explain how to write an equation in standard form given two points using the

example below. The function, $f(x)$, contains the points (2, 6) and (3, 4.5). To write an equation in standard form from two points first find the slope. The slope between these points is -1.5 . Next, use one of the points along with the slope to write the equation in point-slope form, $y - 6 = -1.5(x - 2)$. Finally, rewrite the equation in standard form, $3x + 2y = 18$."

Change Type: New Content

Current Page Number(s): Print Files, Student Journal, Page 4

Location:

Algebra I, Parallel and Perpendicular Lines, Explore 2, Print Files

Original URL:

<https://app.acceleratelearning.com/scopes/23014/elements/1092807>

Original Text:

New Content

Updated URL:

https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ec8wVCw_xLjIXHvImaZKwB5_RxEE6_3h1r32vx8ghaZw?e=gJrPZf

Updated Text:

Added #6; "Explain how to write an equation in standard form given two points using the

example below. The function, $f(x)$, contains the points (2, 6) and (3, 4.5).

Change Type: New Content

Current Page Number(s): Teacher Directions, Mathematical Process Standards

Location:

Algebra I, Factors of Polynomials, Explore 1, Teacher Directions

Original URL:

<https://app.acceleratelearning.com/scopes/23022/elements/1081011>

Original Text:

New Content

Updated URL:

<https://acceleratelearning.sharepoint.com/:b:/t/AdoptionsRetentionSite/Ef?e=dxgDPW>

Updated Text:

(E) Create and use representations to organize, record, and communicate mathematical ideas.

Publisher: Agile Mind, Inc.

Math, Grade 6 (IMRA)

Program: Agile Mind Texas Mathematics 6

Component: Agile Mind Texas Mathematics 6 (ISBN: 9781961490185)

Change Type: New Content

Current Page Number(s): Topic 14 Lesson 6 Lesson activities page 2

Location:

New Language Note in the bottom right of the page

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_

Updated Text:

Language Note - Some words you might use as you describe the differences in the graphs include: more, less, left, right, middle, a lot, none.

Change Type: New Content

Current Page Number(s): Topic 15 Lesson 4 Constructed response 2

Location:

New sub-bullet added to part a, at the bottom of page 1.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/26_19z_PersonalFinanceStudent.pdf

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/content/work/26_19z_PersonalFinanceStudent.pdf

Updated Text:

Watch videos of people describing the occupation. Listen for the vocabulary they use to describe the work. Consider how you would feel doing similar work in the future.

Change Type: New Content

Current Page Number(s): Topic 15, Lesson 3, Lesson activities page 8

Location:

Additional text added to the beginning of the text that appears after the Check button is clicked.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_

Updated Text:

Start a savings account, and add to it regularly, to save for college.

Change Type: New Content

Current Page Number(s): Topic 3 Lesson 1 Lesson activities page 6

Location:

New Language Note in the bottom right of the page

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_

Updated Text:

New Language Note - This activity requires identifying, describing, and comparing objects. Listen for the ways the objects are named and described and start a class list of high frequency words for identifying and describing objects. You can continue to add to the list all year.

Change Type: New Content

Current Page Number(s): Topic 4 Lesson 10, Practice page 3

Location:

New art added of strip diagram.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

none

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_

Updated Text:

(See new art below the question prompt on the page.)

Math, Grade 7 (IMRA)

Program: Agile Mind Texas Mathematics 7

Component: Agile Mind Texas Mathematics 7 (ISBN: 9781961490192)

Change Type: New Content

Current Page Number(s): Topic 11 Lesson 6, Constructed Response 1

Location:

New part d added to page 2.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/08m7_14z_PrismsPyramidStudent.pdf

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/content/work/08m7_14z_PrismsPyramidStudent.pdf

Updated Text:

d. In pairs, take turns asking each other to describe the parts of the container. First, use everyday words such as top, bottom, inside, and outside, when you ask the questions. Next, pick from the terms you have learned in this topic: lateral face, base, square pyramid, square prism, height of the pyramid, height of the prism, lateral surface area, and volume in your questions.

Change Type: New Content

Current Page Number(s): Topic 12 Lesson 2, Lesson activities page 4

Location:

New text and table added to the end of the text that appears after clicking the Check button.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms

Updated Text:

It is best to plan and save ahead for these emergencies by adding a line to the monthly budget. For Mike and Leslie, a possible budget is below. (Table added below)

Change Type: New Content

Current Page Number(s): Topic 12 Lesson 4, Constructed Response 1

Location:

New part e added to new page 3.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/17_19z_PersonalFinanceStudent.pdf

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/content/work/17_19z_PersonalFinanceStudent.pdf

Updated Text:

e. Find and listen to media ads for various products. What words or phrases does the ad use to express the sale price of the item? Look for the vocabulary you have learned in this topic, as well as new terms to add here.

Math, Grade 8 (IMRA)

Program: Agile Mind Texas Mathematics 8

Component: Agile Mind Texas Mathematics 8 (ISBN: 9781961490208)

Change Type: New Content

Current Page Number(s): Topic 10, Constructed Response 3

Location:

See new Constructed Response item part b.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/03tx_13z_LinearEquationStudent.pdf

Original Text:

a. Hailey wants to find x , the missing dimension in the first rectangle.

Write an equation to represent the situation.

b. Solve the equation by any method and give the dimensions of the two rectangles.

Updated URL:

https://explore.agilemind.com/LMS/content/work/03tx_13z_LinearEquationStudent.pdf

Updated Text:

- a. Hailey wants to find x , the missing dimension in the first rectangle. Write an equation to represent the situation.
- b. Create a model to represent the equation you wrote in part a.
- c. Solve the equation by any method and give the dimensions of the two rectangles.

Change Type: New Content

Current Page Number(s): Topic 9 Constructed Response 2

Location:

Topic 9 Constructed Response 2 question 2 introduction.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/18_12z_FinancialDecisionStudent.pdf

Original Text:

2. Margo takes out a payday loan for \$500 to cover an unexpected expense, which is due in 14 days. The lender charges \$15 in interest for every \$100 borrowed. Answer the following questions using an online financial calculator such as the one found at <https://www.omnicalculator.com/finance/payday-loan>.

How much does Margo pay in interest for her 14 day loan? What is this as an APR?

Updated URL:

https://explore.agilemind.com/LMS/content/work/18_12z_FinancialDecisionStudent.pdf

Updated Text:

In this next section, you will explore payday loans. Find a video that explains what payday loans are and why they are problematic. How did the video help you make sense of payday loans? What vocabulary was used that you are familiar with? Were there terms used that you are unfamiliar with?

2. Margo takes out a payday loan for \$500 to cover an unexpected expense, which is due in 14 days. The lender charges \$15 in interest for every \$100 borrowed. Answer the following questions using an online

financial calculator such as the one found at
<https://www.omnicalculator.com/finance/payday-loan>.

How much does Margo pay in interest for her 14 day loan? What is this as an APR?

Change Type: New Content

Current Page Number(s): Topic 9 Lesson 5 Deliver Instruction

Location:

Teacher guidance for Topic 9 Lesson 5.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

Lesson activities (35 minutes)

Pages 2-3

Share the three options that Alicia is considering. Before making any calculations, have students discuss which option they think will be the best and why. Point out that one variable they need to consider is when Alicia will need the car.

Have students work in small groups, using the online financial calculator from Lesson 4 page 5, to complete the puzzle and compare the three options again. [SAS, question 1]

Based on the results, discuss Alicia's decision on page 3 Have students agree or disagree with Alicia's decision and support their claims.

At this point, students have seen traditional ways to access credit, such as through a bank loan or credit card. Have a discussion with students about other types of loans, called 'easy access' loans. These loans are things such as payday loans, pawn shop loans, or title loans. Oftentimes, these are very short term loans, but they come with astronomically high interest rates, sometimes upwards of a 400%-500% APR. These interest rates are usually discussed as a fee per \$100 borrowed, usually \$10-\$30 or as a percentage of the loan amount.

Discuss with students the main disadvantages of these types of loans.

You may want to read online about some of the pitfalls of easy access loans and why they are bad for consumers. The government site <https://www.debt.org/credit/payday-lenders/> has good information about payday loans.

Research financial calculators online that calculate payday loan information to share with students. Show how these calculators can be used to explore various interest rates, loan lengths (typically 14-30 days), and the total cost of the loan. One such calculator can be found at <https://www.omnicalculator.com/finance/payday-loan>. Students can use this calculator when they complete Constructed Response 2.

Constructed Response 1

Have students work in small groups on the various savings situations given in Constructed Response 1.

Have all students complete all four situations, but assign each group one situation to present on poster paper to the class. They should work on that situation first, and then move to the others as time allows.

Have students present their analyses to the class and discuss.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms

Updated Text:

Lesson activities (35 minutes)

Pages 2-3

Share the three options that Alicia is considering. Before making any calculations, have students discuss which option they think will be the best and why. Point out that one variable they need to consider is when Alicia will need the car.

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Discuss with students the main disadvantages of these types of loans. You may want to read online about some of the pitfalls of easy access loans and why they are bad for consumers. The government site <https://www.debt.org/credit/payday-lenders/> has good information about payday loans.

Research financial calculators online that calculate payday loan information to share with students. Show how these calculators can be used to explore various interest rates, loan lengths (typically 14-30 days), and the total cost of the loan. One such calculator can be found at <https://www.omnicalculator.com/finance/payday-loan>. Students can use this calculator when they complete Constructed Response 2.

Work with students to use the suggested payday calculator to calculate the various cost of a payday loan given different interest rates and loan terms as shown in the table on page 4.

Students can use this calculator when they complete Constructed Response 2. The online calculator can be used to find the APR given the finance charge.

Constructed Response 1 and Page 5 calculator

Have students work in small groups on the various savings situations given in Constructed Response 1.

Have all students complete all four situations, but assign each group one situation to present on poster paper to the class. They should work on that situation first, and then move to the others as time allows.

Have students present their analyses to the class and discuss.

Change Type: New Content

Current Page Number(s): Topic 9, Lesson 5

Location:

Content added to address TEKS breakouts on new Topic 9, Lesson 5 page 4. This is a new page.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

Page 3 text in original submission:

As Alicia considers her three choices, she realizes that the bank loan or cash are her two best options. Even with the preferred credit card rate that Alicia has earned through her financial responsibility, she recognizes that the credit card is not the best option. Her strong credit rating has allowed her other loan options.

Alicia understands that she will pay an extra \$337.60 with the two-year bank loan, but she would get the car immediately. She has to decide how important it is to have the car now. If she can wait for a little over a year and half, she can use the \$337.60 for something else, like a vacation!

You have learned about various ways to access credit, for example, through a bank loan or a credit card. There are other loans available, called easy access loans. These are loans such as payday loans, title loans, and pawn shop loans. These loans are very different than traditional loans and have many disadvantages. You will now take some time to explore these different types of loans using an online calculator.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_

Updated Text:

New page 4 text, with page 3 final paragraph text moved to new page 4:

You have learned about various ways to access credit, for example, through a bank loan or a credit card. There are other loans available, called easy access loans. These are loans such as payday loans, title loans, and pawn shop loans. These loans are very different than traditional loans and have many disadvantages. You will now take some time to explore these different types of loans using an online calculator.

Use an online payday calculator, such as the one found at <https://www.omnicalculator.com/finance/payday-loan>, to calculate the total cost of a payday loan for different interest rates and loan terms as shown in the table.
[table with embedded check/reveal buttons for students to calculate the total cost of a loan based on APR and length of time.]

Algebra I (IMRA)

Program: Agile Mind Texas Algebra I

Component: Agile Mind Texas Algebra I (ISBN: 9781961490215)

Change Type: New Content

Current Page Number(s): Course planning & pacing --> Lesson alignments

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra1_tx_z/resou

Original Text:

Each lesson did not have an alignment to the process standards.

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra1_tx_z/resources

Updated Text:

Lessons now have alignments to the process standards.

Change Type: New Content

Current Page Number(s): Course planning & pacing --> Scope & Sequence

Location:

Process standards alignment added.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra1_tx_z/resources/25.pdf

Original Text:

Each topic did not have an alignment to the process standards.

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra1_tx_z/resources/25.pdf

Updated Text:

Topics now have alignments to the process standards

Change Type: New Content

Current Page Number(s): Course planning & pacing --> Year at a glance

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra1_tx_z/resources/25.pdf

Original Text:

Each topic did not have an alignment to the process standards

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra1_tx_z/resources/25.pdf

Updated Text:

Topics now have alignments to the process standards

Change Type: New Content

Current Page Number(s): Deliver instruction

Location:

Teacher advice in Deliver Instruction for the quiz lesson (last lesson) in every topic of the course.

Original URL:**Original Text:**

This block is intended for a topic level assessment. The Automatically scored questions and Constructed response can be used for such an assessment.

Updated URL:

N/A

Updated Text:

To assess their knowledge of the concepts and skills learned in this topic, students can complete the online Automatically scored items along with the Constructed response items found in this topic.

You will need to create a quiz of this topic's Automatically scored items and ensure your students have 1:1 technology access during the lesson.

Constructed response items can be printed from the online pages or assigned to students to view online and respond with paper and pencil. If printing, distribute a copy of the paper-based assessment to students.

Allow students approximately 45 minutes to complete both the online items and the paper-based assessment.

Using a paper tool to capture evidence of student thinking on the online items will benefit both teachers and students. Teachers will have more evidence to inform future instruction. Students will have more evidence to monitor and revise their understanding.

Change Type: New Content

Current Page Number(s): Professional Support --> Essays --> Teaching English Language Learners

Location:

Material added to provide guidance for differentiating based on specific language proficiency levels.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra1_tx_z/resou

Original Text:

Example:

Vocabulary notebook. Even though ELL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). ELL students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks.

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra1_tx_z/resources

Updated Text:

Example:

Vocabulary notebook. Even though EL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). EL students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks. Having beginning and intermediate learners create and label visuals for vocabulary reinforces meaning (Levine, 2013).

Change Type: New Content

Current Page Number(s): Topic 5 Lesson 7 page 2

Location:

Content added In 2nd and 3rd check reveals below the graphs.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_Intercept/RES_lesson7_activities/lesson7_activities/page2.html

Original Text:

No text originally in these check reveals. Only graphs. Content being added below the graphs.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2/Intercept/RES_lesson7_activities/lesson7_activities/page2.html

Updated Text:

2nd reveal:

Equations of lines that are parallel to the x-axis and perpendicular to the y-axis are written in the form $y = c$, where c is the value of the y-intercept. Write the equation of this line.

3rd reveal:

Equations of lines that are parallel to the y-axis and perpendicular to the x-axis are written in the form $x = c$, where c is the value of the x-intercept. Write the equation of this line.

Algebra II (IMRA)

Program: Agile Mind Texas Algebra II

Component: Agile Mind Texas Algebra II (ISBN: 9781961490222)

Change Type: New Content

Current Page Number(s): N/A

Location:

Teacher advice in Deliver Instruction for the quiz lesson (last lesson) in each topic

Original URL:

Original Text:

This block is intended for a topic level assessment. The Automatically scored questions and Constructed response can be used for such an assessment.

Updated URL:

N/A

Updated Text:

To assess their knowledge of the concepts and skills learned in this topic, students can complete the online Automatically scored items along with

the Constructed response items found in this topic .

You will need to create a quiz of this topic's Automatically scored items and ensure your students have 1-to-1 technology access during the lesson.

Constructed response items can be printed from the online pages or assigned to students to view online and respond with paper and pencil. If printing, distribute a copy of the paper-based assessment to students. Allow students approximately 45 minutes to complete both the online items and the paper-based assessment.

Using a paper tool to capture evidence of student thinking on the online items will benefit both teachers and students. Teachers will have more evidence to inform future instruction. Students will have more evidence to monitor and revise their understanding.

Change Type: New Content

Current Page Number(s): Course planning & pacing --> Lesson alignments

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra2_tx/resourc

Original Text:

Each lesson did not have an alignment to the process standards

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra2_tx/resources/25.pdf

Updated Text:

Lessons now have alignments to the process standards

Change Type: New Content

Current Page Number(s): Course planning & pacing --> Scope & Sequence

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra2_tx/resources/2025.pdf

Original Text:

Each topic did not have an alignment to the process standards

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra2_tx/resources/2025.pdf

Updated Text:

Topics now have alignments to the process standards.

Change Type: New Content

Current Page Number(s): Course planning & pacing --> Year at a glance

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra2_tx/resources/2025.pdf

Original Text:

Each topic did not have an alignment to the process standards

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra2_tx/resources/2025.pdf

Updated Text:

Topics now have alignments to the process standards

Change Type: New Content

Current Page Number(s): Professional Support --> Essays --> Teaching English Language Learners

Location:

Material added to provide guidance for differentiating based on specific language proficiency levels.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/algebra2_tx/resource

Original Text:

Example:

Vocabulary notebook. Even though ELL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). ELL students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks.

Updated URL:

https://explore.agilemind.com/LMS/content/work/algebra2_tx/resources/

Updated Text:

Example:

Vocabulary notebook. Even though EL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). EL students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks. Having beginning and intermediate learners create and label visuals for vocabulary reinforces meaning (Levine, 2013).

Change Type: New Content

Current Page Number(s): Topic 13 Constructed Response 1

Location:

Remove current part d and add new parts d, e, and f.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

Now consider the parent function with base e , $f(x) = e^x$, also called $f(x) = e^x$. Which of your answers to a through c would be different for this function?

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra2

Updated Text:

- d. Describe the transformation of $f(x) = e^x$ to $f(x) = 2e^{x+3}-5$.
- e. Describe the transformation of $f(x) = e^x$ to $f(x) = e^{x+1}+3$.
- f. Now consider the functions $f(x) = e^x$ and $g(x) = 2e^{x+3}-5$. Which of your answers to a through e would be different for this function?

Answer key for teacher:

d. Answer: The graph is a vertical stretch by a factor of 2, a reflection across the x-axis, a horizontal shift 3 units to the left, and a vertical shift 5 units down.

e. Answer: The graph is a vertical stretch by a factor of e , a horizontal shift 1 unit to the right, and a vertical shift 3 units up.

f. Answer: The domain, range, asymptote, and transformations are the same. However, specific numerical values would be different. The point $(1, 0)$ indicates that $a = 2$ and $b = -5$, instead of $a = e$ and $b = 3$.

Solution:

Since $f(x) = e^x$, the graph of $f(x) = 2e^{x+3}-5$ has the same behavior as that of the graph of $f(x) = e^x$. The transformations are the same for the functions in parts d and e. Students should include numerical discussions using base e and base 10 that are similar to those already given using base 2.

Change Type: New Content

Current Page Number(s): Topic 16 Deliver instruction Block 1

Location:

Edits to advice in Lesson activities for pages 4 and 5

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

Pages 4-5

Show page 4 with the final set up of the system of equations. Ask:
What is linear combination?

Why might it make more sense to begin by eliminating the coefficients of c , rather than a or b ?

Have students review linear combination by applying the method to the two-variable system of equations given on page 5. [SAS 2, question 2]

After students have had enough time to work through solving the system, ask a student volunteer to come up to the presentation computer to explain the reasoning behind, and outcomes of, each step of the animation.

Classroom strategy. Upon showing the animation, some students may state that they did it a different way. Acknowledge the different correct methods, but do not spend so much time here that you are not able to move on to the core instruction for the day.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_alge

Updated Text:

Pages 4-5

Show page 4 with the final set up of the system of equations. This page goes through the steps of solving the system using substitution. There is not always one approach to this method, so students may get to the answer in a different way than the final reveal. The goal is to continue to write true equations and work down to solving for each variable.

Show page 5 to set up a different method for solving the system. Ask:
What is linear combination?

Why might it make more sense to begin by eliminating the coefficients of c , rather than a or b ?

Have students review linear combination by applying the method to the two-variable system of equations given on page 5. [SAS 2, question 2]

After students have had enough time to work through solving the system, ask a student volunteer to come up to the presentation computer to explain the reasoning behind, and outcomes of, each step of the animation.

Classroom strategy. Upon showing the animation, some students may state that they did it a different way. Acknowledge the different correct methods, but do not spend so much time here that you are not able to move on to the core instruction for the day.

Change Type: New Content

Current Page Number(s): Topic 16 Exploring 1 page 4

Location:

Add check reveal content

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

Vincent remembers a strategy from a previous math course: linear combination. "Look how each equation has the variable c . If we can eliminate the coefficients of that variable, we can focus on solving for a and b . We can do this by multiplying one or more of the equations by numbers that will make the coefficients of the c terms opposites of each other."

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_alge

Updated Text:

Bobby remembers using substitution to solve systems of equations. Since c has no coefficient, he decides to isolate c in the first two equations. What would that leave him?

[Check*]

[Start reveal]

[Math ml]

[End reveal]

Now Bobby can create a new equation by substituting one expression for c in the second equation. What is his new equation? Use your strategies to write the equation in terms of b .

[Check*]

[Start reveal]

[Math ml]

[End reveal]

Now he can use the third equation in the system to narrow down the value of a , b , and c . By substituting for b , he is left with . What happens when he simplifies this equation?

[Check*]

[Start reveal]

[Math ml]

[End reveal]

Bobby found the value of c ! He can continue to use substitution to solve for a and b .

[Check*]

[Start reveal]

[Math ml]

[End reveal]

What other strategies could be used to solve the system?

Change Type: New Content

Current Page Number(s): Topic 16 Exploring 1 page 5

Location:

Edits to text above the animation

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

He shows Bobby what he means with a simpler system of two equations in two variables. Click through this animation to learn the steps for using the coefficients of the x terms.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_alge

Updated Text:

Vincent remembers a strategy from a previous math course: linear combination. He sees that each equation has the variable c . Eliminating the coefficients of that variable allows him to focus on solving for a and b . Vincent knows he can do this by multiplying one or more of the equations by values that will make the coefficients of the c terms opposites of each other.

He shows Bobby what he means with a simpler system of two equations in two variables. Click through this animation to learn the steps for using the coefficients of the x terms in this example.

Change Type: New Content

Current Page Number(s): Topic 7 Automatically scored page 4

Location:

New distractor answer

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

The original question had 5 possible answer choices. A new correct answer choice was added.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_alge

Updated Text:

It's graph is a vertical stretch and a reflection of the parent function across the x -axis.

Change Type: New Content

Current Page Number(s): Topic 7 Constructed Response 1

Location:

Add new part b, move current part b to part c.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_

Original Text:

The original question had parts a and b. A new part (new part b) is being added.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_alge

Updated Text:

b. Describe the transformation of $f(x)$ to $h(x) = 3(-2x + 6)^3 - 5$. How is this different than part a?

Answer key (in teacher key):

The graph of $h(x)$ is a reflection across the x-axis, a horizontal shift 4 units to the right, and a vertical shift 1 unit down. It's different than part a which had a vertical stretch, shifted horizontally to the left, and shifted vertically up.

Geometry (IMRA)

Program: Agile Mind Texas Geometry

Component: Agile Mind Texas Geometry (ISBN: 9781961490178)

Change Type: New Content

Current Page Number(s): Course planning & pacing --> Lesson alignments

Location:

Process standards alignment added.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/geometry_tx_z/reso25.pdf

Original Text:

Each lesson did not have an alignment to the process standards

Updated URL:

https://explore.agilemind.com/LMS/content/work/geometry_tx_z/resource25.pdf

Updated Text:

Lessons now have alignments to the process standards

Change Type: New Content

Current Page Number(s): Course planning & pacing --> Scope & Sequence

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/geometry_tx_z/resource25.pdf

Original Text:

Each topic did not have an alignment to the process standards.

Updated URL:

https://explore.agilemind.com/LMS/content/work/geometry_tx_z/resource25.pdf

Updated Text:

Topics now have alignments to the process standards.

Change Type: New Content

Current Page Number(s): Course planning & pacing --> Year at a glance

Location:

Process standards alignment added

Original URL:

https://trainreview.agilemind.com/LMS/content/work/geometry_tx_z/resource25.pdf

Original Text:

Each topic did not have an alignment to the process standards.

Updated URL:

https://explore.agilemind.com/LMS/content/work/geometry_tx_z/resource

Updated Text:

Each topic now has an alignment to the process standards.

Change Type: New Content

Current Page Number(s): Professional Support --> Essays --> Teaching English Language Learners

Location:

Material added to provide guidance for differentiating based on specific language proficiency levels.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/geometry_tx_z/reso

Original Text:

Example:

Vocabulary notebook. Even though ELL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). ELL students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks.

Updated URL:

https://explore.agilemind.com/LMS/content/work/geometry_tx_z/resource

Updated Text:

Example:

Vocabulary notebook. Even though EL students often have access to dictionaries and translating applications, it is helpful for them to keep a notebook of new vocabulary along with visual representations (Hill and Flynn, 2006). EL students can use the definitions and images in the Agile Mind lessons, as well as those found in the Glossary, to support the addition of key terms in their notebooks. Having beginning and intermediate learners create and label visuals for vocabulary reinforces meaning (Levine, 2013).

Change Type: New Content

Current Page Number(s): T22 L2, Lesson activities new page 5

Location:

Add new page 5 after the current page 4 to let students practice using the formulas.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_25/////c/T/topic_04_24z_PrismsCylinders/RES_lesson2_activities/lesson2_a

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geo

Updated Text:

Now practice applying the formulas you found for the lateral and surface area of a prism.

Total surface area of rectangular prism with dimensions of the base, l and w , and height, h :

$$SA = 2(l \cdot w) + (2l + 2w)h$$

Lateral surface area of rectangular prism with dimensions of the base, l and w , and height, h :

$$LA = (2l + 2w)h$$

Determine the lateral and total surface area of a rectangular prism with length of the base 8 cm, width of the base 3 cm, and height 6 cm.

Check reveal button:

$$\text{Lateral surface area} = (2 \cdot 8 \text{ cm} + 2 \cdot 3 \text{ cm}) \cdot 6 \text{ cm} = 132 \text{ cm}^2$$

$$\text{Total surface area} = 2(8 \text{ cm} \cdot 3 \text{ cm}) + 132 \text{ cm}^2 = 180 \text{ cm}^2$$

Change Type: New Content

Current Page Number(s): Topic 10 Lesson 2 Student Activity Sheet, page 7, question 11

Location:

Add a new part c to question 11. See [Geometry additional development document](#) for teacher version answer details.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/04_09z_CongruentTteacher.pdf#page=7

Original Text:

None.

Updated URL:

https://explore.agilemind.com/LMS/content/work/04_09z_CongruentTrianteacher.pdf#page=7

Updated Text:

11.c Given a point on the perpendicular bisector of a line segment, prove that the point is equidistant from the endpoint of the line segment.

Change Type: New Content

Current Page Number(s): Topic 12 Lesson 2 Student Activity Sheet page 6, question 16

Location:

Add new part b to question 16.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/04_14z_PolygonsSirstudent.pdf#page=6

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/content/work/04_14z_PolygonsSimilarstudent.pdf#page=7

Updated Text:

16 b. Sketch a triangle and dilate the point by a scale factor of $\frac{1}{2}$. Then dilate the image about the same point by a scale factor of 2. What is the relationship between the resulting image and the original image?

Change Type: New Content

Current Page Number(s): Topic 12 Lesson 5 SAS New question 15 part b

Location:

See the new SAS question 15 part b. The [Geometry additional development document](#) includes the image from part a that is being referenced.

Original URL:

https://trainreview.agilemind.com/LMS/content/work/04_14z_PolygonsSimilarStudent.pdf#page=6

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/content/work/04_14z_PolygonsSimilarStudent.pdf#page=7

Updated Text:

15b. Determine which of the given triangles is similar to $\triangle ABC$. Explain your reasoning using the definition of similarity in terms of a dilation.

Change Type: New Content

Current Page Number(s): Topic 23 Lesson 3 Lesson activities page 6

Location:

Add the following content to the text on page 6.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_25////////c/T/topic_04_25z_PyramidsCones/RES_lesson3_activities/lesson3_activities

Original Text:

She figures that l , the lateral height of a cone, might be the perpendicular distance along the lateral face of a cone from the vertex to the base. She makes a sketch, as shown on the right.

Dee tries to visualize the net of a cone, but she is not sure what the lateral surface will look like when laid out flat.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geo

Updated Text:

She figures that l , the lateral height of a cone, might be the perpendicular distance along the lateral face of a cone from the vertex to the base. She makes a sketch, as shown on the right.

She tries to apply the formulas that Ms. Postulate gave her, knowing that the total surface area is the lateral surface area plus the area of the base.

$$LA = \pi r l$$

$$SA = \pi r l + \pi r^2$$

Find the lateral and total surface area of a cone with radius 4 cm and lateral height 8 cm.

Check reveal button:

$$LA = \pi (4 \text{ cm})(8 \text{ cm}) = 32\pi \text{ cm}^2$$

$$SA = 32\pi \text{ cm}^2 + \pi(4 \text{ cm})^2 = 48\pi \text{ cm}^2$$

Dee tries to visualize the net of a cone, but she is not sure what the lateral surface will look like when laid out flat.

Change Type: New Content

Current Page Number(s): Topic 26 Lesson 4 Lesson activities page 6

Location:

Add new paragraph and Check button to this page.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_25/////c/T/topic_04_28z_Non-EuclideanGeom/RES_lesson4_activities/lesson4_activities/page6.html

Original Text:

Think about the globe again. Are longitude lines great circles? (Remember, longitude lines run north and south.) What about latitude lines? (Latitude lines run east and west.) Are they great circles?

[Check reveal]

For every longitude line, there is a corresponding longitude line on the

opposite side of the globe. These two together make a great circle, with the center at the center of the Earth.

Most latitude lines are not great circles. Look at a latitude line close to the North Pole. Its center is certainly not the same as the center of the Earth. One latitude line is a great circle — the equator.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geoEuclideanGeom/RES_lesson4_activities/lesson4_activities/page6.html

Updated Text:

Think about the globe again. Are longitude lines great circles? (Remember, longitude lines run north and south.) What about latitude lines? (Latitude lines run east and west.) Are they great circles?

[Check button]

For every longitude line, there is a corresponding longitude line on the opposite side of the globe. These two together make a great circle, with the center at the center of the Earth.

Most latitude lines are not great circles. Look at a latitude line close to the North Pole. Its center is certainly not the same as the center of the Earth. One latitude line is a great circle — the equator.

[end reveal]

In Euclidean geometry, lines can be parallel. Using the definition of lines on a sphere, can lines be parallel in spherical geometry? Think about the longitude lines on a globe.

[New Check reveal]

Longitude lines on a globe will always intersect at both poles of the globe. Since lines in spherical geometry are defined as great circles of the sphere, all spherical lines will always intersect in two points on the sphere. Therefore, unlike in Euclidean geometry, there are no parallel lines in spherical geometry.

Change Type: New Content

Current Page Number(s): Topic 26 Lesson 4 Practice page 3

Location:

New Multiple Select Checkbox item to replace Practice page 3. In the online item, there are empty check boxes for students to select.

See [Geometry additional development doc](#) for details.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_25/////c/T/topic_04_28z_Non-EuclideanGeom/RES_lesson4_practice/lesson4_practice/page3.html

Original Text:

In spherical geometry, which statement is true?

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geoEuclideanGeom/RES_lesson4_practice/lesson4_practice/page3.html

Updated Text:

For each statement in the table, check the box if it is true in Euclidean geometry, spherical geometry, or both.

Change Type: New Content

Current Page Number(s): Topic 27, Lesson 6, NEW Constructed Response 3

Location:

Add a new Constructed Response 3.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_25/////c/T/topic_04_39z_ConditionalProb1/RES_deliver_instruction_6/deliv

Original Text:

None

Updated URL:

https://explore.agilemind.com/LMS/content/work/04_39z_ConditionalProteacher.pdf

Updated Text:

Amelia just received a new AI device as a gift. To unlock the device, a 3-digit code is required using any number from 0-9. Although she is required to change the code periodically, Amelia is concerned that this is

not safe enough to prevent someone else from accessing the device.

How can Amelia determine how many unlock codes are possible?

When it's time to change the code, Amelia learns that she cannot use the same 3 digits used before, even if they are in a different order. How does this impact what Amelia found in part a?

Does the information on part b make Amelia more or less concerned about the security of the device?

Solution:

Amelia could calculate the number of permutations of 3 digits out of a possible 10.

Amelia's strategy changes from finding the number of permutations to the number of combinations.

There are fewer combinations than permutations, so Amelia may be more worried about the security of the device.

Change Type: New Content

Current Page Number(s): Topic 28 Lesson 2, Lesson activities page 4

Location:

Update the page to add 2 check buttons to ensure that students actively apply conditional probability to solve a contextual problem. See [Geometry additional development document](#) for details of the change.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_25/////c/T/topic_04_40z_ConditionalProb2/RES_lesson2_activities/lesson2

Original Text:

None - new check button at end of page.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geo

Updated Text:

How does the conditional probability compare to the probability that the ship is armed?

[New Check reveal button]

Notice that this is larger than the "unconditional" probability that the ship is armed,

$$P(E) = 65/160 = 0.406$$

because the proportion of armed ships found among the 75 British ships that appear armed is greater than the proportion of armed ships found among all 160 British ships.

[end reveal]

[New check reveal: Show alternate solution]

An alternative expression for the conditional probability is:

[See Geometry additional development document for details]

Change Type: New Content

Current Page Number(s): Topic 4 L2 Lesson activities page 7

Location:

New content being added to the end of the page meet the breakout.

Original URL:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_25/////c/T/topic_04_05z_DeductiveReasonProofs/RES_lesson2_activities/le

Original Text:

Congratulations! You have just proven your first geometric statement. Once you prove a statement, it is called a theorem. A theorem is a statement that has been proven to be true for all cases.

Updated URL:

https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geo

Updated Text:

Congratulations! You have just proven your first geometric statement. Once you prove a statement, it is called a theorem. A theorem is a statement that has been proven to be true for all cases. What is the difference between a theorem and a postulate?

So far in this course, you have used undefined terms, definitions,

postulates, conjectures, and theorems. How can you distinguish between them?

[New Check button]

These ideas are related. They all help us investigate geometric relationships, but each is represented by specific conditions:

Undefined terms in geometry are point, line, and plane. These form the basis for defining all other geometric objects. It is possible to describe what the terms point, line, and plane mean, but mathematicians cannot give them formal definitions.

Definitions are precise descriptions of terms. For example, we have defined an angle as the union of two rays with a common endpoint.

Conjectures are statements we write based on explorations and inductive reasoning. A conjecture is a statement we believe to be true but is not yet known to be true or false.

Postulates are statements about geometric relationships that we accept as true without a formal proof. Because they are accepted to be true, postulates can be used in proofs.

Theorems are statements that have been proven true by a logical argument.

The undefined terms and definitions in geometry are used to describe objects, while conjectures, postulates, and theorems are statements that describe geometric relationships among objects. Conjectures can be proven true or false, postulates are accepted as always true, and theorems are conjectures that have been proven true. Undefined terms, definitions, postulates, and theorems can be used as part of an argument in a proof.

[End Check button]

Publisher: Alba Educational Consulting, LLC

Math, Grade K (IMRA)

Program: Progressions by Alba Math Grade K

Component: Progressions by Alba Math Grade K - Teacher Guide (ISBN: 9798990409019)

Change Type: New Content

Current Page Number(s): NA

Location:

Not currently in the content, but it will be in the Program Overview

Original URL:

<https://albamath-mbx-cloud.mathprogression.com/content/secure/870/165288/assests/Program>

Original Text:

None

Updated URL:

https://drive.google.com/file/d/1znox22LKVxP0HHk0Z6TWT1OTigdG6kxL/\usp=drive_link

Updated Text:

Please see the new link.

Math, Grade 1 (IMRA)

Program: Progressions by Alba Math Grade 1

Component: Progressions by Alba Math Grade 1 (ISBN: 9798990409033)

Change Type: New Content

Current Page Number(s): NA

Location:

Program Overview, but we have added content to it.

Original URL:

<https://albamath-mbx-cloud.mathprogression.com/content/secure/870/165289/assests/Program>

Original Text:

NA

Updated URL:

https://drive.google.com/file/d/1kEbMN_OXkrxF7lp-cTMv0_9m7J9ji9fc/view?usp=drive_link

Updated Text:

Please see the link.

Publisher: Cosenza & Associates, LLC

Math, Grade 6 (IMRA)

Program: Math - Grade 6

Component: Math-Grade 6 Teacher Course (ISBN: 9781948709866)

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f)

Updated Text:

table updated to include spiral review

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of parent letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66>

Original Text:

table with list of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66>

Updated Text:

table updated to include spiral review

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66>

Original Text:

table with lessons addressed in Unit 5

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=66>

Updated Text:

updated table to include spiral reviews

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66)

Original Text:

table with list of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66)

Updated Text:

table updated to include spiral reviews

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=66)

Updated Text:

table updated to include spiral reviews

Change Type: New Content

Current Page Number(s): 1

Location:

Question 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=669eb44e2c69a00001782a3f](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=669eb44e2c69a00001782a3f)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=669eb44e2c69a00001782a3f](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=669eb44e2c69a00001782a3f)

Updated Text:

A container of rolled oats on a grocery store shelf weighs 18 ounces. How many pounds does the container of rolled oats weigh?

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=669eb44e2c69a00001782a3f](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=669eb44e2c69a00001782a3f)

Original Text:

n/a

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=669eb44e2c69a00001782a3f](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=669eb44e2c69a00001782a3f)

Updated Text:

table updated with spiral review information

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

table with list of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

table updated to include spiral review

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

table listing lessons addressed in the unit

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

table updated to include spiral review

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

table with list of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

table updated to include spiral review

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

table with list of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

table updated to include spiral reviews

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

table updated to include spiral reviews

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

tables with lesson outline

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

tables updated with spiral review information

Change Type: New Content

Current Page Number(s): 1

Location:

Questions 2 and 3

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

2. A recipe calls for 1-1/4 cups of milk. How many fluid ounces of milk are needed for the recipe?
3. The length of a football field is 360 feet from goalpost to goalpost. How long is a football field in yards?

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

table with list of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

table updated to include spiral review

Change Type: New Content

Current Page Number(s): 1 and 3

Location:

Question 1 and Question 6

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=669eb44e2c69a00001782a3f>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=669eb44e2c69a00001782a3f>

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

Change Type: New Content

Current Page Number(s): 1-16

Location:

throughout

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=669eb44e2c69a00001782a3f>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

new version that accounts for the spiral reviews to provide opportunities for spaced and interleaved practice across lessons and units that we propose to add to Units 3, 4, 5, 6, 7, 8, and 9

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3- calendar

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

n/a

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

tables updated with spiral review information

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

tables with list of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

tables updated to include spiral review information

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

page 2- time allotment

page 3- calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

tables with list of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

tables updated to include spiral review

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

Time allotments for lesson pacing (page 2)

Calendars (page 3)

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

tables updated to account for new spiral review

Change Type: New Content

Current Page Number(s): 3

Location:

Time allotment and calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

tables with lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Current Page Number(s): 3

Location:

pacing calendars on page 3

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Current Page Number(s): 3 and 4

Location:

page 3 - time allotments for lesson pacing

page 4 - calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

n/a

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

updated tables to include spiral reviews

Change Type: New Content

Current Page Number(s): Unit 1, Lesson 5

Location:

video

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

new video

Change Type: New Content

Current Page Number(s): Unit 3 Spiral Review 2

Location:

Unit 3, Spiral Review 2 located after Lesson 5

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

Teacher narrative and spiral review content for students and teacher.

Change Type: New Content

Current Page Number(s): Unit 3, Spiral Review 1

Location:

Unit 3 Spiral Review 1 tab between lesson 3 and lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

Teacher narrative and spiral review content added for students and teacher.

Change Type: New Content

Current Page Number(s): Unit 4 Lesson 2 Exploration tab

Location:

Support for Emergent Bilinguals section

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

Provide students with the opportunity to speak and listen to ideas and information in increasingly complex spoken language commensurate with converting metric units of measure.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

Provide students with the opportunity to speak and listen to ideas and information in increasingly complex spoken language commensurate with converting metric units of measure. Scaffold supports for students with various language proficiency levels:

Beginning: Use visual representations for length, capacity, and mass/weight and accept spoken ideas about metric conversion that reference correct Spanish units rather than English units.

Intermediate: Provide sentence stems in present tense to support conversation about metric conversions such as

The (length/capacity/mass) of the _____ is ____ (meters/liters/grams).
I know ____ meters is ____ kilometer(s).
I think you (multiply/divide) by ____ to convert _____ to _____.

Advanced: Provide the table of Spanish-English cognates as a reference that students can refer to as they use academic vocabulary to summarize what another classmate said.

Advanced High: Provide the table of Spanish-English cognates as a reference that students can refer to as they engage in mathematical discourse with peers about metric measurement conversions.

Change Type: New Content

Current Page Number(s): Unit 4 Spiral Review tab

Location:

Unit 4 Spiral Review tab between lesson 1 and lesson 2

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student and teacher spiral review components

Change Type: New Content

Current Page Number(s): Unit 4, Lesson 1 main page

Location:

Unit 4, Lesson 1 main page

Inside the document, page 2, question 6

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Original Text:

Represent the ratios of these lengths as a proportion. Verify that the ratios are equivalent.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f>

Updated Text:

Represent the ratios of these lengths as a proportion. Use mental math to verify that the ratios are equivalent.

Change Type: New Content

Current Page Number(s): Unit 5 Spiral Review 2 tab

Location:

Unit 5 Spiral Review 2 tab, located between Lesson 5 and Lesson 8

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student/teacher components for spiral review

Change Type: New Content

Current Page Number(s): Unit 6 Spiral Review 1 tab

Location:

Unit 6 Spiral Review 1 tab, located between lesson 2 and lesson 3

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative

Link to blackline master:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=>

Link to Google Slides: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=>
Link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=>

Change Type: New Content

Current Page Number(s): Unit 6 Spiral Review 2 tab

Location:

Unit 6 Spiral Review 2 tab, after Lesson 5

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=>

link to Google Slides:

<https://docs.google.com/presentation/d/1alrZNYqETJj7xOULmTiRFMNQLV>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=>

Change Type: New Content

Current Page Number(s): Unit 7 Spiral Review 1 tab

Location:

Unit 7 Spiral Review 1 tab, between lesson 3 and lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student/teacher components

link to blackline master:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=>

link to Google Slides:

<https://docs.google.com/presentation/d/15OEaEPTW-NhqF2G3a5mZG4BIBTNRngVz6UrJMF1gweU/copy>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesstId=>

Change Type: New Content

Current Page Number(s): Unit 7 Spiral Review 2 tab

Location:

Unit 7 Spiral Review 2 tab, between lesson 4 and Unit 7 test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative and student/teacher components for spiral review

link to blackline master form A:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=>

link to blackline master form B:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=>

link to Google Slides:

<https://docs.google.com/presentation/d/1Bu7YFXvPej3ODh1EpUmCtFFyV63NFgkdM/copy>

link to answer key:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=>

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=>

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssesId=>

Change Type: New Content

Current Page Number(s): Unit 8 Spiral Review 1 tab

Location:

Unit 8 Spiral Review 1 tab, between lesson 3 and lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true>

Updated Text:

teacher narrative with student/teacher components for spiral review

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=)

[courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=)

link to Google Slides:

<https://docs.google.com/presentation/d/1tshcanNfc6HUaxJ2mjgjBOSiML5>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=)

[courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=)

Change Type: New Content

Current Page Number(s): Unit 9 Spiral Review tab

Location:

Unit 9 Spiral Review tab, between lesson 3 and Unit 9 test

Original URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true)

[courseId=669eb44e2c69a00001782a3f&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true)

[courseId=669eb44e2c69a00001782a3f&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true)

Updated Text:

teacher narrative and student/teacher components for spiral review

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=)

[courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=)

link to Google Slides:

<https://docs.google.com/presentation/d/1aLpsBWU8XIdEUBCcdX19KHXos>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=)

[courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&&isPreview=true&singleAssesId=)

Change Type: New Content

Current Page Number(s): video

Location:

Unit 5, Lesson 7

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f)

Updated Text:

video

Change Type: New Content

Current Page Number(s): video

Location:

Unit 4, Lesson 5 Overview page

Unit 4, Lesson 5, Exploration page

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f)

Original Text:

old video had no sound

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f](https://cosenzamath.com/courseplayer/index.html?courseId=669eb44e2c69a00001782a3f&isPreview=true&singleAssestId=669eb44e2c69a00001782a3f)

Updated Text:

new video has sound (per SRP feedback)

Component: Grade 6 TEKS Companion Guide (ISBN: 9781948709088)

Change Type: New Content

Current Page Number(s): 4

Location:

page 4- "Griddable Response Practice"

Original URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Original Text:

We know that each Grade 6 Mathematics STAAR assessment contains four griddable constructed response items. Students need practice using the place value grid in order to correctly answer these questions. Students must have an understanding of place value in order to effectively use the grid and communicate their correct answer. As appropriate, examples in the lessons provide students with an opportunity to practice gridding their response in the consumable Grade 6 Math TEKS Companion Guide. As well, practice problems contain griddable response questions as appropriate.

Updated URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Updated Text:

We are deleting this section.

Change Type: New Content

Current Page Number(s): 6

Location:

page 6- "Using the Practice Problems" - Griddable Response section

Original URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Original Text:

Griddable response problems are a type of constructed response problem in which students are expected to enter their numerical answer on a place value based grid.

Updated URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Updated Text:

We are deleting this sentence.

Change Type: New Content

Current Page Number(s): Teacher manual, page 2

Location:

page 2- last paragraph about "stepped out examples"

Original URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Original Text:

We also include examples with griddable response questions so that students can practice using the grid to communicate their answers (integrating Mathematical Process 6.1F).

Updated URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Updated Text:

We are deleting the sentence.

Change Type: New Content

Current Page Number(s): Teacher manual, page 3

Location:

page 3- first paragraph about "practice problems"

Original URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Original Text:

Students also encounter griddable response questions in which their numerical answer must be entered and bubbled on a grid.

Updated URL:

https://cosenzamath-mbx-cloud.cosenzamath.com/content/secure/820/166076/166076.pdf?_=1721780499559&pageNo=null

Updated Text:

We are deleting this sentence.

Component: Math-Grade 6 Teacher Course (ISBN: 9781948709347)

Change Type: New Content

Current Page Number(s): Grade 6 Course Level Documents

Location:

Top of page - first paragraph, second sentence

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=65dcce5627ce54000124018d>

Original Text:

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.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=65dcce5627ce54000124018d>

Updated Text:

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 6 Mathematics.

Change Type: New Content

Current Page Number(s): Unit 5

Location:

Unit 5 Teacher Materials Page

Unit Introduction, second paragraph, second sentence

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=65dcce5627ce54000124018d>

Original Text:

sentence states "Students apply their prior knowledge of locating rational numbers on a number line to represent the solution to the equation (inequalities are saved for Unit 6)."

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=65dcce5627ce54000124018d>

Updated Text:

We have revised the sentence to "Students apply their prior knowledge of locating rational numbers on a number line to represent the solution to the equation and inequality."

Math, Grade 7 (IMRA)

Program: Math - Grade 7

Component: Math-Grade 7 Teacher Course (ISBN: 9781948709354)

Change Type: New Content

Current Page Number(s): 1

Location:

Same document is linked in two places:

Unit 9 Lesson 5 Overview

Exploration: Unit 9 Lesson 5

All of page 1 is new content

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Updated Text:

https://drive.google.com/drive/u/0/folders/10sXpgB1Y4SybKXR_vLBY7aGC

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

table with list of lessons:

Lección 1: Área de superficie y redes

Lección 2: Volumen de prismas y pirámides rectangulares

Lección 3: Volumen de prismas y pirámides triangulares

Lección 4: Resolver problemas con volumen

Prueba de la Unidad 8

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Updated Text:

table updated with spiral reviews

Lección 1: Área de superficie y redes

Repaso espiral 1 de la Unidad 8

Lección 2: Volumen de prismas y pirámides rectangulares

Lección 3: Volumen de prismas y pirámides triangulares

Lección 4: Resolver problemas con volumen

Repaso espiral 2 de la Unidad 8

Repaso espiral 3 de la Unidad 8

Prueba de la Unidad 8

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Original Text:

table with list of lessons:

Lesson 1: Linear Relationships

Lesson 2: More Linear Relationships

Unit 4 Test

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Updated Text:

table update to include spiral review:

Lesson 1: Linear Relationships

Lesson 2: More Linear Relationships

Unit 4 Spiral Review 1

Unit 4 Spiral Review 2

Unit 4 Test

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Original Text:

table with list of lessons:

Lesson 1: Visualizing Sets of Rational Numbers

Lesson 2: Adding and Subtracting Rational Numbers

Lesson 3: Multiplying and Dividing Rational Numbers

Lesson 4: Applying Rational Numbers

Lesson 5: Calculating Sales Tax

Lesson 6: Calculating Income Tax

Lesson 7: Net Worth

Unit 1 Test

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Updated Text:

table updated to include spiral review

Lesson 1: Visualizing Sets of Rational Numbers

Lesson 2: Adding and Subtracting Rational Numbers

Lesson 3: Multiplying and Dividing Rational Numbers
Lesson 4: Applying Rational Numbers
Unit 1 Spiral Review
Lesson 5: Calculating Sales Tax
Lesson 6: Calculating Income Tax
Lesson 7: Net Worth
Unit 1 Test

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Original Text:

table with list of lessons:

Lesson 1: Problem Solving Using Data from Bar Graphs
Lesson 2: Problem Solving Using Data from Dot Plots
Lesson 3: Comparing Dot Plots
Lesson 4: Problem Solving Using Data from Circle Graphs
Lesson 5: Comparing Boxplots
Lesson 6: Inferences from Random Samples
Lesson 7: Comparing Populations from Random Samples
Unit 9 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Updated Text:

table updated with spiral reviews:

Lesson 1: Problem Solving Using Data from Bar Graphs
Lesson 2: Problem Solving Using Data from Dot Plots
Lesson 3: Comparing Dot Plots
Unit 9 Spiral Review 1

Lesson 4: Problem Solving Using Data from Circle Graphs

Lesson 5: Comparing Boxplots

Lesson 6: Inferences from Random Samples

Unit 9 Spiral Review 2

Lesson 7: Comparing Populations from Random Samples

Unit 9 Spiral Review 3

Unit 9 Test

Change Type: New Content

Current Page Number(s): 1

Location:

directions (first paragraph)

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Original Text:

Use the tiles on the last page, using each digit no more than once in any problem, make true equations. Once you find an answer, see how many other answers you can discover for each problem.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Updated Text:

Use mental math and the tiles on the last page, using each digit no more than once in any problem, make true equations. Once you find an answer, see how many other answers you can discover for each problem.

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&singleAssesstId=66b7a51dc949206](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&singleAssesstId=66b7a51dc949206)

Original Text:

table with list of lessons:

Lección 1: Figuras similares y factores de escala

Lección 2: Dibujos a escala

Prueba de la Unidad 5

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&singleAssesstId=66b7a51dc949206](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&singleAssesstId=66b7a51dc949206)

Updated Text:

table updated to include spiral review

Lección 1: Figuras similares y factores de escala

Lección 2: Dibujos a escala

Repaso espiral de la Unidad 5

Prueba de la Unidad 5

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a51dc949206](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesstId=66b7a51dc949206)

Original Text:

table with list of lessons:

Lesson 1: Representing Sample Spaces for Simple and Compound Events

Lesson 2: Probabilities and Their Complements

Lesson 3: Solving Problems from Simple Experiments

Lesson 4: Theoretical Probability

Lesson 5: Using Simulations for Simple and Compound Events

Lesson 6: Experimental Probability

Unit 6 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Updated Text:

table updated with spiral reviews

Lesson 1: Representing Sample Spaces for Simple and Compound Events

Lesson 2: Probabilities and Their Complements

Lesson 3: Solving Problems from Simple Experiments

Lesson 4: Theoretical Probability

Unit 6 Spiral Review 1

Lesson 5: Using Simulations for Simple and Compound Events

Lesson 6: Experimental Probability

Unit 6 Spiral Review 2

Unit 6 Spiral Review 3

Unit 6 Test

Change Type: New Content

Current Page Number(s): 1

Location:

Same document is linked in two places:

Unit 9 Lesson 5 overview

Exploration: Unit 9 Lesson 5

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Updated Text:

See page 5 of this document:

https://drive.google.com/drive/u/0/folders/10sXpgB1Y4SybKXR_vLBY7aGC

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

table with list of lessons:

Lesson 1: Surface Area and Nets

Lesson 2: Volume of Rectangular Prisms and Pyramids

Lesson 3: Volume of Triangular Prisms and Pyramids

Lesson 4: Solving Problems with Volume

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Updated Text:

table updated with spiral reviews

Lesson 1: Surface Area and Nets

Unit 8 Spiral Review 1

Lesson 2: Volume of Rectangular Prisms and Pyramids

Lesson 3: Volume of Triangular Prisms and Pyramids

Lesson 4: Solving Problems with Volume

Unit 8 Spiral Review 2

Unit 8 Spiral Review 3

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

table with list of lessons:

Lección 1: Representación de espacios muestrales para eventos simples y compuestos

Lección 2: Probabilidades y sus complementos

Lección 3: Resolver problemas a partir de experimentos simples

Lección 4: Probabilidad teórica

Lección 5: Uso de simulaciones para eventos simples y compuestos

Lección 6: Probabilidad experimental

Prueba de la Unidad 6

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Updated Text:

table updated with spiral reviews:

Lección 1: Representación de espacios muestrales para eventos simples y compuestos

Lección 2: Probabilidades y sus complementos

Lección 3: Resolver problemas a partir de experimentos simples

Lección 4: Probabilidad teórica

Repaso espiral 1 de la Unidad 6

Lección 5: Uso de simulaciones para eventos simples y compuestos

Lección 6: Probabilidad experimental

Repaso espiral 2 de la Unidad 6

Repaso espiral 3 de la Unidad 6

Prueba de la Unidad 6

Change Type: New Content

Current Page Number(s): 1

Location:

Same document linked in two places:

Unit 6 Lesson 4 Overview

Exploration: Unit 6, Lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Original Text:

Directions: Use the image or information in each situation to determine the simple probability of each event. Give the probability in fraction form and simplify each fraction.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Updated Text:

Directions: Use the image or information in each situation to create a sample space and then use the sample space to determine the probability of each event. Give the probability in fraction form and simplify each fraction.

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Original Text:

table with list of lessons:

Lección 1: Relaciones lineales

Lección 2: Relaciones más lineales

Prueba de la Unidad 4

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Updated Text:

table updated to include spiral reviews

Lección 1: Relaciones lineales

Lección 2: Relaciones más lineales

Repaso espiral 1 de la Unidad 4

Repaso espiral 2 de la Unidad 4

Prueba de la Unidad 4

Change Type: New Content

Current Page Number(s): 1

Location:

Same document linked in two places:

Unit 6, Lesson 4 Overview

Exploration: Unit 6, Lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Original Text:

Directions: Use the image or information in each situation to determine the simple probability of each event. Give the probability in fraction form and simplify each fraction.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Updated Text:

Directions: Use the image or information in each situation to create a sample space and then use the sample space to determine the probability of each event. Give the probability in fraction form and simplify each fraction.

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Original Text:

table with list of lessons:

Lección 1: Visualización de conjuntos de números racionales

Lección 2: Sumar y restar números racionales

Lección 3: Multiplicar y dividir números racionales

Lección 4: Aplicar números racionales

Lección 5: Calcular el impuesto sobre las ventas

Lección 6: Calcular el impuesto sobre la renta

Lección 7: Valor neto

Prueba de la unidad 1

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Updated Text:

table updated to include spiral review

Lección 1: Visualización de conjuntos de números racionales

Lección 2: Sumar y restar números racionales

Lección 3: Multiplicar y dividir números racionales

Lección 4: Aplicar números racionales

Repaso espiral de la Unidad 1
Lección 5: Calcular el impuesto sobre las ventas
Lección 6: Calcular el impuesto sobre la renta
Lección 7: Valor neto
Prueba de la unidad 1

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&singleAssesId=66b7a51dc949200](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&singleAssesId=66b7a51dc949200)

Original Text:

table with list of lessons:
Lesson 1: Similar Figures and Scale Factors
Lesson 2: Scale Drawings
Unit 5 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&singleAssesId=66b7a51dc949200](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&singleAssesId=66b7a51dc949200)

Updated Text:

table updated to include spiral review
Lesson 1: Similar Figures and Scale Factors
Lesson 2: Scale Drawings
Unit 5 Spiral Review
Unit 5 Test

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6)

Original Text:

table with list of lessons:

Lección 1: Resolución de problemas utilizando datos
de gráficos de barras

Lección 2: Resolución de problemas utilizando datos
de diagramas de puntos

Lección 3: Comparación de diagramas de puntos

Lección 4: Resolución de problemas utilizando datos
de gráficas circulares

Lección 5: Comparación de diagramas de caja

Lección 6: Inferencias a partir de muestras aleatorias

Lección 7: Comparación de poblaciones a partir de
muestras aleatorias

Prueba de la Unidad 9

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6)

Updated Text:

table updated with spiral reviews

Lección 1: Resolución de problemas utilizando datos
de gráficos de barras

Lección 2: Resolución de problemas utilizando datos
de diagramas de puntos

Lección 3: Comparación de diagramas de puntos

Repaso espiral 1 de la Unidad 9

Lección 4: Resolución de problemas utilizando datos
de gráficas circulares

Lección 5: Comparación de diagramas de caja

Lección 6: Inferencias a partir de muestras aleatorias

Repaso espiral 2 de la Unidad 9

Lección 7: Comparación de poblaciones a partir de
muestras aleatorias

Repaso espiral 3 de la Unidad 9

Prueba de la Unidad 9

Change Type: New Content

Current Page Number(s): 1 and 2

Location:

page 1 - time allotment

page 2 - calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

tables included list of lessons with pacing

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Current Page Number(s): 1-16

Location:

Throughout document

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

Pacing guide included suggestions for lessons in the course

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Updated Text:

New version accounts for the spiral reviews to provide opportunities for spaced and interleaved practice across lessons and units that we propose to add to Units 1, 4, 5, 6, 8, and 9.

Change Type: New Content

Current Page Number(s): 1-2

Location:

Same document linked in two places:

Unit 3 Lesson 1 Overview

Exploration: Unit 3 Lesson 1

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Updated Text:

Directions: Answer all questions to the best of your ability. Justify your responses.

1. Use what you know about the relationship between distance and time in the equation $d = rt$ to

a. determine the rate of change from the algebraic representation $d = 2.5t$. The rate of change is 2.5.

b. represent the rate of change using a table for $d = 2.5t$, and
The rate of change is the change in the dependent variable for every unit of change in the independent variable, as shown.

c. represent the rate of change using a graph of $d = 2.5t$.

The rate of change for a line in a graph is the rate at which the line slopes—in this case, a vertical change of 2.5 for every horizontal change of 1.

2. Thani and her family are going on a road trip to see the Grand Canyon.

Their travel distance, d , in miles over the time driving, t , in hours can be represented by the equation $d = 67t$.

a. At what speed did Thani and her family travel over the course of their road trip?

Their speed is 67 miles per hour.

b. How can their speed during the road trip be represented as a rate of change using a table?

The rate of change is the change in the dependent variable for every unit of change in the independent variable, as shown, in miles per hour.

c. How can their speed for the road trip be represented as a rate of change using a graph?

The rate of change for a line in a graph is the rate at which the line slopes—in this case, a vertical change of 67 miles for every horizontal change of 1 hour.

Change Type: New Content

Current Page Number(s): 1-2

Location:

page 1 - time allotment

page 2 - calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

tables with lists of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Updated Text:

tables updated to include spiral review

Change Type: New Content

Current Page Number(s): 1-2

Location:

Same document linked in two places:

Unit 3 Lesson 1 overview

Exploration: Unit 3 Lesson 1

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6>

Updated Text:

Directions: Answer all questions to the best of your ability. Justify your responses.

1. Use what you know about the relationship between distance and time in the equation $d = rt$ to
 - a. determine the rate of change from the algebraic representation $d = 2.5t$,
 - b. represent the rate of change using a table for $d = 2.5t$, and
 - c. represent the rate of change using a graph of $d = 2.5t$.
2. Thani and her family are going on a road trip to see the Grand Canyon. Their travel distance, d , in miles over the time driving, t , in hours can be represented by the equation $d = 67t$.
 - a. At what speed did Thani and her family travel over the course of their road trip?
 - b. How can their speed during the road trip be represented as a rate of change using a table?
 - c. How can their speed for the road trip be represented as a rate of change using a graph?

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

tables with lists of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Current Page Number(s): 2 and 4

Location:

page 2 - time allotment

page 4 - calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

tables with lists of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Current Page Number(s): 3 and 4

Location:

page 3 - calendars

page 4 - time allotment

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

tables with lists of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Updated Text:

tables updated to include spiral reviews

Change Type: New Content

Current Page Number(s): 8

Location:

Page 8 - paragraph and table

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Updated Text:

Grade 7 Mathematics Teacher's Guide

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.

Change Type: New Content

Current Page Number(s): all

Location:

Same document linked in two places:

Unit 6, Lesson 5 Overview

Exploration: Unit 6, Lesson 5

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssestId=6>

Updated Text:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a0...](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a0...)

Change Type: New Content

Current Page Number(s): all

Location:

Same document linked in two places:

Unit 6 Lesson 6 overview

Exploration: Unit 6 Lesson 6

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Updated Text:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a0...](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a0...)

Change Type: New Content

Current Page Number(s): all

Location:

Same document linked in two places:

Unit 6, Lesson 5 overview

Exploration: Unit 6, Lesson 5

Original URL:

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courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
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Updated Text:

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courseId=669eb60b2c69a0...

Change Type: New Content

Current Page Number(s): all

Location:

same document linked in two places:

Unit 6 Lesson 5 Overview

Exploration: Unit 6 Lesson 5

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
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Updated Text:

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Change Type: New Content

Current Page Number(s): all

Location:

same document linked in two places:

Unit 6 Lesson 5 Overview

Exploration: Unit 6 Lesson 5

Original URL:

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Original Text:

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Updated URL:

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Updated Text:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a0...>

Change Type: New Content

Current Page Number(s): Exploration: Unit 7 Lesson 1 tab

Location:

Exploration: Unit 7 Lesson 1, Support for Emergent Bilinguals

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

Create structures that empower students to use support from you and their peers to develop background knowledge needed to comprehend increasingly challenging language. For example, in class discussions

based on text, use the following sentence frames.

Will you please explain what ____ means?

Why does the text have...?

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Updated Text:

Support for Emergent Bilinguals:

Create structures that empower students to use support from you and their peers to develop background knowledge needed to comprehend increasingly challenging language. For example, in class discussions based on text, use the following sentence frames.

Will you please explain what ____ means?

Why does the text have...?

Utilize Spanish-English cognates to facilitate comprehension of students' mathematical discourse and written classroom materials. See table below. Scaffold support for students with various levels of language proficiency:

Beginning: Use the visual of a circle on the top of the third page of the exploration activity to connect the Spanish-English cognates in the table to a visual representation. Then ask the student to point to or create a visual of each academic vocabulary term. Accept drawn answers in lieu of written answers and pointing to or creating correct visual representations in lieu of spoken words during lesson activities.

Intermediate: Use the table of Spanish-English cognates to pre-teach students academic vocabulary involved in the lesson. Provide sentence stems in present tense for the student to use during mathematical discourse and in writing about their mathematical understanding during lesson activities such as

The _____ is this part of the circle.
The _____ measures two times the _____.

Advanced: Provide the table of Spanish-English cognates and ask the student to use these academic vocabulary terms along with sentence stems with complex structures as they speak and write about their understanding of the lesson, such as

The _____ of the _____ measured exactly half of the length of the circle's _____.
Pi is the ratio between the _____ and _____ of any _____.

Advanced High: Provide the table of Spanish-English cognates for the student to use as they engage in verbal discourse and write about their mathematical ideas about circles using newly learned academic vocabulary during lesson activities.

Change Type: New Content

Current Page Number(s): Unit 1 Spiral Review 1 tab

Location:

Unit 1 Spiral Review 1 tab, between lesson 4 and lesson 5

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

link to Google Slides:

<https://docs.google.com/presentation/d/1zRrgLObXRIQDI50bvvggDnofQtX8>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

Change Type: New Content

Current Page Number(s): Unit 3, Lesson 1 overview tab and Exploration page

Location:

Same document linked twice

Unit 3 Lesson 1 overview

Exploration: Unit 3 Lesson 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Updated Text:

video

Change Type: New Content

Current Page Number(s): Unit 3, Lesson 5, Exploration tab

Location:

Exploration: Unit 3, Lesson 5

Support for Emergent Bilinguals section

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

Provide students with multiple opportunities to write so they describe and explain the mathematics they are doing as more English is acquired. Reflective Journal Entry prompts or explanations of how they determined their answer are instructional routines that are practiced in effective mathematics classrooms.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

Provide students with multiple opportunities to write so they describe and explain the mathematics they are doing as more English is acquired. Reflective Journal Entry prompts or explanations of how they determined their answer are instructional routines that are practiced in effective mathematics classrooms. Scaffold writing support for students of various levels of language proficiency:

Beginning: Ask students to draw their response to a reflective journal entry prompt such as, "How does the size of a liter compare to the size of a quart? Explain your response. Refer to #9 in the Converting Between Measurement Systems Using Unit Rates activity and the STAAR® Grade 7 Mathematics Reference Materials as needed."

Intermediate: Provide simple sentence stem(s) written in present tense for students to use as they respond to a reflective journal entry prompt such as the one described above.

A liter is _____ than a quart.

A gallon has ____ liters.

A gallon has ____ quarts.

Advanced: Provide sentence stem(s) with complex structures for students to refer to as they respond in writing to a reflective journal entry prompt such as the one described above.

A gallon is comprised of more _____ than _____ because it takes only _____ to make a gallon while it requires _____ to make a gallon.

Since there are ____ quarts in one gallon and ____ liters in one gallon, this means that one quart is equivalent to ____ liter(s).

Advanced High: Provide students feedback on a first draft of their response to a reflective journal entry prompt such as the one described above and allow students to make revisions to their response.

Use Spanish-English cognates to foster student cross-linguistic connections in oral and written mathematical discourse and increase comprehension of metric and customary measurement systems. See the table below.

Change Type: New Content

Current Page Number(s): Unit 4 Spiral Review 1 tab

Location:

Unit 4 Spiral Review 1 tab, after Lesson 2

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

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link to Google Slides:

<https://docs.google.com/presentation/d/1lGjItEl2vNbO4rXPYXxtlzmRh57jT>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

Change Type: New Content

Current Page Number(s): Unit 4 Spiral Review 2 tab

Location:

Unit 4 Spiral Review 2 tab, after Unit 4 Spiral Review 1 and before Unit 4 Test

Original URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

[courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

[courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

link to Google slides: [https://docs.google.com/presentation/d/1Ft-](https://docs.google.com/presentation/d/1Ft-o8fOfNVvauBAzwaIAuQ5ZUA5VrG6MmYOnb-ulxt4/copy)

[o8fOfNVvauBAzwaIAuQ5ZUA5VrG6MmYOnb-ulxt4/copy](https://docs.google.com/presentation/d/1Ft-o8fOfNVvauBAzwaIAuQ5ZUA5VrG6MmYOnb-ulxt4/copy)

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesId=

Change Type: New Content

Current Page Number(s): Unit 5 Spiral Review tab

Location:

Unit 5 Spiral Review tab, after Lesson 2 before Unit 5 Test

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesId=)

link to Google Slides:

https://docs.google.com/presentation/d/1zO_V4yTt43dURKRtcMjkkmO3l3l

link to answer key: [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesId=)

Change Type: New Content

Current Page Number(s): Unit 6 Spiral Review 1 tab

Location:

Unit 6 Spiral Review 1 tab, between lesson 4 and lesson 5

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master Form A:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssestId=>

link to blackline master Form B:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssestId=>

link to Google Slides:

<https://docs.google.com/presentation/d/1f83mFfQ88ajxwvjUmUcHU7kNl>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssestId=>

Change Type: New Content

Current Page Number(s): Unit 6 Spiral Review 2 tab

Location:

Unit 6 Spiral Review tab, after Lesson 6

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=)

[courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=)

link to Google Slides:

<https://docs.google.com/presentation/d/1pqtJ3H41JjotYLYJMoU6Adr4K3eY>

Link to Answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=)

[courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=)

Change Type: New Content

Current Page Number(s): Unit 6 Spiral Review 3 tab

Location:

Unit 6 Spiral Review 3 tab, after Spiral Review 2 and before Unit 6 Test

Original URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

[courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

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Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=)

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link to Google Slides:

<https://docs.google.com/presentation/d/1cefvE5LIU3yOt9DRL47pQaNpFfv>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesstId=)

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Change Type: New Content

Current Page Number(s): Unit 8 Spiral Review 1 tab

Location:

Unit 8 Spiral Review, between lesson 1 and lesson 2

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Original Text:

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Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

link to Google Slides:

https://docs.google.com/presentation/d/119kMSZke3unyA_SKNG788l3J4X

link to Answer key: [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

[https://cosenzamath.com/courseplayer/index.html?
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[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

Change Type: New Content

Current Page Number(s): Unit 8 Spiral Review 2 tab

Location:

Unit 8 Spiral Review 2, after Lesson 4

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master Form A:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

link to blackline master Form B:

[https://cosenzamath.com/courseplayer/index.html?
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link to Google Slides:

https://docs.google.com/presentation/d/1VvIzVS1sNMQpugBIBZS8CErPL_

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

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Change Type: New Content

Current Page Number(s): Unit 8 Spiral Review 3 tab

Location:

Unit 8 Spiral Review 3, between Spiral Review 2 and Unit 8 Test

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true)

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

link to Google Slides: https://docs.google.com/presentation/d/1PknV-4npGgBDQNe9BwpuAixw5L9_7RfHYWYjrKxVI6c/copy
link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesId=>

Change Type: New Content

Current Page Number(s): Unit 9 Spiral Review 1 tab

Location:

Unit 9 Spiral Review 1, between lesson 3 and lesson 4

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesId=>

link to Google Slides:

<https://docs.google.com/presentation/d/1o5QMT73SuyFbwd7B6n70E0tM/>

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssesId=>

Change Type: New Content

Current Page Number(s): Unit 9 Spiral Review 2 tab

Location:

Unit 9 Spiral Review 2 tab, between lesson 6 and lesson 7

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssestId=>

link to Google Slides:

https://docs.google.com/presentation/d/1o1lplH04AT3_gPJg9rMuM1UTEkjusp=drive_link

link to Answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&&isPreview=true&singleAssestId=>

Change Type: New Content

Current Page Number(s): Unit 9 Spiral Review 3 tab

Location:

Unit 9 Spiral Review tab, between lesson 7 and Unit 9 Test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Original Text:

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Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

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link to Google Slides:

<https://docs.google.com/presentation/d/1blvOTPAAdCgnRUYqAj3ewEEzdPY>

link to answer key: [https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=)

Change Type: New Content

Current Page Number(s): video

Location:

Same document linked in two places:

Unit 9 Lesson 4 overview

Exploration: Unit 9 Lesson 4

Original URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

[courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

Original Text:

video

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb60b2c69a00001782a43&isPreview=true&singleAssesId=6)

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Updated Text:

video

Math, Grade 8 (IMRA)

Program: Math - Grade 8

Component: Math-Grade 8 Teacher Course (ISBN: 9781948709361)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1 Overview page

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

tables with lists of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Updated Text:

tables updated to include spiral review

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

table with list of lessons

Lección 1: Modelar y resolver ecuaciones de una variable

Lección 2: Escribir ecuaciones de una variable

Lección 3: Escribir problemas del mundo real a partir de ecuaciones y

desigualdades
Prueba de la Unidad 3

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6)

Updated Text:

table updated with spiral review
Lección 1: Modelar y resolver ecuaciones de una variable
Lección 2: Escribir ecuaciones de una variable
Lección 3: Escribir problemas del mundo real a partir de ecuaciones y desigualdades
Repaso espiral de la Unidad 3
Prueba de la Unidad 3

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6)

Original Text:

table with list of lessons
Lesson 1: Pythagorean Theorem
Lesson 2: Solving Problems with the Pythagorean Theorem and its Converse
Lesson 3: Angles in Triangles and Angles Formed by Parallel Lines and Transversals
Unit 8 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6)

Updated Text:

table updated with spiral review
Lesson 1: Pythagorean Theorem
Lesson 2: Solving Problems with the Pythagorean Theorem and its
Converse
Lesson 3: Angles in Triangles and Angles Formed by Parallel Lines and
Transversals
Unit 8 Spiral Review
Unit 8 Test

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6)

Original Text:

table with list of lessons
Lesson 1: Translations, Reflections, and Rotations
Lesson 2: Introduction to Dilations
Lesson 3: Dilations and Similarity
Lesson 4: Generalizations of Congruence Transformations and Dilations
Unit 7 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6)

Updated Text:

table updated with spiral review
Lesson 1: Translations, Reflections, and Rotations
Lesson 2: Introduction to Dilations
Lesson 3: Dilations and Similarity
Lesson 4: Generalizations of Congruence Transformations and Dilations
Unit 7 Spiral Review
Unit 7 Test

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

table with list of lessons

Lesson 1: Investments

Lesson 2: Loans

Lesson 3: Payment Methods and Financial Responsibility

Unit 10 Test

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Updated Text:

table updated to include spiral review

Lesson 1: Investments

Lesson 2: Loans

Unit 10 Spiral Review

Lesson 3: Payment Methods and Financial Responsibility

Unit 10 Test

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

table with list of lessons

Lección 1: Teorema de Pitágoras

Lección 2: Resolver problemas con el teorema de Pitágoras y su recíproco

Lección 3: Ángulos en triángulos y ángulos formados por rectas paralelas y transversales

Prueba de la Unidad 8

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6>

Updated Text:

table updated with spiral review

Lección 1: Teorema de Pitágoras

Lección 2: Resolver problemas con el teorema de Pitágoras y su recíproco

Lección 3: Ángulos en triángulos y ángulos formados por rectas paralelas y transversales

Repaso espiral de la Unidad 8

Prueba de la Unidad 8

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6>

Original Text:

table with list of lessons

Lección 1: Traslaciones, reflexiones y rotaciones

Lección 2: Introducción a las dilataciones

Lección 3: Dilatación y Semejanza

Lección 4: Generalizaciones de transformaciones y dilataciones de congruencia

Prueba de la Unidad 7

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Updated Text:

table updated with spiral review

Lección 1: Traslaciones, reflexiones y rotaciones

Lección 2: Introducción a las dilataciones

Lección 3: Dilatación y Semejanza

Lección 4: Generalizaciones de transformaciones y dilataciones de congruencia

Repaso espiral de la Unidad 7

Prueba de la Unidad 7

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Original Text:

table with list of lessons

Lección 1: Variación directa

Lección 2: Distinguir entre relaciones proporcionales y no proporcionales

Lección 3: Identificar funciones

Lección 4: Gráficas de ecuaciones lineales que se cruzan

Prueba de la Unidad 5

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Updated Text:

table updated with spiral review

Lección 1: Variación directa

Repaso espiral de la Unidad 5

Lección 2: Distinguir entre relaciones proporcionales y no proporcionales
Lección 3: Identificar funciones
Lección 4: Gráficas de ecuaciones lineales que se cruzan
Prueba de la Unidad 5

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

table with list of lessons

Lección 1: Notación científica

Lección 2: Números irracionales

Lección 3: Conjuntos de números reales

Lección 4: Ordenar números reales

Prueba de la Unidad 1

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Updated Text:

table updated with spiral review

Lección 1: Notación científica

Lección 2: Números irracionales

Lección 3: Conjuntos de números reales

Lección 4: Ordenar números reales

Repaso espiral de la Unidad 1

Prueba de la Unidad 1

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

table with list of lessons

Lección 1: Datos bivariados lineales y no lineales

Lección 2: Líneas de tendencia

Lección 3: Escribir ecuaciones para relaciones lineales

Prueba de la Unidad 6

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Updated Text:

table updated with spiral reviews

Lección 1: Datos bivariados lineales y no lineales

Lección 2: Líneas de tendencia

Repaso espiral 1 de la Unidad 6

Lección 3: Escribir ecuaciones para relaciones lineales

Repaso espiral 2 de la Unidad 6

Prueba de la Unidad 6

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

table with list of lessons:

Lesson 1: Direct Variation

Lesson 2: Distinguish Between Proportional and Non-Proportional Relationships

Lesson 3: Identifying Functions

Lesson 4: Graphs of Intersecting Linear Equations

Unit 5 Test

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Updated Text:

table updated with spiral review

Lesson 1: Direct Variation

Unit 5 Spiral Review

Lesson 2: Distinguish Between Proportional and Non-Proportional Relationships

Lesson 3: Identifying Functions

Lesson 4: Graphs of Intersecting Linear Equations

Unit 5 Test

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

table with list of lessons:

Lesson 1: Scientific Notation

Lesson 2: Irrational Numbers

Lesson 3: Sets of Real Numbers

Lesson 4: Ordering Real Numbers

Unit 1 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Updated Text:

table updated to include spiral review

Lesson 1: Scientific Notation

Lesson 2: Irrational Numbers

Lesson 3: Sets of Real Numbers

Lesson 4: Ordering Real Numbers

Unit 1 Spiral Review

Unit 1 Test

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Original Text:

table with list of lessons

Lección 1: Inversiones

Lección 2: Préstamos

Lección 3: Métodos de pago y responsabilidad financiera

Prueba de la Unidad 10

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Updated Text:

table updated to include spiral review

Lección 1: Inversiones

Lección 2: Préstamos

Repaso espiral de la Unidad 10

Lección 3: Métodos de pago y responsabilidad financiera
Prueba de la Unidad 10

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6>

Original Text:

table with list of lessons

Lesson 1: Lateral and Total Surface Area of Prisms

Lesson 2: Surface Area and Volume of Cylinders

Lesson 3: Volume of Cones

Lesson 4: Volume of Spheres

Unit 9 Test

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6>

Updated Text:

table updated with spiral review

Lesson 1: Lateral and Total Surface Area of Prisms

Lesson 2: Surface Area and Volume of Cylinders

Lesson 3: Volume of Cones

Lesson 4: Volume of Spheres

Unit 9 Spiral Review

Unit 9 Test

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=6>

Original Text:

table with list of lessons

Lesson 1: Linear and Non-Linear Bivariate Data

Lesson 2: Trend Lines

Lesson 3: Writing Equations for Linear Relationships

Unit 6 Test

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=6>

Updated Text:

table updated with spiral reviews

Lesson 1: Linear and Non-Linear Bivariate Data

Lesson 2: Trend Lines

Unit 6 Spiral Review 1

Lesson 3: Writing Equations for Linear Relationships

Unit 6 Spiral Review 2

Unit 6 Test

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=6>

Original Text:

table with list of lessons

Lesson 1: Model and Solve One-Variable Equations

Lesson 2: Writing One-Variable Equations

Lesson 3: Writing Real-World Problems from Equations and Inequalities
Unit 3 Test

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Updated Text:

table updated with spiral review

Lesson 1: Model and Solve One-Variable Equations

Lesson 2: Writing One-Variable Equations

Lesson 3: Writing Real-World Problems from Equations and Inequalities

Unit 3 Spiral Review

Unit 3 Test

Change Type: New Content

Current Page Number(s): 1

Location:

table at bottom of letter

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Original Text:

table with list of lessons

Lección 1: Área de superficie lateral y total de los prismas

Lección 2: Área de superficie y volumen de cilindros

Lección 3: Volumen de los conos

Lección 4: Volumen de esferas

Prueba de la Unidad 9

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Updated Text:

table updated to include spiral review

Lección 1: Área de superficie lateral y total de los prismas

Lección 2: Área de superficie y volumen de cilindros
Lección 3: Volumen de los conos
Lección 4: Volumen de esferas
Repaso espiral de la Unidad 9
Prueba de la Unidad 9

Change Type: New Content

Current Page Number(s): 1 and 2

Location:

Same document is linked in two places:

Unit 9 Lesson 2 overview

Exploration: Unit 9, Lesson 2

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Original Text:

Please see

https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBn

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Updated Text:

Please see highlighted portions of

https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBn

Change Type: New Content

Current Page Number(s): 1-16

Location:

All pages

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&singleAssesId=66b8f7bcfa38cc00](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&singleAssesId=66b8f7bcfa38cc00)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&singleAssesId=66b8f7bcfa38cc00](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&singleAssesId=66b8f7bcfa38cc00)

Updated Text:

tables updated with spiral review. Please see
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&&singleAssesId=66b8f7bcfa38c](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&singleAssesId=66b8f7bcfa38c)

Change Type: New Content

Current Page Number(s): 1-3

Location:

Same document is linked in two places:

Unit 9 Lesson 2 overview

Exploration: Unit 9 Lesson 2

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6)

Original Text:

Please see
https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBn

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6)

Updated Text:

Please see highlighted portions of
https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBn

Change Type: New Content

Current Page Number(s): 1-3

Location:

Same document is linked in two places:

Unit 7 Lesson 1 Overview

Exploration: Unit 7 Lesson 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Original Text:

Please see pages 4-6 on

https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBn

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Updated Text:

Please see yellow highlighted portions on pages 4-6 on

https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBn

Change Type: New Content

Current Page Number(s): 1-3

Location:

Same document is linked in two places:

Unit 7, Lesson 1 overview

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

Please see

https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBr

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Updated Text:

Please see the yellow highlighted portions of pages 1-3 on

https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBn

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

tables with lists of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Updated Text:

tables updated with spiral review

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendar

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

tables with lists of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Updated Text:

tables updated to include spiral review

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

page 2 -time allotments

page 3 - calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

tables with lists of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6>

Updated Text:

tables updated to include spiral review

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

page 2- time allotment

page 3 - calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6>

Original Text:

tables with lists of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=6>

Updated Text:

tables updated with spiral reviews

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

tables with lists of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Updated Text:

tables updated with spiral review

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

page 2- time allotment

page 3- calendars

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

tables with lists of lessons

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Updated Text:

tables updated to include spiral review

Change Type: New Content

Current Page Number(s): 2 and 3

Location:

page 2 - time allotment

page 3 - calendar

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Original Text:

tables with lists of lessons

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Updated Text:

tables updated to include spiral review

Change Type: New Content

Current Page Number(s): 4 and 5

Location:

Same document is linked in two places:

Unit 3 Lesson 1 overview

Exploration: Unit 3 Lesson 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

Updated Text:

Please see pages 1 and 3 in this document:

https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBn

Change Type: New Content

Current Page Number(s): 4 and 5

Location:

Same document is linked in two places:

Unit 3 Lesson 1 overview

Exploration: Unit 3 Lesson 1

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6>

Updated Text:

Please see pages 2 and 4 in this document

https://drive.google.com/drive/u/0/folders/1r_UdIA1qeJcVHPyR0EPrTDvBn

Change Type: New Content

Current Page Number(s): 8

Location:

Page 8 in document

Link to document is on Grade 8 Course Level Documents tab

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&singleAssesId=66a9622cfa38cc00](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&singleAssesId=66a9622cfa38cc00)

Original Text:

none

Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&singleAssesId=66a9622cfa38cc00](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&singleAssesId=66a9622cfa38cc00)

Updated Text:

Grade 8 Mathematics Teacher's Guide

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.

for accompanying table, please view the document at

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&singleAssesId=66a9622cfa38cc00](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&singleAssesId=66a9622cfa38cc00)

Change Type: New Content

Current Page Number(s): Exploration: Unit 3 Lesson 1 tab

Location:

Exploration: Unit 3 Lesson 1, Support for Emergent Bilinguals section

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true)

Original Text:

Support for Emergent Bilinguals:

Addressing ideas and opinions is important in mathematical discourse. Placing emergent bilinguals in small groups with their peers provides a safe environment for them to sharpen their skills using the English language while they are learning about mathematics.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

Addressing ideas and opinions is important in mathematical discourse. Placing emergent bilinguals in small groups with their peers provides a safe environment for them to sharpen their skills using the English language while they are learning about mathematics. Scaffold supports for students of various levels of language proficiency:

Beginning: Pair students with a same-language partner if possible. Accept discourse in the student's native language. Refer the student to a bilingual and visual classroom word wall to begin to introduce more English terms into their mathematical discourse.

Intermediate: Orally pre-teach academic vocabulary for the lesson. Provide students with a word bank to use during mathematical discourse in a group of no more than three students.

Advanced: Provide a table of terms like that shown below and ask students to use academic vocabulary to summarize what another person in their peer group said.

Advanced High: Remind students to use academic vocabulary as they share their mathematical ideas during small group discourse.

Provide Spanish-English translations of important terms in the debriefing questions for the exploration activity, including Spanish-English cognates, as indicated with an asterisk in the table below, to support students in making cross-linguistic connections in oral and written discourse.

Change Type: New Content

Current Page Number(s): Exploration: Unit 9 Lesson 2 tab

Location:

Exploration: Unit 9 Lesson 2, Support for Emergent Bilinguals section

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

Provide structures for students to demonstrate comprehension of increasingly complex English by retelling or summarizing material.

Ask students to summarize the word problem they just read.

Ask for elaborated student responses:

Explain what ___ just said.

Tell me more about that.

Do you agree with ___? Why or why not?.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

Provide structures for students to demonstrate comprehension of increasingly complex English by retelling or summarizing material.

Ask students to summarize the word problem they just read. Scaffold supports for students of various levels of language proficiency:

Beginning: Accept drawn responses and/or spoken responses in the

student's native language to a same language partner.

Intermediate: Provide simple sentence stems for the student to use to summarize the word problem such as:

The problem asks _____.

Each layer is a _____.

The diameters are _____, _____, and _____.

The height of each layer is the (same/different).

Advanced: Provide the student time to rehearse with a partner in a Think-Pair-Share structure before sharing their spoken or written summary with a larger group.

Advanced High: Prompt the student to use academic vocabulary in their summary as needed.

Ask for elaborated student responses:

Explain what ____ just said.

Tell me more about that.

Do you agree with ____? Why or why not?.

Provide support for students to make cross-linguistic connections using Spanish-English cognates related to the formulas for surface area and volume of cylinders involved in the lesson. See table below.

Change Type: New Content

Current Page Number(s): Unit 1 Spiral Review 1 tab

Location:

Unit 1 spiral review tab, after lesson 4 before Unit 1 test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssesstId=>

link to Google Slides:

https://docs.google.com/presentation/d/1esGQS4mnhX7sanZjxsZlruG_kZ1

link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssesstId=>

Change Type: New Content

Current Page Number(s): Unit 10 spiral review tab

Location:

Unit 10 spiral review tab, between lesson 2 and lesson 3

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components
link to blackline master:
[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssesId=)
link to Google Slides:
[https://docs.google.com/presentation/d/1eOdHsOILTQQmdctMiBIUC6_0q
igg/copy](https://docs.google.com/presentation/d/1eOdHsOILTQQmdctMiBIUC6_0qigg/copy)
link to Answer Key: [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssesId=)

Change Type: New Content

Current Page Number(s): Unit 3 Spiral Review 1 tab

Location:

Unit 3 Spiral Review tab, after Lesson 3 before Unit 3 Test

Original URL:

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courseId=669eb6452c69a00001782b02&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true)

Original Text:

none

Updated URL:

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Updated Text:

teacher narrative and student/teacher spiral review components
link to blackline master:
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link to Google Slides:
[https://docs.google.com/presentation/d/1oOa9LUruY5HpuMfxtBTDYcKu_
link to Answer key: \[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssesId=\]\(https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssesId=\)](https://docs.google.com/presentation/d/1oOa9LUruY5HpuMfxtBTDYcKu_)

Change Type: New Content

Current Page Number(s): Unit 5 Spiral Review tab

Location:

Unit 5 spiral review tab, between lesson 1 and lesson 2

Original URL:

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Original Text:

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Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

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link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=>

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=>

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesstId=>

Change Type: New Content

Current Page Number(s): Unit 6 Spiral Review 1 tab

Location:

Unit 6 spiral review tab, between lesson 2 and lesson 3

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

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Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true)

Updated Text:

teacher narrative and student/teacher spiral review components
link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=)

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link to answer key: [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssesId=)

Change Type: New Content

Current Page Number(s): Unit 6 Spiral Review 2 tab

Location:

Unit 6 spiral review 2, after lesson 3 before Unit 6 test

Original URL:

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Original Text:

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Updated URL:

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Updated Text:

teacher narrative and student/teacher spiral review components
link to blackline master:

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link to Answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssesstId=>

Change Type: New Content

Current Page Number(s): Unit 7 Spiral Review tab

Location:

Unit 7 spiral review tab, after lesson 4 and before Unit 7 Test

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

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link to Google Slides:

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link to answer key: <https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&&isPreview=true&singleAssesstId=>

Change Type: New Content

Current Page Number(s): Unit 8 Spiral Review tab

Location:

Unit 8 spiral review tab, after lesson 3 and before Unit 8 Test

Original URL:

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courseId=669eb6452c69a00001782b02&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true)

Original Text:

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Updated URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true)

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master Form A:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=)

link to blackline master Form B:

[https://cosenzamath.com/courseplayer/index.html?
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link to Google slides:

[https://docs.google.com/presentation/d/1sP_n0GDWgdmJ5hSJ-
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link to answer key: [https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=)

Change Type: New Content

Current Page Number(s): Unit 9 Spiral Review tab

Location:

Unit 9 spiral review tab, after lesson 4 and before Unit 9 test

Original URL:

[https://cosenzamath.com/courseplayer/index.html?
courseId=669eb6452c69a00001782b02&isPreview=true](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true)

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true>

Updated Text:

teacher narrative and student/teacher spiral review components

link to blackline master:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=)

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Change Type: New Content

Current Page Number(s): video

Location:

Same document linked in two places:

Unit 3 Lesson 1 overview

Exploration: Unit 3 Lesson 1

Original URL:

[https://cosenzamath.com/courseplayer/index.html?](https://cosenzamath.com/courseplayer/index.html?courseId=669eb6452c69a00001782b02&isPreview=true&singleAssestId=6)

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Original Text:

video

Updated URL:

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Updated Text:

video

Algebraic Reasoning (IMRA)

Program: Algebraic Reasoning Program

Component: Algebraic Reasoning TWE (ISBN: 9781948709163)

Change Type: New Content

Current Page Number(s): 301

Location:

p. 302, You Try It! #2

Original URL:

<https://drive.google.com/drive/u/0/folders/1rGhLz2zXTj0SkfNcjjzYFs-Ab3yu3fVu>

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 URL:

<https://drive.google.com/drive/u/0/folders/1rGhLz2zXTj0SkfNcjjzYFs-Ab3yu3fVu>

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.

Component: Algebraic Reasoning - Teacher Course (ISBN: 9781948709637)

Change Type: New Content

Current Page Number(s): 8

Location:

page 8

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true&singleAssesId=66>

Original Text:

none

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true&singleAssesId=66>

Updated Text:

Algebraic Reasoning Teacher's Guide
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.

Change Type: New Content

Current Page Number(s): Explore: Unit 1, Lesson 5

Location:

Support for Emergent Bilinguals section of teacher narrative

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

As appropriate, encourage emergent bilinguals to speak using grade-level

mathematics vocabulary. Doing so helps students internalize new English words and make connections between prior knowledge and new content.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

As appropriate, encourage emergent bilinguals to speak using grade-level mathematics vocabulary. Doing so helps students internalize new English words and make connections between prior knowledge and new content. Scaffold supports, including use of Spanish-English cognates and translations to support students in making cross-linguistic connections in oral discourse, for students with various levels of language proficiency:

Beginning: If possible, provide a same-language partner for the student in their group. Coach the student through visual representations (tables, gestures, pictures) to build on what they have learned in the course so far about the patterns in common finite differences (for linear functions) and second finite differences (for quadratic functions) to understand the pattern in third finite differences (for cubic functions). As you speak each term, connect it to both the visual and the Spanish-English terms in the table below. Accept verbal responses in the student's native language. Encourage use of English grade-level mathematics vocabulary heard multiple times previously in the course, such as "function".

Intermediate: While pre-teaching academic vocabulary before the lesson, ask the student to identify which terms such as those in the table they have heard previously in the course or somewhere else. Allow the student to practice pronunciation before asking them to use sentence stems during student discourse.

There (is/is not) a pattern in the finite differences.

The second finite _____ are all ____ away from one another.

The _____ finite difference is ____.

The shape of a (linear/quadratic/cubic) function is ...

Advanced: Provide a table of terms in Spanish and English such as those

below. Ask the student to circle any terms that are unfamiliar and discuss these. Allow the student to rehearse their responses in small group before sharing with a larger group, using sentence stems with complex sentence structures as needed.

I know that the data (does/does not) represent an exponential function since ...

I noticed that the second differences are (constant/not constant), but I see a pattern in them because ...

Advanced High: Provide a table of terms in Spanish and English such as those below for the student to refer to as they make cross-linguistic connections in mathematical discourse during exploration activities.

Change Type: New Content

Current Page Number(s): Explore: Unit 10, Lesson 1

Location:

Unit 10, Lesson 1, Explore: Unit 10, Lesson 1

Support for Emergent Bilinguals section

Original URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true>

Original Text:

Support for Emergent Bilinguals:

Students have seen the term "absolute value" in middle school. They have also working in middle school and Algebra 1 extensively with linear functions. In this lesson, the accessible terms "absolute value", "linear", "function", "domain", and "range" come together for students to learn new and essential language relating to absolute value functions. Making

those connections explicit supports students who are learning the English language.

Updated URL:

<https://cosenzamath.com/courseplayer/index.html?courseId=669e7aa458c8e200017a0d5f&isPreview=true>

Updated Text:

Support for Emergent Bilinguals:

Students have seen the term "absolute value" in middle school. They have also working in middle school and Algebra 1 extensively with linear functions. In this lesson, the accessible terms "absolute value", "linear", "function", "domain", and "range" come together for students to learn new and essential language relating to absolute value functions. Making those connections explicit supports students who are learning the English language. Scaffold support for students with various levels of language proficiency to make cross-linguistic connections in oral and written discourse:

Beginning: Provide the student with a visual glossary of terms in both English and Spanish, such as the terms in the table of Spanish-English cognates below. When grouping students as directed above, consider altering random groups to provide a same-language partner within a group for the student. Accept spoken responses in the student's native language. Accept written responses that are pictorial rather than verbal. Intermediate: Provide the student with a visual glossary of terms in both English and Spanish, such as the Spanish-English cognates in the table below. Provide simple sentence stems for the student to use in mathematical discourse during exploration activities such as:

I notice _____ about the data.
The graph is in a _____ shape.
I think absolute value means ...
The (domain/range) of the data is ...

Advanced: Provide the student with a table of Spanish-English cognates such as those shown in the table below to refer to in mathematical discourse during exploration activities. Provide complex sentence stems

for the student to use such as:

When we graphed _____ functions before, a negative value of a transformed the graph by ...

The (domain/range) is affected by the parameter(s) _____ because ...

A linear function will become an absolute value function if ...

Advanced High: Provide the student with a table of Spanish-English cognates such as those shown in the table below to prompt the student to use English academic vocabulary in mathematical discourse during exploration activities.

Publisher: Curriculum Associates, LLC

Math, Grade K (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade K

**Component: i-Ready Classroom 2024 Texas Mathematics Teacher
Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)**

Change Type: New Content

Current Page Number(s): N/A

Location:

i-Ready Classroom Mathematics Digital Teacher Toolbox within the teacher digital access.

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Count Backward

Objective: Count backward from 20.

Materials:

- Counting Tape (page 3)
- Small, countable objects
- Cups or bags

Counting backward is often more difficult for children than counting forward. In these activities, children are introduced to counting backward. The activities are easily modified, and you may choose to begin with counting backward from 5, then expand to 10, and eventually 20 and beyond. The activities can be repeated to develop proficiency with counting backward. Counting backward can help reinforce concepts of more and less, and counting backward is one strategy children may use to subtract.

Step by Step

Understand counting backward.

- Prepare a counting tape by cutting out the halves (page 3) and attaching the segments together in order. Alternatively, you can prepare a larger version on the floor or on the board.
- Place five objects such as counters next to the counting tape so they correspond with the numerals 1–5. Ask children to count how many objects there are. Listen for the forward count sequence (1, 2, 3, 4, 5), and write it on the board. Remind children that each number in the sequence represents one more object.
- Remove one object at a time, and ask children how many there are after each removal, writing the backward count sequence (5, 4, 3, 2, 1) on the board as children say the numbers. Tell children this is counting backward and have them repeat the sequence a few times.
- Ensure children understand the meaning of backward by asking questions such as What do you do if I ask you to come closer? (take a few steps forward) and What do you do if I ask you to back up? (take a few steps backward). Point to numbers on the counting tape to show how counting backward is like counting forward but in the opposite direction.
- Ask children to compare the forward and backward count sequences. Ensure children see that the numbers are in the same sequence but the opposite order. Point out that when you count backward, each number

you say represents one less than the number before.

Practice by counting collections.

- Prepare cups or bags filled with different numbers of small, countable objects such as buttons, connecting cubes, or counters. Provide each child with a counting tape.
- Ask children to count the number of objects in each cup, placing objects alongside the counting tape to show one-to-one correspondence. Then ask children to count backward from that number, sliding one object at a time away from the counting tape as they say each number in the backward count sequence.
- As children progress, challenge them to count the collection forward and backward without the use of a counting tape, noting that the order of objects counted doesn't matter as long as the proper sequence is used.

Practice by choral counting.

- Give children an appropriate number and ask the class to count forward from 1 to that number, then count backward from that number to 1. Repeat with other numbers.
- You may include visual support such as counting tapes during the count, pointing at numbers as children say them in the count sequence. Over time, consider covering up some numbers on the counting tape to support efforts to eventually remove the visual supports completely.
- As children progress, have them start and end with numbers other than 1. For example, have children count forward from 10 to 18, then backward from 18 to 10.

Check for Understanding

Ask the student to perform the following counting tasks.

- Count forward from 1 to 20.
- Count backward from 5 to 1.
- Count backward starting with 10.
- Count backward starting with 20.
- Count backward from 17 to 10.

For the student who struggles, use the chart below to help pinpoint where extra help may be needed.

If you observe ...

the student may ...

Then try ...

the student confuses counting forward and backward

not understand what it means to count backward

reteaching the Understand Counting Backward activity with the student or a small group.

the student does not use the correct backward count sequence (e.g. skips numbers)

need more practice connecting visual representations to the count sequence

providing additional practice using the counting tape.

the student can count backward starting with smaller numbers but not with larger numbers

need more practice counting backward

providing addition practice with choral counting and/or counting collections.

Math, Grade 7 (IMRA)

Program: Texas i-Ready Classroom Mathematics Grade 7

Component: i-Ready Classroom 2024 Texas Mathematics Teacher Digital Access Volume 1 + 2 Grade K-8 (ISBN: 9781663002754)

Change Type: New Content

Current Page Number(s): N/A

Location:

i-Ready Classroom Mathematics Digital Teacher Toolbox within the Teacher Digital Access

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Tools for Instruction (New Resource for Grade 7: Breakouts 6.B.i, 6.B.ii, 6.B.v, and 6.B.vi)

(For use after Lesson 32)

Selecting and Using Simulations for Simple Events

Objective Select different simulations to represent simple events with and without technology. Use the selected simulations to represent situations and answer questions about them.

Materials copies of Spinners (page 4) and Situations (pages 5 and 6), paperclips, standard 6-sided number cubes, colored cubes or counters and paper bags

access to digital spinners, number cubes, coin tosses, and other technology that can be used to simulate simple events

Preparation Note: There are many free online versions of spinners, number cubes, and coin tosses. Take time before teaching this activity to locate some for student use. Be sure the spinners and number cubes allow students to specify the probabilities represented by the sections of the spinner or faces of the number cubes, as well as the number of spins or tosses to be performed.

Many real-world situations involve probabilities of simple events. For example, we might consider the probability that a basketball player will make a free throw, a coin will land heads up, or a spinner will land on a number we need to move ahead in a game. We can use tools or models to simulate real-world simple events. Then we can use the simulations to conduct repeated trials and generate data.

Students have used tools including number cubes and spinners to consider both theoretical and experimental probabilities. In this activity they will select and use tools to simulate simple events, both with and without technology. Students will explain why the tool they have selected is appropriate. Then they will carry out the simulation and use the results to answer questions about the situation.

A tool is an appropriate choice if it can be used to represent the probability of the outcomes of the real-world situation in question. Technology tools are more efficient for carrying out large numbers of trials, and they can also eliminate some opportunities for human error or bias. Discussion during this activity will draw out these ideas from students.

Step by Step 50–60 minutes

1. Give students a few minutes to explore the different tools and make connections to their knowledge of probability.

Give students access to coins, spinners, and number cubes.

Show students how to access and use the virtual tools you selected.

2. Review the first situation on the Situations page together as a class.

Assign each group of three students one of the tools. Each group should:

determine whether the tool can be used to simulate the situation

prepare to explain their answer to the other students

3. Discuss the tools as a class. Which ones can be used to simulate the situation and why?

Tools that can simulate the situation must be able to

represent a probability of $\frac{1}{6}$

reasonably carry out 20 repetitions to simulate the situation

Students will identify that the number cube can be used to simulate the situation. Some might also suggest modifying the spinner divided into thirds so that it has six equal parts. Virtual spinners and number cubes are also appropriate for this situation.

4. For each tool that can be used to simulate the situation, ask students to talk in pairs about how they would use the tool to simulate the situation. Then discuss as a class.

How would they use the tool?

What part of the situation would each possible outcome represent?

How many times would they repeat the action (flipping, spinning, tossing)?

How many times would they want to repeat the simulation before they felt confident answering the question?

5. Have students work in pairs to select at least two situations on the Situations page. (They can use the first situation as one of their selections.) For each situation, students will need to complete two parts: selecting an appropriate simulation and then using the simulation to help

answer a question about the situation. One of the simulations must use technology.

6. While students work in pairs, circulate to listen to their conversations and offer support as needed. After students have had time to work, reconvene the class to discuss each situation. Use questions like the following to prompt discussion:

What part of the situation did each possible outcome in the simulation represent?

How many times did you flip/toss/spin? Why did you choose that number?

Did anything about your results surprise you? Why?

Compare this simulation to another simulation for the same situation.

What are the advantages and disadvantages of each?

Is there any way the simulation could be improved to better represent the situation or help you answer the question?

Check for Understanding

If you observe ...

the student may ...

Then try ...

students selecting tools that do not represent the probabilities in question

need support to understand the relationship between the situation and the simulation.

asking the student to first clearly identify the probability in the situation.

Then identify which tool can represent that probability and how.

students selecting a random or inappropriate number of repetitions in their simulation

need support to understand that the number of repetitions in the simulation should be the same as the number of repetitions in the situation.

asking the student to clearly identify the number of repetitions in the situation and use that number of repetitions in their simulation.

Hold a paperclip in place using the tip of a pencil placed at the center of each circle. Flick the paperclip to use it as a spinner.

Situations, page 1 of 2

1. At Karim's school there are 20 school days in the month of January. Each day, there is a 1 in 6 chance that school will be canceled because of weather.

- a. Which tool or tools would you use to simulate this situation and why?
- b. About how many days of school in January do you predict will be canceled because of weather? Perform the simulation and use your data to explain your prediction.

2. A store sells breakfast cereal. Each box of cereal has a small prize. There is a 1 in 12 chance that the prize will be a special action figure. There are 50 boxes of cereal on the store shelves right now.

- a. Which tool or tools would you use to simulate this situation and why?
- b. About how many action figures is it reasonable to expect to find in the 50 boxes? Perform the simulation and use your data to explain your prediction.

Situations, page 2 of 2

3. Sam's school has a fair to celebrate the end of the school year. As each person enters the fair, they pull a marble from a bag to see if they win a prize. There are 20 marbles in the bag. Five of the marbles

are red and the rest are white. If the person pulls a red marble they get a prize. (Each person returns the marble to the bag when they are done.) In the first hour of the fair, 75 people enter the fair.

a. Which tool or tools would you use to simulate this situation and why?

b. About how many prizes would you expect to be given out during the first hour? Perform the simulation and use your data to explain your prediction.

4. Lisa is a basketball player. She has a 30% success rate making three-point shots. She attempts 80 three-point shots this week.

a. Which tool or tools would you use to simulate this situation and why?

b. About how many 3-point shots would it be reasonable to expect Lisa to make this week? Perform the simulation and use your data to explain your prediction.

5. Luis and his grandfather planted flower seeds in their garden. Most of the flowers will be yellow but there is a 1 in 4 chance that a flower will be red. They planted 115 seeds.

a. Which tool or tools would you use to simulate this situation and why?

b. About how many red flowers would it be reasonable to expect will grow in Luis's garden? Perform the simulation and use your data to explain your prediction.

**Component: i-Ready Classroom 2024 Texas Mathematics Teacher
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Part 6: Additional

Practice

Lesson 20

(Resource to support breakout 9.D.iv)

Solve the problems.

[1] A triangular pyramid has a triangle as the base and three triangles as the other faces. Which of the following nets could form a triangular pyramid? Select all that apply.

- A. [art of a net for a rectangular pyramid]
- B. [art of a net for a regular (equilateral) triangular pyramid, with triangles clustered around the base, like a star] [correct]
- C. [art of a net for a regular (equilateral) triangular pyramid, with triangles in a “linear” arrangement] [correct]
- D. [art of a net for a triangular prism]
- E. [art of a net for a right, isosceles pyramid, with triangles in the “star” configuration] [correct]
- F. [art of a net for an irregular triangular pyramid] [correct]

[2] In the triangular pyramid shown here, all sides of all four triangles are the same length.

[art of an equilateral triangular pyramid with the base and length of one triangle identified]

What is the lateral surface area of the pyramid?

What is the total surface area of the pyramid?

[3] As part of a show, a triangular pyramid will open and reveal what’s hidden inside. The producer wants to paint the outside of the pyramid purple. The set designer purchased a can of paint that will cover 30 square feet. Do they have enough paint to cover the pyramid? Explain.

[art of a right triangular pyramid with base and height dimensions in feet]

indicated; add a note to the art that the base will not be visible to the audience and does not need to be painted]

[4] Which of these pyramids has a greater total surface area? Show your work.

[art of a smaller rectangular pyramid with base and height dimensions and congruence marks indicated]

[art of a larger triangular pyramid with base and height dimensions and congruence marks indicated]

[5] In some triangular pyramids, each face has different dimensions. What is the lateral surface area of the triangular pyramid shown below? What is the total surface area? Show your work.

[art of an irregular triangular pyramid and its net; indicate base and height dimensions to the nearest tenth.]

Lateral Surface Area [write-on line]

Total Surface Area [write-on-line]

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Program: Texas Math: Grade K Powered by Kiddom

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Unit 3, Lesson 9

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Unit 5, Lesson 1, 6 Connecting Cubes

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Location:

Unit 7, Lesson 11, Activity 3, Required Materials

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N/A

Updated Text:

Bags

Geoblocks

Materials from previous centers

Solid shapes (including cubes and cylinders)

Change Type: New Content

Current Page Number(s): N/A

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Unit 5, Lesson 8, MLR8 Discussion Supports

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Have students bring in labels from their favorite snacks. After using the dot counting portion of the activity, have students count the number of letters/words in their favorite snack's brand name label. Discuss how many letters/words are in common among different labels.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Activity 2, Narrative

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New Content

Updated URL:

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Updated Text:

Narrative

In this activity, students will use technology individually or in pairs to explore educational math games. These games will focus on identifying different shapes and counting objects to practice

numbers up to 20. The interactive nature of the games should increase student engagement and understanding of the concepts through visual learning and repetition.

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Unit 4, Lesson 8, Question 1

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Updated Text:

Use your counters to solve the problem.

Noah had 5 crayons

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Activity 2, Student Facing Task Statement

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Updated Text:

Student Facing Task Statement

Student facing task statement

On your tablet, open the math game and start playing the levels focusing on shape identification and counting. Try to complete as many levels as you can, focusing on counting objects correctly and identifying shapes.

Questions

1. Which game level helped you understand how to count objects up to 20?

question type: multiple choice

student response: Level 3 with the counting garden.

2. Identify the shape: Shows a screen capture with a pentagon.

question type: multiple choice

student response: Pentagon.

3. How many triangles do you see in this level?

question type: written response

student response: I counted 5 triangles.

4. Match the number to the group of objects you counted.

question type: multiple choice

student response: 12 objects with the number 12.

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Unit 7, Lesson 11, Activity 3, Required Materials

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Bags

Geoblocks

Materials from previous centers

Solid shapes (including cubes and cylinders)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Lesson Synthesis

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

"Noah had 5 crayons. Jada gave Noah 4 more crayons. How many crayons does Noah have now?"

Display 5 counters and 4 counters.

"Kiran took out 5 counters because Noah had 5 crayons. Then he took out 4 counters because Jada gave him 4 more crayons. Has Kiran answered the question? What does he need to do to answer the question?" (He needs to count all of the counters.)

"What do the counters show from the story?" (Crayons.)

How did you figure out the answer to the question?" (I counted all of the crayons. I counted all of the counters.)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Activity 2, Student Facing Task Statement

Original URL:

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question type: multiple choice

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2. Identify the shape: Shows a screen capture with a pentagon.

question type: multiple choice

student response: Pentagon.

3. How many triangles do you see in this level?

question type: written response

student response: I counted 5 triangles.

4. Match the number to the group of objects you counted.

question type: multiple choice

student response: 12 objects with the number 12.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Activity 2, Narrative

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Original Text:

New Content

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N/A

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Narrative

In this activity, students will use technology individually or in pairs to explore educational math games. These games will focus on identifying different shapes and counting objects to practice

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Unit 5, Lesson 8, MLR8 Discussion Supports

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Have students bring in labels from their favorite snacks. After using the dot counting portion of the activity, have students count the number of letters/words in their favorite snack's brand name label. Discuss how many letters/words are in common among different labels.

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Current Page Number(s): N/A

Location:

Unit 3, Lesson 9

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Unit 5, Lesson 1, 6 Connecting Cubes

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Unit 4, Lesson 8, Lesson Synthesis

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"What do the counters show from the story?" (Crayons.)

How did you figure out the answer to the question?" (I counted all of the crayons. I counted all of the counters.)

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Location:

Unit 4, Lesson 8, Question 1

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Updated Text:

Use your counters to solve the problem.

Noah had 5 crayons

Change Type: New Content

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Location:

Unit 7, Lesson 11, Activity 3, Required Materials

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Bags

Geoblocks

Materials from previous centers

Solid shapes (including cubes and cylinders)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Lesson Synthesis

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Unit 5, Lesson 8, MLR8 Discussion Supports

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Unit 3, Lesson 9

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Unit 5, Lesson 1, 6 Connecting Cubes

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Location:

Unit 4, Lesson 8, Activity 2, Student Facing Task Statement

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Student facing task statement

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Questions

1. Which game level helped you understand how to count objects up to 20?

question type: multiple choice

student response: Level 3 with the counting garden.

2. Identify the shape: Shows a screen capture with a pentagon.

question type: multiple choice

student response: Pentagon.

3. How many triangles do you see in this level?

question type: written response

student response: I counted 5 triangles.

4. Match the number to the group of objects you counted.

question type: multiple choice

student response: 12 objects with the number 12.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Activity 2, Narrative

Original URL:

<https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Narrative

In this activity, students will use technology individually or in pairs to explore educational math games. These games will focus on identifying

different shapes and counting objects to practice

numbers up to 20. The interactive nature of the games should increase student engagement and understanding of the concepts through visual learning and repetition.

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

<https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36900d7-f137-11ee-bb78-066a39b724af>

Original Text:

New Content

Updated URL:

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Updated Text:

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Lesson Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a3396-f137-11ee-8fa6-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

"Noah had 5 crayons. Jada gave Noah 4 more crayons. How many crayons does Noah have now?"

Display 5 counters and 4 counters.

"Kiran took out 5 counters because Noah had 5 crayons. Then he took out 4 counters because Jada gave him 4 more crayons. Has Kiran answered the question? What does he need to do to answer the question?" (He needs to count all of the counters.)

"What do the counters show from the story?" (Crayons.)

How did you figure out the answer to the question?" (I counted all of the crayons. I counted all of the counters.)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Question 1

Original URL:

<https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Use your counters to solve the problem.

Noah had 5 crayons

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Activity 2, Narrative

Original URL:

<https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Narrative

In this activity, students will use technology individually or in pairs to explore educational math games. These games will focus on identifying different shapes and counting objects to practice

numbers up to 20. The interactive nature of the games should increase student engagement and understanding of the concepts through visual learning and repetition.

Change Type: New Content

Current Page Number(s): N/A

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Original URL:

<https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fae1-f137-11ee-bb0a-066a39b724af>

Original Text:

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Updated URL:

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Updated Text:

https://drive.google.com/file/d/13IKS_pFIYc37VInCaxAZ5N9wa0q-FdGd/view?...

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 9

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Grade K IM v360 TX Powered by Kiddom - Teacher-units-5-6.pdf

Unit 5, Lesson 1, 6 Connecting Cubes

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 11, Activity 3, Required Materials

Original URL:

<https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d3888a8f-f137-11ee-a2fb-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Bags

Geoblocks

Materials from previous centers

Solid shapes (including cubes and cylinders)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Question 1

Original URL:

<https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Use your counters to solve the problem.

Noah had 5 crayons

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 8, Activity 2, Student Facing Task Statement

Original URL:

<https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d36a322d-f137-11ee-8f8e-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Student Facing Task Statement

Student facing task statement

On your tablet, open the math game and start playing the levels focusing on shape identification and counting. Try to complete as many levels as you can, focusing on counting objects correctly and identifying shapes.

Questions

1. Which game level helped you understand how to count objects up to 20?

question type: multiple choice

student response: Level 3 with the counting garden.

2. Identify the shape: Shows a screen capture with a pentagon.

question type: multiple choice

student response: Pentagon.

3. How many triangles do you see in this level?

question type: written response

student response: I counted 5 triangles.

4. Match the number to the group of objects you counted.

question type: multiple choice

student response: 12 objects with the number 12.

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

<https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368fcbb-f137-11ee-bb2f-066a39b724af>

Original Text:

New Content

Updated URL:

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Updated Text:

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 8, MLR8 Discussion Supports

Original URL:

https://drive.google.com/file/d/15k_L5ALsPzCbM4-d4r4bKhNPM2IDkvTr/view?usp=drive_link

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Have students bring in labels from their favorite snacks. After using the dot counting portion of the activity, have students count the number of letters/words in their favorite snack's brand name label. Discuss how many letters/words are in common among different labels.

Math, Grade 1 (IMRA)

Program: Texas Math: Grade 1 Powered by Kiddom

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (ISBN: 9798894308814)

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math, Slide 20, MLR Supports

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnousp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Access for English Language Learners

MLR8 Discussion Supports. For first graders, students should discuss their

answers to the prompt with a partner. Be prepared to prompt students about process: "What should we do first? [count the elephants in the picture] What should we do next? [add the number of new elephants, 8]"

Advances: Listening, Speaking

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

<https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b419330-f138-11ee-9484-024417c032f7>

Original Text:

New Content

Updated URL:

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Updated Text:

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 13, MLR Section

Original URL:

<https://drive.google.com/file/d/1h0pcx8BqqjIKpDfNKfOA237rGjMPHPeR/v>

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/vusp=drive_link

Updated Text:

1st grade prompt: As first graders examine the image on the slide, have them start with sharing any triangles they see. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ____ together to make a ____."

Watch/Listen: Playground Guests

Access for English Language Learners

MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 14, New Lesson

Original URL:

<https://drive.google.com/file/d/1m56HfzgNjxm4IMbbRv5SYFGLhrBIZCTi/viusp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1m56HfzgNjxm4IMbbRv5SYFGLhrBIZCTi/vi>

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

<https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41950d-f138-11ee-94ab-024417c032f7>

Original Text:

New Content

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Updated Text:

<https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?usp=sharing>

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Current Page Number(s): N/A

Location:

Talking Math, Slide 13, Notes Section

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnousp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1st grade prompt: As first graders examine the image on the slide, have them start by pointing to any triangles they see, tracing the outline. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ____ together to make a ____."

Watch/Listen: Playground Guests

Access for English Language Learners

MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Change Type: New Content

Current Page Number(s): N/A

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Original URL:

<https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41950d-f138-11ee-94ab-024417c032f7>

Original Text:

New Content

Updated URL:

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Updated Text:

<https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?usp=sharing>

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Original URL:

<https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4199b5-f138-11ee-94f6-024417c032f7>

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New Content

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Updated Text:

[https://drive.google.com/file/d/1OxoIX2MUmBTHoEhD1J-qXfcM6Hpfat9o/view?...](https://drive.google.com/file/d/1OxoIX2MUmBTHoEhD1J-qXfcM6Hpfat9o/view?usp=drive_link)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 2, Lesson 12, Activity 1, Student Task, Part c

Original URL:

<https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

How did you change your plan for solving once you started?

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math, Slide 13, Notes Section

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnousp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1st grade prompt: As first graders examine the image on the slide, have them start by pointing to any triangles they see, tracing the outline. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ____ together to make a ____."

Watch/Listen: Playground Guests

Access for English Language Learners

MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 2, Lesson 12, Activity 1, Student Task, Part c

Original URL:

<https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

How did you change your plan for solving once you started?

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

<https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41950d-f138-11ee-94ab-024417c032f7>

Original Text:

New Content

Updated URL:

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Updated Text:

[https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...](https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?usp=sharing)

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math, Slide 20, MLR Supports

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnousp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Access for English Language Learners

MLR8 Discussion Supports. For first graders, students should discuss their

answers to the prompt with a partner. Be prepared to prompt students about process: "What should we do first? [count the elephants in the picture] What should we do next? [add the number of new elephants, 8]"

Advances: Listening, Speaking

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 13, MLR Section

Original URL:

<https://drive.google.com/file/d/1h0pcx8BqqjIKpDfNKfOA237rGjMPHPeR/v>

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/vusp=drive_link

Updated Text:

1st grade prompt: As first graders examine the image on the slide, have them start with sharing any triangles they see. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ____ together to make a ____."

Watch/Listen: Playground Guests

Access for English Language Learners

MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

<https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41950d-f138-11ee-94ab-024417c032f7>

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Updated URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

<https://drive.google.com/file/d/1G0j8YI2RYFedMCQZ8vCntbnA06Z8gISK/vi>

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 14, New Lesson

Original URL:

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New Content

Updated URL:

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Updated Text:

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Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

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New Content

Updated URL:

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Updated Text:

<https://drive.google.com/file/d/1OxoIX2MUmBTHoEhD1J-qXfcM6Hpfat9o/view?...>

Math, Grade 2 (IMRA)

Program: Texas Math: Grade 2 Powered by Kiddom

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math Slides, Slide 2

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Complete the sentences:

There are 2 more _____ than _____.

There are 8 _____.

In this picture there are groups of _____.

The number of _____ is less than the number of _____.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 9, Lesson 3, Warm Up, Instructional Routines

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421f9f93-f138-11ee-b21e-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add English Language Support section.

Display the map of the United States in the classroom for the students to reference throughout the school year. Before prompting students to record and share their notice and wondering, review the features of the map, including text labels to orient the students to your location on the map. Ask students, "Why are some words larger than other words? Why are some words in all capital letters? What do the stars represent?" By orienting students to the map features they will be able to follow instructions in the preceding activities to take measurements on their own version of the map.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 4, Activity 2, Question

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ffe038-f138-11ee-a26a-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Use your knowledge of place value to find the following sums and differences:

A. $1,001 + 100$ (1,101)

B. $1,001 - 100$ (901)

C. $987 + 10$ (997)

D. $987 - 10$ (977)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 12, Activity 2, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe5f0e-f138-11ee-9467-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

How did you use place value to help order the numbers?

Change Type: New Content

Current Page Number(s): N/A

Location:

Insert document at bottom of the page

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf703-f138-11ee-b118-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 2, Lesson 3, Activity 2

Original URL:

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[f138-11ee-ba1a-06dd2b7bf731](#)

Original Text:

New Content

Updated URL:

N/A

Updated Text:

add question 4. There were 12 fish tanks in the pet store. The pet store added another 32 tanks. How many fish tanks did the store have in total?

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math, Slide 13

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In Teacher note.

"Where do you see rows and columns of windows in the picture?
Describe how you see them (2.G.A.2)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 2, Activity 1, Question 5

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

5.

A. Draw a shape with 3 vertices. (Responses will vary. Students should draw various triangles)

B. Draw a shape with 4 vertices. (Responses will vary. Students should draw various quadrilaterals)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 7, Activity 2, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fee302-f138-11ee-9951-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

3 minutes: independent work time

How can we determine which circles in question 5 are examples of eighths, and which aren't? Who would like to come up and draw an example and a non-example of eighths on the board using rectangles?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 9, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe45c2-f138-11ee-9363-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add new item.

"Think of two numbers up to 1,200. Use $>$, $=$, or $<$ to compare them.

Sample response: I picked 899 and 1,036. $899 < 1,036$."

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math Slides, Slide 2

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Complete the sentences:

There are 2 more _____ than _____.

There are 8 _____.

In this picture there are groups of _____.

The number of _____ is less than the number of _____.

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math, Slide 2

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Complete the sentences:

There are 2 more _____ than _____.

There are 8 _____.

In this pictures there are groups of _____.

The number of _____ is less than the number of _____.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 10, Activity 2, Question

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

G2_4.D.i_Revised.pdf

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 12, Activity 2, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe5f0e-f138-11ee-9467-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

How did you use place value to help order the numbers?

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math Slides, Slide 13

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Adding to notes section:

2nd grade prompt: 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.

Access for English Language Learners

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.

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math, Slide 13

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnc>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

In Teacher note.

"Where do you see rows and columns of windows in the picture?
Describe how you see them (2.G.A.2)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 16, Activity 2

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

What are some problem situations that these number sentences could represent? In question 7, create some situations for 2 of the number sentences, and then share them with your partner.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 7, Activity 2, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fee302-f138-11ee-9951-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

3 minutes: independent work time

How can we determine which circles in question 5 are examples of eights, and which aren't? Who would like to come up and draw an example and a non-example of eighths on the board using rectangles?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 9, Lesson 3, Warm Up, Instructional Routines

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421f9f93-f138-11ee-b21e-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add English Language Support section.

Display the map of the United States in the classroom for the students to reference throughout the school year. Before prompting students to record and share their notice and wondering, review the features of the map, including text labels to orient the students to your location on the map. Ask students, "Why are some words larger than other words? Why are some words in all capital letters? What do the stars represent?" By orienting students to the map features they will be able to follow instructions in the preceding activities to take measurements on their own version of the map.

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math, Slide 2

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Complete the sentences:

There are 2 more _____ than _____.

There are 8 _____.

In this pictures there are groups of _____.

The number of _____ is less than the number of _____.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 4, Activity 2, Question

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ffe038-f138-11ee-a26a-06dd2b7bf731>

Original Text:

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Updated URL:

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Updated Text:

5. Use your knowledge of place value to find the following sums and differences:

A. $1,001 + 100$ (1,101)

B. $1,001 - 100$ (901)

C. $987 + 10$ (997)

D. $987 - 10$ (977)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 10, Activity 2, Question

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

G2_4.D.i_Revised.pdf

Change Type: New Content

Current Page Number(s): N/A

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Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf703-f138-11ee-b118-06dd2b7bf731>

Original Text:

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Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1CaLiopa1KRlrjGOv_pknNVuwQMICyc-t/view?...

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 2, Lesson 3, Activity 2

Original URL:

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[f138-11ee-ba1a-06dd2b7bf731](#)

Original Text:

New Content

Updated URL:

N/A

Updated Text:

add question 4. There were 12 fish tanks in the pet store. The pet store added another 32 tanks. How many fish tanks did the store have in total?

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math Slides, Slide 13

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Adding to notes section:

2nd grade prompt: 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.

Access for English Language Learners

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 playground. 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.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 2, Activity 1, Question 5

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fea117-f138-11ee-96e8-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

5.

A. Draw a shape with 3 vertices. (Responses will vary. Students should draw various triangles)

B. Draw a shape with 4 vertices. (Responses will vary. Students should draw various quadrilaterals)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 16, Activity 2

Original URL:

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[f138-11ee-a535-06dd2b7bf731](#)

Original Text:

New Content

Updated URL:

N/A

Updated Text:

What are some problem situations that these number sentences could represent? In question 7, create some situations for 2 of the number sentences, and then share them with your partner.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 9, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe45c2-f138-11ee-9363-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add new item.

"Think of two numbers up to 1,200. Use $>$, $=$, or $<$ to compare them.

Sample response: I picked 899 and 1,036. $899 < 1,036$."

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 9, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe45c2-f138-11ee-9363-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Who can share some more numbers up to 1,200? I will write them on the board so we can compare them together!

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 2, Lesson 3, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e48325-f138-11ee-ba0f-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add question 5. Extension question. The zoo beekeeper had 200 bees in 5 hives. She then added 455 bees in 10 new hives. How many bees did she have in total?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 11, Activity 1

Original URL:

https://drive.google.com/file/d/14KPwmUnnmcnqLyKXvUs_-X1Tz8s3vNQ/view

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Gather an analog clock (a large wall clock or a Judy Clock) or a video of an analog clock that can be used to demonstrate the movement of the hour hand as the minute hand moves around the clock face.

Video: <https://vimeo.com/454805326>

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 9, Lesson 7, Activity 2, Question 4

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421fc0e1-f138-11ee-b404-06dd2b7bf731>

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4.

A. Write 2 new addition problems. The unknown value can be any number in the expression.

Sample responses: $35 + ? = 50$ $60 + 21 = ?$

B. Write word problems that represent your newly written addition problems.

Sample responses:

- Jose has 35 stamps in his collection. How many more stamps does he need to reach his goal of 50?

- Mary had \$61 in her wallet and found \$20. How much money does she have in her wallet now?

C. Represent your word problems using diagrams.

Responses will vary.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 12, Activity 2, Questions

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe5f0e-f138-11ee-9467-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

"5.

A. How can we use place value to order numbers?

B. Order the following numbbbers: 1,100, 1,001, 110, 101, 10, 1"

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddec4b-f138-11ee-b0a0-06dd2b7bf731>

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Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math Slides, Slide 97

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Watch/Listen: Last Stop on Market Street by Matt de la Pena

Respond orally:

[at 2:00] How many people are on the bus with CJ and his grandma?

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math, Slide 13

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Watch/Listen: Playground Parade

Respond orally:

How many turtles came to the playground? [three]

How many rabbits? [two]

How many squirrels? [one]

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 4, Activity 2, Question 5

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41febb11-f138-11ee-97dc-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Compose solid 3 dimensional shapes given the following properties:

A. Compose a 6-sided solid, with equally sized squares for all sides.

Responses will vary. Students should compose cubes.

B. Compose a cylinder that is 4 inches tall, with 2-inch diameter circles on either side.

Responses will vary. Students should compose cylinders.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 7, Activity 2, Problems

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fee302-f138-11ee-9951-06dd2b7bf731>

Original Text:

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Updated Text:

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 9, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Who can share some more numbers up to 1,200? I will write them on the board so we can compare them together!

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddf13e->

[f138-11ee-b0c6-06dd2b7bf731](#)

Original Text:

New Content

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Updated Text:

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 2, Lesson 11, Activity 1

Original URL:

https://drive.google.com/file/d/1M4jlGuEDuzPud_-DEjuUEJ-YYPMaUluk/view

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Unit 1, Lesson 1, page 21 Math Community In the Lesson Synthesis, students discuss what it means to be a part of a mathematical community. Prepare a Math Community poster by drawing a two-column chart as shown. Note that there are sections for students and the teacher to emphasize that both parties are responsible for the way math is done in the classroom. In this lesson, students add their ideas to the “Doing Math” column. In upcoming lessons, students will add to and revise these ideas, including drafting classroom goals and expectations for the “Norms” column. Keep the poster displayed in the classroom.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 11, Activity 1

Original URL:

<https://drive.google.com/file/d/14KPwmUnnmcngLyKXvUs--X1Tz8s3vNQ/view>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Gather an analog clock (a large wall clock or a Judy Clock) or a video of an analog clock that can be used to demonstrate the movement of the hour hand as the minute hand moves around the clock face.

Video: <https://vimeo.com/454805326>

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 10, Activity 2

Original URL:

<https://drive.google.com/file/d/1YMoRfqI-TpccHaXzC7f5daMPkrHOrrqX/view>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

"3. For each of the number sentences above, create a problem situation.

Sample Responses:

If John has 430 marbles in his collection, how many marbles does he need to buy to get to 1,000? (Answer: 570)

A school club raised \$615 during their popcorn sale, bringing their total savings to \$1,000. How much money did they have before the fundraiser? (Answer: \$385)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 12, Activity 2, Questions

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fe5f0e-f138-11ee-9467-06dd2b7bf731>

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"5.

A. How can we use place value to order numbers?

B. Order the following numbbbers: 1,100, 1,001, 110, 101, 10, 1"

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 1, Activity 2

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e4941c-f138-11ee-bb0d-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

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.

Change Type: New Content

Current Page Number(s): N/A

Location:

Talking Math, Slide 13

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Watch/Listen: Playground Parade

Respond orally:

How many turtles came to the playground? [three]

How many rabbits? [two]

How many squirrels? [one]

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 16, Activity 2

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

"7. Select 2 of the number sentences above and create problem situations.

Sample responses:

If Angela had \$535 in her savings account and spent \$214, how much money would she have left? (\$321)

A weather balloon is floating at 602 feet and then descends 487 feet. What is its new elevation? (115 feet)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 7, Activity 2, Problems

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fee302-f138-11ee-9951-06dd2b7bf731>

Original Text:

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 2, Lesson 3, Activity 1

Original URL:

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Original Text:

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Add question 5. Extension question. The zoo beekeeper had 200 bees in 5 hives. She then added 455 bees in 10 new hives. How many bees did she have in total?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 2, Lesson 11, Activity 1

Original URL:

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Unit 1, Lesson 1, page 21 Math Community In the Lesson Synthesis, students discuss what it means to be a part of a mathematical community. Prepare a Math Community poster by drawing a two-column chart as shown. Note that there are sections for students and the teacher to emphasize that both parties are responsible for the way math is done in the classroom. In this lesson, students add their ideas to the “Doing Math” column. In upcoming lessons, students will add to and revise these ideas, including drafting classroom goals and expectations for the “Norms” column. Keep the poster displayed in the classroom.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 9, Lesson 7, Activity 2, Question 4

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421fc0e1-f138-11ee-b404-06dd2b7bf731>

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4.

A. Write 2 new addition problems. The unknown value can be any number in the expression.

Sample responses: $35 + ? = 50$ $60 + 21 = ?$

B. Write word problems that represent your newly written addition problems.

Sample responses:

- Jose has 35 stamps in his collection. How many more stamps does he need to reach his goal of 50?

- Mary had \$61 in her wallet and found \$20. How much money does she have in her wallet now?

C. Represent your word problems using diagrams.

Responses will vary.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 10, Activity 2

Original URL:

<https://drive.google.com/file/d/1YMoRfqI-TpccHaXzC7f5daMPkrHOrrqX/view>

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"3. For each of the number sentences above, create a problem situation.

Sample Responses:

If John has 430 marbles in his collection, how many marbles does he need to buy to get to 1,000? (Answer: 570)

A school club raised \$615 during their popcorn sale, bringing their total savings to \$1,000. How much money did they have before the fundraiser? (Answer: \$385)

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Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41ddec4b-f138-11ee-b0a0-06dd2b7bf731>

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Current Page Number(s): N/A

Location:

Talking Math Slides, Slide 97

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTno>

Original Text:

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Updated Text:

Watch/Listen: Last Stop on Market Street by Matt de la Pena

Respond orally:

[at 2:00] How many people are on the bus with CJ and his grandma?

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Current Page Number(s): N/A

Location:

Unit 5, Lesson 1, Activity 2

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41e4941c-f138-11ee-bb0d-06dd2b7bf731>

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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.

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Current Page Number(s): N/A

Location:

Unit 6, Lesson 4, Activity 2, Question 5

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41febb11-f138-11ee-97dc-06dd2b7bf731>

Original Text:

New Content

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Updated Text:

5. Compose solid 3 dimensional shapes given the following properties:

A. Compose a 6-sided solid, with equally sized squares for all sides.

Responses will vary. Students should compose cubes.

B. Compose a cylinder that is 4 inches tall, with 2-inch diameter circles on either side.

Responses will vary. Students should compose cylinders.

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Current Page Number(s): N/A

Location:

Unit 7, Lesson 16, Activity 2

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:421e6268-f138-11ee-a535-06dd2b7bf731>

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"7. Select 2 of the number sentences above and create problem situations.

Sample responses:

If Angela had \$535 in her savings account and spent \$214, how much money would she have left? (\$321)

A weather balloon is floating at 602 feet and then descends 487 feet. What is its new elevation? (115 feet)

Component: Texas Math: Grade 2 Powered by Kiddom Digital (ISBN: 9798894308845)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 6, Activity 1, Question 2

Original URL:

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Original Text:

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Updated URL:

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Updated Text:

G2_8.E.i_Revised.pdf

New question with images

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 6, Activity 1, Question 2

Original URL:

<https://app.kiddom.co/curriculum/905371/node/4be8a50d-8cf2-441b-a4ae-8f9ed5234824:991f9956-f13c-11ee-b7dd-06215d1efb8b:41fed732-f138-11ee-98e2-06dd2b7bf731>

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Updated Text:

G2_8.E.i_Revised.pdf

New question with images

Math, Grade 3 (IMRA)

Program: Texas Math: Grade 3 Powered by Kiddom

Component: Texas Math: Grade 3 Powered by Kiddom Digital (ISBN: 9798894308876)

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Current Page Number(s): N/A

Location:

Insert New Lesson, Unit 5

Original URL:

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Location:

Insert New Lesson, Unit 4

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Original URL:

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Current Page Number(s): N/A

Location:

Unit 5, Lesson 1, Activity 2, Student Facing Task Statement

Original URL:

<https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b57771-f138-11ee-9569-06215d1efb8b>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add additional question after activity:

1) Fold each rectangle your teacher gives you into 3, 6, 4, or 8 equal parts. Draw lines where you folded to partition the rectangles. Be prepared to share how you folded your shapes.

2) Now fold an additional rectangle into 4 equal parts in a different way than you did originally. How does partitioning the rectangle this way compare to the way you partitioned your first rectangle?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 2, Activity 2, Student Facing Task Statement

Original URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

Revise Question 2:

Part A

Partition the rectangle into equal-sized parts. Shade one of the parts.
Part B

Now partition a second rectangle into the same number of
equal-sized parts as in Part A, in a different way. Shade one of the

parts.

Part C

Trade both rectangles with a partner. If each whole rectangle is 1, what number represents the shaded part of each rectangle? Explain your reasoning.

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Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 2 Fractions on the Number Line

Original URL:

<https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:82b5a279-f138-11ee-97b8-06215d1efb8b>

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New Content

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Updated Text:

MLR8 Discussion Supports. Synthesis: Present students with a simple recipe that contains quantities for items represented as fractions. Students can also bring in a recipe from home. Allow them to represent the values for the

various ingredients on the number line from the activity. After students have completed the activities in the lesson, have them return to the recipe and represent the quality of ingredients if they double the recipe.

Simple Recipe

Lemonade

Sugar $\frac{3}{4}$ cup

Lemon Juice $\frac{3}{4}$ cup

Cold Water (2 cups)

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Current Page Number(s): N/A

Location:

Insert New Lesson, Unit 6

Original URL:

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Location:

Insert New Lesson, Unit 4

Original URL:

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Current Page Number(s): N/A

Location:

Insert as with new section for Family Materials

Original URL:

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Current Page Number(s): N/A

Location:

Unit 5, Lesson 1, Activity 2, Activity Launch

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add to Launch:

- Take two rectangles and fold them in half as shown.

rectangles pictured in file: <https://drive.google.com/file/d/1Jp6-y1nhuunVX51OZQ1f9T332MNL0EAF/view?...>

- “Are these two rectangles both split in half?” (Yes)
- “How can we compare the areas of the two rectangles and each half?” (The area of each rectangle is equal so even though they are split in half differently, the area of each half is the same)

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Current Page Number(s): N/A

Location:

Unit 5, Lesson 1, Activity 2, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b;991f99c5-f13c-11ee-b7de-06215d1efb8b;82b57771-f138-11ee-9569-06215d1efb8b>

Original Text:

New Content

Updated URL:

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Updated Text:

Add to Activity Synthesis:

- "Are the shaded parts of each of your partners' rectangles equal? How do you know?" (Yes, since the rectangles are the same size, their parts are equal even though they're different shapes)

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<https://app.kiddom.co/curriculum/905370/node/1b9e3d4f-912e-4d6e-9691-72b8dde7091b:991f99c5-f13c-11ee-b7de-06215d1efb8b:8289d09d-f138-11ee-b166-06215d1efb8b>

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Math, Grade 4 (IMRA)

Program: Texas Math: Grade 4 Powered by Kiddom

Component: Texas Math: Grade 4 Powered by Kiddom Digital (ISBN: 9798894308906)

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Current Page Number(s): N/A

Location:

Unit 3, Lesson 6, Student Breakout Summary, Launch

Original URL:

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Launch

- Display or draw this model:

image can be seen at this URL:

https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view
“What do you think the ‘jumps’ represent?” (You have 6 and then 2 more.)

- Display or draw this number line.

image can be seen at this URL:

https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view
• “Does this number line represent the same thing as the pictorial model above?” (Yes,

they both represent 6 and then 2 more.)

- “Let’s look at ‘jumps’ on other models and see what they may represent.”

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 6, Student Breakout Summary, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b3196-f139-11ee-a4d1-0615c5aec7b1>

Original Text:

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Updated Text:

"ACTIVITY SYNTHESIS

- Invite students to share their equations. Record them for all to see.

- Focus the discussion on part b: solving the sum of fractions.

- $\frac{1}{3} + \frac{1}{3} + \frac{2}{3}$

- How did the model represent this equation?" (Two bars were broken into 3 equal

parts. One had $\frac{2}{3}$ shaded, and the other had 2 of the $\frac{1}{3}$ bars shaded.)

- "Is there another way to name the sum of the shaded parts?" ($1 \frac{1}{3}$.)

- "How can this model help build a number line?" (I can see how I need to partition

the number line. I can show how the addition as 'jumps'.)

image can be seen at URL:

https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view

Invite students to share how they solved the sum of fractions in Q2.

- "Work with your partners to create a pictorial representation to solve $\frac{4}{3} + \frac{2}{3}$ "

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Original URL:

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Location:

Unit 3, Lesson 6, Student Breakout Summary, Activity Narrative

Original URL:

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Updated URL:

N/A

Updated Text:

ACTIVITY NARRATIVE

- Groups of 2

- "Work independently on the activity for a few minutes. Afterward, share your

responses with your partner."

- 5-7 minutes: independent work time
- 2 minutes: partner discussion
- Monitor for students who can reason the sum of fractions by
 - Decomposing larger numerators
 - Using pictorial representations

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 6, Student Breakout Summary, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b3196-f139-11ee-a4d1-0615c5aec7b1>

Original Text:

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Updated Text:

ACTIVITY SYNTHESIS

- Invite students to share their equations. Record them for all to see.
- Focus the discussion on part A-representing the sum fractions.
- $\frac{1}{3} + \frac{1}{3} + \frac{2}{3}$
- "How did the model represent this equation?" (Two bars were broken

into 3

equal parts. One had $\frac{2}{3}$ shaded, and the other had 2 of the $\frac{1}{3}$ bars shaded.)

- “Is there another way to name the sum of the shaded parts?” ($1\frac{1}{3}$.)
- “How can this model help build a number line?” (I can see how I need to

image can be seen at URL:

https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view

- Invite students to share how they solved for the sum of fractions in Q2.

- “Work with your partners to create a pictorial representation to justify your

thinking.”

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Location:

Unit 3, Lesson 6, Student Breakout Summary, Activity Narrative

Original URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

ACTIVITY NARRATIVE

- Groups of 2

- "Work independently on the activity for a few minutes. Afterward, share your

responses with your partner."

- 5-7 minutes: independent work time
- 2 minutes: partner discussion
- Monitor for students who can reason the sum of fractions by
 - Decomposing larger numerators
 - Using pictorial representations

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Current Page Number(s): N/A

Location:

Talking Math, Slide 54

Original URL:

<https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnousp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Access for English Language Learners

MLR8 Discussion Supports. For fourth graders, students should work with a partner to answer the prompts. Display the following sentence frames for all to see: "I see parallel lines that never cross here. . ." "I see perpendicular lines that intersect here . . ." Encourage students to

challenge each other when they disagree.

Advances: Listening, Speaking

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Original URL:

<https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f17f68f9-f139-11ee-928c-0615c5aec7b1>

Original Text:

New Content

Updated URL:

N/A

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 6, Student Breakout Summary, Launch

Original URL:

<https://app.kiddom.co/curriculum/905373/node/219c0ba2-19db-46a8-afe0-b37486b91640:991fa238-f13c-11ee-b7e2-06215d1efb8b:f18b3196-f139-11ee-a4d1-0615c5aec7b1>

Original Text:

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Launch

- Display or draw this model:

image can be seen at this URL:

https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view
“What do you think the ‘jumps’ represent?” (You have 6 and then 2 more.)

- Display or draw this number line.

image can be seen at this URL:

https://drive.google.com/file/d/1ueONAo_PD2xovC8Jc027w_a_eiz4VPyZ/view
• “Does this number line represent the same thing as the pictorial model above?” (Yes,

they both represent 6 and then 2 more.)

- “Let’s look at ‘jumps’ on other models and see what they may represent.”

Math, Grade 5 (IMRA)

Program: Texas Math: Grade 5 Powered by Kiddom

Component: Texas Math: Grade 5 Powered by Kiddom Digital (ISBN: 9798894308937)

Change Type: New Content

Current Page Number(s): N/A

Location:

Grade 5.10C1, Activity 1, Question

Original URL:

https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aL

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Student-facing Task Statement: Read through the provided scenarios. In each scenario, identify the method of payment used. Then, list the advantages and disadvantages of using that method in that particular context. Use graphs to represent the advantages and disadvantages visually.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 2, Lesson 1, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc6668-f13a-11ee-a430-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt de la Pena
Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause

playback and ask students to discuss any math-related information they hear in the story. How many people are riding with CJ and his grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 19, Activity 2, Questions 1-3

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4cd5f-f13a-11ee-8ae1-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add question 5:

5) Diego and 5 of his friends are going to see a movie. Each

movie ticket costs \$10.25. The expression 6×10.25

represents this situation.

a) How much money do Diego and his friends spend on

movie tickets all together?

b) The friends decide to buy 3 buckets of popcorn to share.

Each bucket costs \$5.60. The expression 3×5.60

represents the total cost of the popcorn. How much money does the popcorn cost in total?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 1, Activity 1

Original URL:

<https://drive.google.com/file/d/1XJTLQlaBJAvChaW4FrUXiwNo567GoMqL/vusp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Unit 1, Lesson 1, “What is Volume?”

Activity 1, “Build Objects with Cubes”

[insert new activity before “MLR2 Collect and Display”]

To provide students with a hands-on concept of “volume” by working with environmental print

prior to doing the lesson, provide students with cereal boxes, juice containers, or other

rectangular prisms. Ask them to find the number of servings per container and calculate the total

servings for different quantities of containers. Have partners or groups (depending upon the

number of containers you have) record their data:

1. Single serving volume = _____ (oz., millileters, cups, etc.)

2. Whole container volume = _____ (oz., millileters, cups, etc.)

The number of servings is a type of volume measure. We can calculate liquid volume in terms of

ounces, millileters, etc., and we calculate spatial volume in terms of square units (centimeters,

inches, etc.)

MLR2 Collect and Display. Collect and record the language students use to compare objects.

Display words and phrases such as “bigger,” “longer,” “wider,” “taller,” “shorter,” “how many,”

“more than,” and “less than.” During the Activity Synthesis, invite students to suggest ways to

update the display.

Advances: Listening, Speaking

Change Type: New Content

Current Page Number(s): N/A

Location:

Grade 5.10C1, Activity 1, Question

Original URL:

https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aL

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Student-facing Task Statement: Read through the provided scenarios. In each scenario, identify the method of payment used. Then, list the advantages and disadvantages of using that method in that particular context. Use graphs to represent the advantages and disadvantages visually.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 19, Activity 2, Questions 1-3

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add question 5:

5) Diego and 5 of his friends are going to see a movie. Each

movie ticket costs \$10.25. The expression 6×10.25

represents this situation.

a) How much money do Diego and his friends spend on

movie tickets all together?

b) The friends decide to buy 3 buckets of popcorn to share.

Each bucket costs \$5.60. The expression 3×5.60 represents the total cost of the popcorn. How much money does the popcorn cost in total?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 4, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3cc52-f13a-11ee-8217-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 164 Unit 2, Lesson 1, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-1-2.pdf

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7 Lesson 9, Activity 1

Original URL:

<https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFwknZUW7wu0TLj>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 91

Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should work with a partner to use the cubit converter tool to compare cubits and feet.

Display the following sentence frames for all to see: "A ___ is bigger than a _____. There are ## feet in a cubit." Encourage students to challenge each other when they disagree.

Advances: Listening, Speaking

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 18, Activity 1, Questions 1-2

Original URL:

<https://drive.google.com/file/d/1bMPQjKnN07qvHlhPhWaoveh6J-DsD9p/view?usp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following questions:

1e. $9 \times \$0.04 = \3.60

2d. $6 \times \$[] = (6 \times 3) \times 0.01$

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 14, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d>

Original Text:

NA

Updated URL:

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Updated Text:

Add question 2:

2) Use the standard algorithm to divide 1 of the following problems. Check your answer with your partner and make sure you both agree. Keep the errors you discovered in question 1 in mind to make sure you don't make the same mistakes.

1220/20

1600/32

2460/15

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 4, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3cc52-f13a-11ee-8217-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 164 Unit 2, Lesson 1, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-1-2.pdf

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 18, Activity 1, Questions 1-2

Original URL:

<https://drive.google.com/file/d/1bMPQjKnN07qvHlhPhWaoveh6J-DsD9p/view?usp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following questions:

1e. $9 \times \$0.04 = \3.60

2d. $6 \times \$[] = (6 \times 3) \times 0.01$

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 12, Activity 1

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 116, Unit 7, Lesson 9, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR2 Collect and Display

Circulate to listen for and collect the language students use to describe the relationships between Jada's and Priya's rules. Listen for: double, half of, twice as much, times 2, divided by 2.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 1, Activity 1

Original URL:

<https://drive.google.com/file/d/1XJTLQlaBJAvChaW4FrUXiwNo567GoMqL/\usp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Unit 1, Lesson 1, "What is Volume?"

Activity 1, "Build Objects with Cubes"

[insert new activity before "MLR2 Collect and Display"]

To provide students with a hands-on concept of "volume" by working with environmental print

prior to doing the lesson, provide students with cereal boxes, juice containers, or other

rectangular prisms. Ask them to find the number of servings per container and calculate the total

servings for different quantities of containers. Have partners or groups (depending upon the

number of containers you have) record their data:

1. Single serving volume = _____ (oz., millileters, cups, etc.)

2. Whole container volume = _____ (oz., millileters, cups, etc.)

The number of servings is a type of volume measure. We can calculate liquid volume in terms of

ounces, millileters, etc., and we calculate spatial volume in terms of square units (centimeters,

inches, etc.)

MLR2 Collect and Display. Collect and record the language students use to compare objects.

Display words and phrases such as “bigger,” “longer,” “wider,” “taller,” “shorter,” “how many,”

“more than,” and “less than.” During the Activity Synthesis, invite students to suggest ways to

update the display.

Advances: Listening, Speaking

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 22, Activity 1, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4f8ff-f13a-11ee-8c60-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Activity Synthesis

- Gather students and ask pairs to share their division strategies and results.
- Highlight different methods used to find quotients and remainders.
- Discuss real-life situations where understanding remainders is essential.

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc076d-f13a-11ee-9de5-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 12, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc5648-f13a-11ee-a338-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

MLR2 Collect and Display

Circulate to listen for and collect the language students use to describe the relationships between Jada's and Priya's rules. Listen for: double, half of, twice as much, times 2, divided by 2.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 22, Activity 1, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4f8ff-f13a-11ee-8c60-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Activity Synthesis

- Gather students and ask pairs to share their division strategies and results.
- Highlight different methods used to find quotients and remainders.
- Discuss real-life situations where understanding remainders is essential.

Change Type: New Content

Current Page Number(s): N/A

Location:

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<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc076d-f13a-11ee-9de5-02ee8932281d>

Original Text:

New Content

Updated URL:

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 24, Activity 1, Questions 1-4

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add additional question:

5. Find the value of $50.25/25$. Explain or show your

reasoning.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 11, Activity 1, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f2f98c-f13a-11ee-bb86-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add this last section:

Display: $1250 \div 25$ and $250 \div 25$

- Ask previously selected students to share.
- “What was the second expression that you wrote?” ($1000 \div 25$)
- “How do you know the expression matches $250 \div 25$?” ($250 + 1000 = 1250$)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 6, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3f221-f13a-11ee-8349-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 180, Unit 2, Lesson 3, Activity 2, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-1-2.pdf

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.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 24, Activity 1, Questions 1-4

Original URL:**Original Text:**

New Content

Updated URL:

N/A

Updated Text:

Add additional question:

5. Find the value of $50.25/25$. Explain or show your

reasoning.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 11, Activity 1, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add this last section:

Display: $1250 \div 25$ and $250 \div 25$

- Ask previously selected students to share.
- “What was the second expression that you wrote?” ($1000 \div 25$)
- “How do you know the expression matches $250 \div 25$?” ($250 + 1000 = 1250$)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 23, Activity 1, Questions 1-3

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f508f2-f13a-11ee-8cd4-02ee8932281d>

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Updated URL:

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Updated Text:

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 14, Lesson Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add following last paragraph:

“We also practiced using the standard algorithm to divide multi-digit

numbers without partial quotients.”

Display $1000 \div 50$.

“Work with your partner to divide the values using the standard algorithm.”

“How can we check our answers? (multiply 50 by our answer to make sure we get 1000)”

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 2, Lesson 1, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc6668-f13a-11ee-a430-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt de la Pena

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause playback and ask students to discuss any math-related information they hear in the story. How many people are riding with CJ and his grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 23, Activity 1, Questions 1-3

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f508f2-f13a-11ee-8cd4-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1K-1b3v_m4ywpA64A4GXc0n0vH9q4qo1k/view?...

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 14, Lesson Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add following last paragraph:

“We also practiced using the standard algorithm to divide multi-digit

numbers without partial quotients.”

Display $1000 \div 50$.

“Work with your partner to divide the values using the standard algorithm.”

“How can we check our answers? (multiply 50 by our answer to make sure we get 1000)”

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, lesson 15, Activity 2, Activity Synthesis

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following question to the synthesis:

“What is the total weight of Mai’s apricots? How much more or less than a pound are her apricots? ”

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 6, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f3f221-f13a-11ee-8349-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 180, Unit 2, Lesson 3, Activity 2, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-1-2.pdf

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.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 21, Activity 1, Activity Synthesis

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following bullet points:

"If I have \$8.50 and my friend has 2.2 times as much money as I do, how can I write this as a multiplication expression?" (

$\$8.50 \times 2.2$)

- "Is this equivalent to $\$85 \times 22 \times 0.1$? How do you know?"

(No because $\$8.5 = \85×0.1 and $2.2 = 22 \times 0.1$, so we

have to multiply 0.1×0.1 to get 0.01 instead).

- “How much money does my friend have?” (\$18.70)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7 Lesson 9, Activity 1

Original URL:

<https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFWknZUW7wu0TLj>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 91

Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should work with a partner to use the cubit converter tool to compare cubits and feet.

Display the following sentence frames for all to see: "A ___ is bigger than a _____. There are ## feet in a cubit." Encourage students to challenge each other when they disagree.

Advances: Listening, Speaking

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, lesson 15, Activity 2, Activity Synthesis

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following question to the synthesis:

“What is the total weight of Mai’s apricots? How much more or less than a pound are her apricots? ”

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 21, Activity 1, Activity Synthesis

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following bullet points:

“If I have \$8.50 and my friend has 2.2 times as much money as I do, how can I write this as a multiplication expression?” (

\$8. 50 $\times$ 2. 2)

- “Is this equivalent to $85 \times 22 \times 0. 1$? How do you know?”

(No because $8. 5 = 85 \times 0. 1$ and $2. 2 = 22 \times 0. 1$, so we

have to multiply 0.1×0.1 to get 0.01 instead).

- “How much money does my friend have?” (\$18.70)

Change Type: New Content

Current Page Number(s): N/A

Location:

Grade 5.10Ci, Activity 1, Activity Synthesis

Original URL:

https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aLusp=sharing

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Activity Synthesis:

- What are some advantages and disadvantages of using a check? A credit card? A debit

card? An electronic payment?

- Can you think of a scenario where one method of payment might be more advantageous

than the others?

- How did using graphs help you understand the advantages and disadvantages better?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 19, Activity 2, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4cd5f-f13a-11ee-8ae1-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following bullet points:

Display question 5.

- “What strategy did you use to solve this problem?”
- “If 4 more friends joined, how would that change the expression?” (We would multiply \$10.25 by 10 instead of 6).
- “Would you change your strategy if there were 10 friends instead of 6? Explain your reasoning.”

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, lesson10, Activity 2, Question 1 and 2

Original URL:

<https://drive.google.com/file/d/1O2fVWxzw3u-ibI5uRRgx-c8RWijxnZtW/view>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the follow activity below the original lesson:

"How can we represent the relationship between the numbers in the patterns with

multiplication equations?"

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 8 Lesson 11 Activity 1

Original URL:

<https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFwknZUW7wu0TLj>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt De La Pena

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause playback and ask students to discuss

any math-related information they hear in the story. How many people are riding with CJ and his

grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 18, Activity 1, Activity Synthesis (page 165 in original link)

Original URL:

<https://drive.google.com/file/d/1bMPQjKnN07qvHlhPhWaoveh6J-DSdD9p/view?usp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following bullet points:

- Display the equation $3 \times \$0.06 = (3 \times 6) \times 0.1$
- “Is the equation true or false?” (false)
- “What can we change in the equation to make it true?” (Change \$0.06 to \$0.6 or change 0.1 to 0.01)

Change Type: New Content

Current Page Number(s): N/A

Location:

Add to bottom of the page

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc034f-f13a-11ee-9d9f-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Updated text to add to the end of the existing document:

<https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...>

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, lesson10, Activity 2, Question 1 and 2

Original URL:

<https://drive.google.com/file/d/1O2fVWxzw3u-ibI5uRRgx-c8RWijxnZtW/view>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the follow activity below the original lesson:

"How can we represent the relationship between the numbers in the patterns with

multiplication equations?"

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 18, Activity 1, Activity Synthesis (page 165 in original link)

Original URL:

<https://drive.google.com/file/d/1bMPQjKnN07qvHlhPhWaoveh6J-DSdD9p/view?usp=sharing>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following bullet points:

- Display the equation $3 \times \$0.06 = (3 \times 6) \times 0.1$
- “Is the equation true or false?” (false)
- “What can we change in the equation to make it true?” (Change \$0.06 to \$0.6 or change 0.1 to 0.01)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 1, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dd216d-f13a-11ee-acd0-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 234 Unit 8, Lesson 10, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. For each observation that is shared, invite students to turn to a partner and restate what they heard, using precise mathematical language.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 8, Lesson 6, Activity 1

Original URL:

<https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFWknZUW7wu0TLj>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 31

Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should play the Multiplication Matching Game with a partner: 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

Change Type: New Content

Current Page Number(s): N/A

Location:

Decimal Division, Activity 1, Launch

Original URL:

<https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq/>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Groups of 3-4

- Give each group 60 small blocks

- Display the model on the board:

Ask students, “Does the expression $4.5 \div 3$ represent this model? How do you

know?” (Yes. I can see how some candy bars have been broken into 3 groups. There

is 1 whole candy bar and 0.5 candy bars in each group, which makes 4.5 total)

- Display the expression $35.75 \div 13$ on the board and have students use their blocks

to create a model of the expression.

- “How many groups of blocks do you have?” (13)

- “How many blocks are in each group?” (11)

- “If 4 blocks equals 1 whole, then what is the value of each group?” (2.75)
- “What is $5.25 \div 7$?” (2.75)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 10, Activity 2, Question 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:3107f782-f13a-11ee-9f36-02ee8932281d>

Original Text:

NA

Updated URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:3107f782-f13a-11ee-9f36-02ee8932281d>

Updated Text:

Add the following question:

"How can we represent the relationship between the numbers in the patterns with multiplication equations?"

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 1, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dd216d->

[f13a-11ee-acd0-02ee8932281d](#)

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 234 Unit 8, Lesson 10, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. For each observation that is shared, invite students to turn to a partner and restate what they heard, using precise mathematical language.

Change Type: New Content

Current Page Number(s): N/A

Location:

Decimal Division, Activity 1, Launch

Original URL:

<https://docs.google.com/document/d/1PKLUsiCWhLTrTxCSQhfMFwhfzolq/>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Groups of 3-4

- Give each group 60 small blocks
- Display the model on the board:
Ask students, “Does the expression $4.5 \div 3$ represent this model? How do

you

know?" (Yes. I can see how some candy bars have been broken into 3 groups. There

is 1 whole candy bar and 0.5 candy bars in each group, which makes 4.5 total)

- Display the expression $35.75 \div 13$ on the board and have students use their blocks

to create a model of the expression.

- "How many groups of blocks do you have?" (13)
- "How many blocks are in each group?" (11)
- "If 4 blocks equals 1 whole, then what is the value of each group?" (2.75)
- "What is $5.25 \div 7$?" (2.75)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 13, Activity 2

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f308c0-f13a-11ee-bc3d-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR7 Compare and Connect. Synthesis: Invite partners to prepare a visual display that shows the strategy they used to pack the sugar cubes. Encourage students to include details that will help others interpret their thinking. Examples include using different colors, shading, arrows, labels, notes, diagrams or drawings. Give students time to investigate each others' work. During the whole-class discussion, ask students, "Did anyone solve the problem the same way, but would explain it differently?"

Change Type: New Content

Current Page Number(s): N/A

Location:

Add to bottom of the page

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30dc034f-f13a-11ee-9d9f-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Updated text to add to the end of the existing document:

<https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...>

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 22, Activity 2, Questions 1-2

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4fd80-f13a-11ee-8c7a-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Student-facing Task Statement

Using graph paper and colored pencils, create an area model to solve the division problem: 256.4 divided by 4. Present your solution and steps in solving.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 8 Lesson 3: Money Management: Exploring Payment Methods (Part 1)

Original URL:

https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aLusp=sharing

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://docs.google.com/document/d/1ZiBFrqXraFEOAap0-A0FyRdtLRYXNdbqs4A...>

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 13, Activity 2

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f308c0-f13a-11ee-bc3d-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 217, Unit 8, Lesson 6, Warm-up, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR7 Compare and Connect. Synthesis: Invite partners to prepare a visual display that shows the strategy they used to pack the sugar cubes. Encourage students to include details that will help others interpret their thinking. Examples include using different colors, shading, arrows, labels, notes, diagrams or drawings. Give students time to investigate each others' work. During the whole-class discussion, ask students, "Did anyone solve the problem the same way, but would explain it differently?"

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 22, Activity 2, Questions 1-2

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4fd80-f13a-11ee-8c7a-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Student-facing Task Statement

Using graph paper and colored pencils, create an area model to solve the division problem: 256.4 divided by 4. Present your solution and steps in solving.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 8 Lesson 3: Money Management: Exploring Payment Methods (Part 1)

Original URL:

https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aLusp=sharing

Original Text:

New Content

Updated URL:

N/A

Updated Text:

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Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 23, Activity 1, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f508f2-f13a-11ee-8cd4-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1K-1b3v_m4ywpA64A4GXc0n0vH9q4qo1k/view?...

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 11, Activity 1, Questions 1-3 (Page 276 in original link)

Original URL:

<https://drive.google.com/file/d/1lv-ZITxIW9ohLgzFy2zgt0kweNIEMpOI/view>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add this question 4:

4) Noah wants to divide $1250 \div 25$. He writes the expression

$250 \div 25$.

a) Write a second expression that Noah can use with his

expression to help him find $1250 \div 25$.

b) What is $1250 \div 25$?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 5, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f2994d-f13a-11ee-b8c8-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 289, Unit 8, Lesson 18, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. Display sentence frames to support small-group discussion. Examples: "____ and ____"

are the same/alike because . . . " ____ and ____ are different because . .
. . "I agree/disagree because . . . "

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 23, Activity 1, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f508f2-f13a-11ee-8cd4-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1K-1b3v_m4ywpA64A4GXc0n0vH9q4qo1k/view?...

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 11, Activity 1, Questions 1-3 (Page 276 in original link)

Original URL:

<https://drive.google.com/file/d/1lv-ZlTxIW9ohLgzFy2zgt0kweNIEMpOI/view>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add this question 4:

4) Noah wants to divide $1250 \div 25$. He writes the expression

$250 \div 25$.

a) Write a second expression that Noah can use with his

expression to help him find $1250 \div 25$.

b) What is $1250 \div 25$?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 10, Activity 2, Question 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:3107f782-f13a-11ee-9f36-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following question:

"How can we represent the relationship between the numbers in the patterns with

multiplication equations?"

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 14, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add question 2:

2) Use the standard algorithm to divide 1 of the following problems.

Check your answer with your partner and make sure you both agree.

Keep the errors you discovered in question 1 in mind to make sure you don't make the same mistakes.

1220/20

1600/32

2460/15

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 8 Lesson 11 Activity 1

Original URL:

<https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFwknZUW7wu0TLj>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 97

Adding to notes section, as part of the errata process, the following text:

Read/Listen to: "Last Stop on Market Street" by Matt De La Pena

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, teacher should pause playback and ask students to discuss

any math-related information they hear in the story. How many people are riding with CJ and his

grandmother? Is their trip long or short? How can you tell?

Advances: Listening, Speaking

Change Type: New Content

Current Page Number(s): N/A

Location:

Grade 5.10Ci, Activity 1, Activity Synthesis

Original URL:

https://docs.google.com/document/d/1cLjgvZkoaDKx2Tmx8TTPbT8jyEi_aLusp=sharing

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Activity Synthesis:

- What are some advantages and disadvantages of using a check? A credit card? A debit

card? An electronic payment?

- Can you think of a scenario where one method of payment might be more advantageous

than the others?

- How did using graphs help you understand the advantages and disadvantages better?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 5, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f2994d-f13a-11ee-b8c8-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Page 289, Unit 8, Lesson 18, Activity 1, Access for English Language Learners

Grade 5 IM v360 TX Powered by Kiddom - Teacher-units-7-8.pdf

MLR8 Discussion Supports. Display sentence frames to support small-group discussion. Examples: “_____ and _____

are the same/alike because” “_____ and _____ are different because” “I agree/disagree because”

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 19, Activity 2, Activity Synthesis

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f4cd5f-f13a-11ee-8ae1-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following bullet points:

Display question 5.

- “What strategy did you use to solve this problem?”
- “If 4 more friends joined, how would that change the expression?” (We would multiply \$10.25 by 10 instead of 6).
- “Would you change your strategy if there were 10 friends instead of 6? Explain your reasoning.”

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 8, Lesson 6, Activity 1

Original URL:

<https://drive.google.com/file/d/1P1FLq07oWT9CnQEQGFwknZUW7wu0TLj/view>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New Citation

Section Level Planning Guide > Talking Math Slideshow > Slide 31

Adding to notes section, as part of the errata process, the following text:

Access for English Language Learners

MLR8 Discussion Supports. For fifth graders, students should play the Multiplication Matching Game with a partner: 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

Change Type: New Content

Current Page Number(s):

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d>

Location:

Unit 4, Lesson 14, Activity 1

Original URL:

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:30f30dc6-f13a-11ee-bc90-02ee8932281d>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add question 2:

2) Use the standard algorithm to divide 1 of the following problems.

Check your answer with your partner and make sure you both agree.

Keep the errors you discovered in question 1 in mind to make sure you don't make the same mistakes.

1220/20

1600/32

2460/15

Change Type: New Content

Current Page Number(s):

<https://app.kiddom.co/curriculum/905372/node/b250e395-0093-4198-9895-0c4b91b79fe7:991f9f16-f13c-11ee-b7df-06215d1efb8b:3107f782-f13a-11ee-9f36-02ee8932281d>

Location:

Unit 7, Lesson 10, Activity 2, Question 1

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add the following question:

"How can we represent the relationship between the numbers in the patterns with

multiplication equations?"

Geometry (IMRA)

Program: Texas Math: Geometry Powered by Kiddom

Component: Texas Math: Geometry Powered by Kiddom Digital (ISBN: 9798894309170)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?

Next, display these images for all to see:

Change Type: New Content

Current Page Number(s): N/A

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Use the distance formula to verify the parallel and perpendicular lines.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d73b0c-f1c8-11ee-8c63-066a39b724af>

Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYMio3liNru4Jj/view?usp=drive_link

Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)

"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used

other types of tools."

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?

Next, display these images for all to see:

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

2. What theorems did you apply in order to solve for the missing measurements?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 1, New question 7

Original URL:

https://drive.google.com/file/d/1cRf_HAptpLEA6epb1-gU8B-llm-h5V8s/view?usp=drive_link

Original Text:

New Content

Updated URL:

N/A

Updated Text:

7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm²

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

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Updated Text:

The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:

- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that

point.)

- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)
- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)
- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)
- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.
- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).
- Explain that the students were able to verify and prove this theorem's validity.

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Current Page Number(s): N/A

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Original URL:

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Location:

Unit 3, Lesson 14, Activity 14.2, Additional Questions

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Updated URL:

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Updated Text:

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Current Page Number(s): N/A

Location:

Unit 1, Lesson 25

Original URL:

Original Text:

New Content

Updated URL:

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Updated Text:

Geo_5.A.v-vi_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:

- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)

- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)

- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)

- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)

- At the end of the discussion, formally introduce the formal Median

Theorem of a Triangle.

- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).
- Explain that the students were able to verify and prove this theorem's validity.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

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Location:

Unit 3, Lesson 14, Activity 14.2, Additional Questions

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Original Text:

New Content

Updated URL:

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Updated Text:

Geo_8.B.i-ii_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

2. What theorems did you apply in order to solve for the missing measurements?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 2, Add after 3d question

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24π or roughly 75.4cm^2

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

Original URL:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1114310d-f1c8-11ee-b8c0-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

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)

Use the tools available to answer questions #1-5

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 9, Activity 9.2, Additional Question

Original URL:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10d8bac1-f1c8-11ee-9a61-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

2. What theorems did you apply in order to solve for the missing measurements?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 1, New question 7

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm²

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)

“Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used other types of tools.”

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 2, Add after 3d question

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24π or roughly 75.4cm^2

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change Type: New Content

Current Page Number(s): N/A

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Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?

Next, display these images for all to see:

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Current Page Number(s): N/A

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Use the distance formula to verify the parallel and perpendicular lines.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL:

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Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/17jTjfQAf-rqCIMQg26ZYMio3liNru4Jj/view?usp=drive_link

Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

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"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used other types of tools."

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change Type: New Content

Current Page Number(s): N/A

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Current Page Number(s): N/A

Location:

Unit 1, Lesson 25

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Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

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5. Use the distance formula to verify the parallel and perpendicular lines.

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Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 1, New question 7

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7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm²

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 16, Activity 16.2, New Question 1

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Original Text:

New Content

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Updated Text:

1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

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The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:

- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)
- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)
- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)
- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)
- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.
- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).

- Explain that the students were able to verify and prove this theorem's validity.

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Unit 3, Lesson 14, Activity 14.2, Additional Questions

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Unit 1, Lesson 25

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Location:

Unit 5, Lesson 7, Activity 1, New question 7

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Updated Text:

7. A triangular prism has a triangular base with sides measuring 6 cm, 8 cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm²

Change Type: New Content

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Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

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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)

Use the tools available to answer questions #1-5

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Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?

Next, display these images for all to see:

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Location:

Unit 4, Lesson 9, Activity 9.2, Additional Question

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Original Text:

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Updated Text:

2. What theorems did you apply in order to solve for the missing measurements?

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL:

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Original Text:

New Content

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Updated Text:

1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

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Location:

Unit 5, Lesson 7, Activity 2, Add after 3d question

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Original Text:

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Updated Text:

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24π or roughly 75.4cm^2

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

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Updated Text:

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to record thinking for an item)
Use the tools available to answer questions #1-5

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Original Text:

New Content

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Updated Text:

1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

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Location:

Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

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Updated Text:

The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:

- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)

- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)

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triangle in the warm-up, so we thought it might apply to all triangles.)

- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at $(0,0)$ and one side coincides with the x-axis.)

- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.

- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).

- Explain that the students were able to verify and prove this theorem's validity.

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Location:

Unit 1, Lesson 25

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Updated Text:

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Unit 3, Lesson 4, Activity 4.2, Question 4

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Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 2, Add after 3d question

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Original Text:

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Updated Text:

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24π or roughly 75.4cm^2

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

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Use the tools available to answer questions #1-5

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Location:

Unit 4, Lesson 9, Activity 9.2, Additional Question

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2. What theorems did you apply in order to solve for the missing measurements?

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Current Page Number(s): N/A

Location:

Unit 6, Lesson 16, Activity 16.2, New Question 1

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Original Text:

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Updated Text:

1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

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Use the tools available to answer questions #1-5

Change Type: New Content

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Location:

Unit 3, Lesson 14, Activity 14.2, Additional Questions

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Location:

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Original Text:

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5. Use the distance formula to verify the parallel and perpendicular lines.

Change Type: New Content

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Location:

Unit 4, Lesson 9, Activity 9.2, Additional Question

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Original Text:

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2. What theorems did you apply in order to solve for the missing measurements?

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Current Page Number(s): N/A

Location:

Unit 3, Lesson 4, Activity 4.2, Question 4

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Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

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The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)

"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used other types of tools."

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Current Page Number(s): N/A

Location:

Unit 4, Lesson 5, Activity 5.2, New Question 4

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Updated Text:

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

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Original Text:

New Content

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Updated Text:

Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?
- Were there any tools that were more useful than others in finding the angle measurements?
- Does anyone have any additional conjectures?
- Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?
Next, display these images for all to see:

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Unit 3, Lesson 4, Activity 4.2, Question 4

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Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

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Location:

Unit 5, Lesson 7, Activity 2, Add after 3d question

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24π or roughly 75.4cm^2

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original URL:

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Current Page Number(s): N/A

Location:

Unit 4, Lesson 5, Activity 5.2, New Question 4

Original URL:

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Original Text:

New Content

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Updated Text:

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL:

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Original Text:

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Updated URL:

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Updated Text:

Geo_8.B.i-ii_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 25

Original URL:

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Geo_5.A.v-vi_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 1, New question 7

Original URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

7. A triangular prism has a triangular base with sides measuring 6 cm, 8 cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for

the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm²

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

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Updated URL:

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Updated Text:

The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:

- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)

- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)

- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)

- Does this proof apply to a triangle that isn't positioned like the one in

the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at $(0,0)$ and one side coincides with the x-axis.)

- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.

- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).

- Explain that the students were able to verify and prove this theorem's validity.

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Unit 3, Lesson 14, Activity 14.2, Additional Questions

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Updated Text:

Geo_8.B.i-ii_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

Original URL:

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Original Text:

New Content

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Updated Text:

5. Use the distance formula to verify the parallel and perpendicular lines.

Change Type: New Content

Current Page Number(s): N/A

Location:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 1, New question 7

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- Answer 360 cm^2

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 2, Add after 3d question

Original URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24π or roughly 75.4 cm^2

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)"

"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used other types of tools."

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

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(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 questions #1-5

Change Type: New Content

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Current Page Number(s): N/A

Location:

Unit 4, Lesson 9, Activity 9.2, Additional Question

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Original Text:

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Updated Text:

2. What theorems did you apply in order to solve for the missing measurements?

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Current Page Number(s): N/A

Location:

Unit 6, Lesson 16, Activity 16.2, New Question 1

Original URL:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:1113f8f6-f1c8-11ee-b69b-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1. Using the midpoint formula, find the exact point(s) in which the triangle medians intersect each side of the triangle.

Notes for evaluating student responses:

Students should use the coordinates of the vertices of the triangle to find the following midpoints: (2,4), (4,2), (4,5)

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 2, Add after 3d question

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Original Text:

New Content

Updated URL:

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Updated Text:

4. A cone has a radius of 3 cm and a slant height of 5 cm. Apply the formula you derived in question #2 to solve for the surface area of this cone.

-Answer: 24π or roughly 75.4cm^2

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

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Original Text:

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Updated Text:

Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?

Next, display these images for all to see:

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Original URL:

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Current Page Number(s): N/A

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

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Original Text:

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Updated Text:

5. Use the distance formula to verify the parallel and perpendicular lines.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 25

Original URL:**Original Text:**

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Updated URL:

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Updated Text:

Geo_5.A.v-vi_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 4, Activity 4.2, Question 4

Original URL:

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Original Text:

New Content

Updated URL:

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Updated Text:

4. Explain how these steps prove that the 3 medians of any triangle intersect at a single point, verifying the median theorem of a triangle.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles,

and the straightedge makes it easier to make straight lines)
"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used other types of tools."

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 4, Lesson 5, Activity 5.2, New Question 4

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Original Text:

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Updated Text:

5. Consider a triangle with sides 30, 40, and 50. Two students disagree on whether this is an example of Pythagorean Triples. Explain whether or not 30, 40, 50 is a Pythagorean Triple.

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Current Page Number(s): N/A

Location:

Unit 7, Lesson 1, Activity 1.3, Activity Synthesis

Original URL:

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Original Text:

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Updated URL:

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Updated Text:

Ask students to share their conjectures. Press them to attend to precision in the language they use.

- Which tools did you utilize to find the precise angle measurements for angles of circles?

- Were there any tools that were more useful than others in finding the angle measurements?

- Does anyone have any additional conjectures?

-Who else was also able to conclude that conjecture?

What was the most challenging part of choosing which tool to use?

Next, display these images for all to see:

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Current Page Number(s): N/A

Location:

Unit 6, Lesson 10, Activity 10.3 , Question #4

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

5. Use the distance formula to verify the parallel and perpendicular lines.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 1, Lesson 1, Activity 1.1, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

The goal is to make sure students understand that straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass? (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines)

"Select students who used physical and digital tools to share their responses. Ask students to share what they feel are the advantages and disadvantages of using physical or digital tools to draw circles. Also, ask students to compare their methods to the methods of students who used

other types of tools."

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

Original URL:

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Original Text:

New Content

Updated URL:

https://drive.google.com/file/d/17jTjfqAf-rqCIMQg26ZYM03liNru4Jj/view?usp=drive_link

Updated Text:

The goal of the discussion is to ensure students have incorporated all the necessary elements in their proof. Here are some questions for discussion:

- What can we conclude if we know that a single point is on 3 different lines? (It means either the lines coincide, or the lines intersect at that point.)
- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)
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- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)
- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.

- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).

- Explain that the students were able to verify and prove this theorem's validity.

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 7, Lesson 1, Activity 1.2, Question 3

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Original Text:

New Content

Updated URL:

N/A

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)

Use the tools available to answer questions #1-5

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 14, Activity 14.2, Additional Questions

Original URL:

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Updated Text:

Geo_8.B.i-ii_Revised Lesson.pdf

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Current Page Number(s): N/A

Location:

Unit 1, Lesson 25

Original URL:

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Geo_5.A.v-vi_Revised Lesson.pdf

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 5, Lesson 7, Activity 1, New question 7

Original URL:

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Original Text:

New Content

Updated URL:

N/A

Updated Text:

7. A triangular prism has a triangular base with sides measuring 6 cm, 8cm, and 10 cm. The height of the prism is 15 cm. Apply the formula for the lateral surface area of a triangular prism to calculate the lateral surface area of the prism.

- AnswerL 360 cm²

Change Type: New Content

Current Page Number(s): N/A

Location:

Unit 3, Lesson 4, Activity 4.2, Activity Synthesis

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Updated URL:

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Updated Text:

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- How do we know the medians don't coincide? (The midpoints are all different because the sides of the triangles don't coincide.)
- Why did we test a 2:1 ratio? (That's the ratio we measured for the triangle in the warm-up, so we thought it might apply to all triangles.)
- Does this proof apply to a triangle that isn't positioned like the one in the diagram? (Yes, we can use a sequence of rigid motions to take any triangle to an image in which a vertex is at (0,0) and one side coincides with the x-axis.)
- At the end of the discussion, formally introduce the formal Median Theorem of a Triangle.
- The median theorem of a triangle states that three medians of a triangle intersect at a single point called the centroid, which is two-thirds of the distance from the vertex to the opposite side (2:1).
- Explain that the students were able to verify and prove this theorem's validity.

Change Type: New Content

Current Page Number(s): N/A

Location:

Add to bottom of the page

Original URL:

<https://app.kiddom.co/curriculum/905570/node/50101195-6c84-4b29-bc3f-dbcc7b0a13ab:b94d5e3e-f1c8-11ee-b51c-0615c5aec7b1:10c29dce-f1c8-11ee-b1a8-066a39b724af>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1MUpX7WkVbaf2eK6J4iMbIMrFI9WujVle/view>

Publisher: OpenStax

Algebra I (IMRA)

Program: Algebra 1

Component: Algebra 1 (ISBN: 9781961584471)

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.15 Teacher Guide: Solving Problems with Systems of Linear Inequalities in Two Variables

2.15.3: Solving Problems to Satisfy Multiple Constraints Simultaneously

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

ADD the following instructions after the 5 step directions are listed for each partner (data card/problem card) and before question 1:

Pause here so your teacher can review your work. Ask your teacher for a new set of cards and repeat the activity, trading roles with your partner.

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 5.4: Representing Exponential Growth >> 5.4.4: Graphing Exponential Expressions >> >> Question 2

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1666&pageid=11224>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1. Compare your answer:

$(-\infty, +\infty)$ or $(-\infty < t < +\infty)$

2. Compare your answer:

$(0, +\infty)$ or $(0 < n < +\infty)$

3. Write the answer as an inequality."

Change Type: New Content

Current Page Number(s): 1

Location:

Project 2 Teacher Guide: Modeling with Systems of Inequalities in Two Variables

Project 2 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1575>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

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

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.18 Teacher Guide: The nth Term of a Sequence
4.18.2 Identifying a Domain for a Function

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1Imwb5fj12CC8M1s0ukc7RBA4Ty2TA44U/>

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 6.6 Teacher Guide: Factor Special Products
6.6.3: Factoring the Difference of Squares

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

[[Standard format for ELL Box]]

After Launch paragraph before Activity.

Support for English Language Learners

MLR 3: Clarify, Critique, Correct

After discussing question 7 as a class, present an incorrect answer and explanation. For example, " $49x^2 + 16y^2 = (7x + 4y)(7x + 4y)$ because when you find the square in a polynomial expression you take the square of each term." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explain how to find the difference of squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.

Design Principle(s): Optimize output (for explanation); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: New Content

Current Page Number(s): 1

Location:

Project 3 Teacher Guide: Two-Variable Statistics
Project 3 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

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

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.18: The nth Term of a Sequence >> 4.18.3: Additional Resources
>> >> Examples 1 & 2

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Recommended Change: (Subscript n and 15 for a not showing)

Example 1

Step 2:

$$a_n = 18 + (n-1)3$$

This equation is fixed twice in Step 2.

Example 2

Step 2: $a_{15} = 3 + (15-1)6$

Step 3: $a_{15} = 3 + (14)6$

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

$n=15$ and the n th term formula would have been $a_{15} = 3 + (15-1)6$.

Try It:

Step 2:

$$a_n = 7 + (n-1)9$$

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 8.11 Teacher Guide: Writing Quadratic Equations Given Real Solutions

8.11.4: Writing Quadratics When Given Any Format

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Response to Student Thinking

More chances

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

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.12 Teacher Guide: Domain and Range, Part 1
4.12.1: Determining Reasonable Inputs and Outputs

Student Activity

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1. Could each value be an input of the function? Be prepared to explain your reasoning.

a. 15

b. $84\frac{1}{2}$

c. 300

2. Could each value be an output of the function? Be prepared to explain your reasoning.

a. 15

b. $84\frac{1}{2}$

c. 300

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 5.4: Representing Exponential Growth >> 5.4.4: Graphing Exponential Expressions >> >> Question 2

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1666&pageid=11224>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1. Compare your answer:

$(-\infty, +\infty)$ or $(-\infty < t < +\infty)$

2. Compare your answer:

$(0, +\infty)$ or $(0 < n < +\infty)$

3. Write the answer as an inequality."

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.10 Teacher Guide: Writing and Solving Inequalities in One Variable

2.10.5: Solving Inequalities

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

"Question 3 CORRECT this symbol as a less than or equal to symbol.

In Question 4, CORRECT this statement as follows: She can buy a maximum of 5 drinks, which would cost $\$3.79 \times 5 = \18.95 . That would leave $\$20 - \$18.95 = \$1.05$ on the gift card, which is not enough to buy a 6th drink.

In Question 5, CORRECT this statement as follows: He can go to the range 5 times, which would cost $\$10.55 \times 5 = \52.75 . He would be under budget by $\$60 - \$52.75 = \$7.25$, which is not enough money for a 6th trip to the range."

Change Type: New Content

Current Page Number(s): 1

Location:

Project 2 Teacher Guide: Modeling with Systems of Inequalities in Two Variables

Project 2 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1575>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

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

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.10 Teacher Guide: Writing and Solving Inequalities in One Variable

2.10.5: Solving Inequalities

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

"Question 3 CORRECT this symbol as a less than or equal to symbol.

In Question 4, CORRECT this statement as follows: She can buy a maximum of 5 drinks, which would cost $\$3.79 \times 5 = \18.95 . That would leave $\$20 - \$18.95 = \$1.05$ on the gift card, which is not enough to buy a 6th drink.

In Question 5, CORRECT this statement as follows: He can go to the range 5 times, which would cost $\$10.55 \times 5 = \52.75 . He would be under budget

by $\$60 - \$52.75 = \$7.25$, which is not enough money for a 6th trip to the range."

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.3: Additional Resources
>> Naming Input-Output Pairs >> Using Inequalities to Determine Range

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

For example, if the function's graph never goes below -3 and can reach any positive value, you would write $(-3 < +\infty)$ as an inequality.

Try It Solutions

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

$R: (-\infty < f < +\infty)$

R: $(-\infty > g > 0) \cup (0 < g < +\infty)$ indicating that the function can take any value except 0

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 6.6 Teacher Guide: Factor Special Products
6.6.3: Factoring the Difference of Squares

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

[[Standard format for ELL Box]]
After Launch paragraph before Activity.
Support for English Language Learners

MLR 3: Clarify, Critique, Correct

After discussing question 7 as a class, present an incorrect answer and explanation. For example, " $49x^2 + 16y^2 = (7x + 4y)(7x + 4y)$ because when you find the square in a polynomial expression you take the square of each term." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explain how to find the difference of squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.

Design Principle(s): Optimize output (for explanation); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.12 Teacher Guide: Using Linear Inequalities as Constraints

2.12.1: Sketching a Graph to Represent an Equation

Question 2

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

2. Use the graphing tool or technology outside the course. Graph your equation from question 1 that represents this scenario using the Desmos tool below.

< embed Desmos graphing tool scaled from -50 to 1600 for x and -10 to 300 for y >

When you have finished graphing, then select the solution button to compare your work.

Change Type: New Content

Current Page Number(s): 1

Location:

Project 3 Teacher Guide: Two-Variable Statistics

Project 3 Overview

Texas Essential Knowledge and Skills (TEKS)

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

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

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.12 Teacher Guide: Using Linear Inequalities as Constraints

2.12.1: Sketching a Graph to Represent an Equation

Question 2

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

2. Use the graphing tool or technology outside the course. Graph your equation from question 1 that represents this scenario using the Desmos tool below.

< embed Desmos graphing tool scaled from -50 to 1600 for x and -10 to 300 for y >

When you have finished graphing, then select the solution button to compare your work.

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.18 Teacher Guide: The nth Term of a Sequence
4.18.2 Identifying a Domain for a Function

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1Imwb5fj12CC8M1s0ukc7RBA4Ty2TA44U/>

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 8.11 Teacher Guide: Writing Quadratic Equations Given Real Solutions

8.11.4: Writing Quadratics When Given Any Format

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Response to Student Thinking

More chances

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

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.13: Solving Problems with Inequalities in Two Variables

2.13.2: Solving Problems with Inequalities in Two Variables

Activity

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Proposed new content based on TEA SRP Feedback (ID: 8096766) to include wording change to "A maximum of \$600 will be deposited into...." Also, request to ease student answer entry - so entry format to questions 1 & 5 were changed.

And, request to alter calculator content to reflect restricted domains and ranges as well as entry format.

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.12 Teacher Guide: Domain and Range, Part 1
4.12.1: Determining Reasonable Inputs and Outputs

Student Activity

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

1. Could each value be an input of the function? Be prepared to explain your reasoning.

a. 15

b. $84\frac{1}{2}$

c. 300

2. Could each value be an output of the function? Be prepared to explain your reasoning.

- a. 15
- b. $84 \frac{1}{2}$
- c. 300

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.13: Solving Problems with Inequalities in Two Variables
2.13.2: Solving Problems with Inequalities in Two Variables

Activity

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Proposed new content based on TEA SRP Feedback (ID: 8096766) to include wording change to "A maximum of \$600 will be deposited into...."
Also, request to ease student answer entry - so entry format to questions 1 & 5 were changed.

And, request to alter calculator content to reflect restricted domains and ranges as well as entry format.

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.18: The nth Term of a Sequence >> 4.18.3: Additional Resources
>> >> Examples 1 & 2

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Recommended Change: (Subscript n and 15 for a not showing)

Example 1

Step 2:

$$a_n = 18 + (n-1)3$$

This equation is fixed twice in Step 2.

Example 2

Step 2: $a_{15} = 3 + (15-1)6$

Step 3: $a_{15} = 3 + (14)6$

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

$n=15$ and the nth term formula would have been $a_{15} = 3 + (15-1)6$.

Try It:

Step 2:

$$a_n = 7 + (n-1)9$$

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.15 Teacher Guide: Solving Problems with Systems of Linear Inequalities in Two Variables
2.15.3: Solving Problems to Satisfy Multiple Constraints Simultaneously

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

ADD the following instructions after the 5 step directions are listed for each partner (data card/problem card) and before question 1:

Pause here so your teacher can review your work. Ask your teacher for a new set of cards and repeat the activity, trading roles with your partner.

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.3: Additional Resources
>> Naming Input-Output Pairs >> Using Inequalities to Determine Range

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

For example, if the function's graph never goes below -3 and can reach any positive value, you would write $(-3 < +\infty)$ as an inequality.

Try It Solutions

Compare your answer:

$$R: (-\infty, +\infty) \text{ or } f(x) \in (-\infty, +\infty)$$

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

$$R: (-\infty < f < +\infty)$$

$R: (-\infty > g > 0) \cup (0 < g < +\infty)$ indicating that the function can take any value except 0

Change Type: New Content

Current Page Number(s): 1

Location:

Project 2 Teacher Guide: Modeling with Systems of Inequalities in Two Variables

Project 2 Overview

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1575>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1SyBuLy3H9aBFSkQRzpN20LdpGmn30taX/>

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.3: Additional Resources
>> Naming Input-Output Pairs >> Using Inequalities to Determine Range

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

TEA Feedback Request

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 $\{3, 6, 12, 24\}$.

Change Type: New Content

Current Page Number(s): 1

Location:

Project 2 Teacher Guide: Modeling with Systems of Inequalities in Two Variables
Project 2 Overview

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1575>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1SyBuLy3H9aBFSkQRzpN20LdpGmn30taX/>

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 5.8: Exponential Situations as Functions >> 5.8.3: Additional Resources >> Try It: Writing Functions from Exponential Situations >> Example 1

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1676&pageid=11310>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Recommended New Content: Error ID: 8436651

Compare your answer:

$$f(y)=150*3^t$$

ADD TABLE LIKE TRY IT Q2:

Compare your answer:

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

Identify the initial value. $a=150$

Identify the growth factor. $b=3$

Write the exponential equation. $f(y)=150*3^t$

Change Type: New Content

Current Page Number(s): 1

Location:

Project 3 Teacher Guide: Two-Variable Statistics

Project 3 Overview

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1598>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1Cdv7Grc8-tjIV0U_lpCfLBAZSY8kl-Yz/view?...

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.18: The nth Term of a Sequence

4.18.3: Define an Arithmetic Sequence by the nth Term

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1649&pageid=11112>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1j5mu-3kPMb9ncYMUYqNnIVBFLu5SkbiC/view?...>

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 6.6 Teacher Guide: Factor Special Products

6.6.3: Factoring the Difference of Squares

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Support for English Language Learners

MLR 3: Clarify, Critique, Correct

After discussing question 7 as a class, present an incorrect answer and explanation. For example, " $49x^2 + 16y^2 = (7x + 4y)(7x + 4y)$ because when you find the square in a polynomial expression you take the square of each term." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explain how to find the difference of squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.

Design Principle(s): Optimize output (for explanation); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: New Content

Current Page Number(s): 1

Location:

Unit 4 Inquiry Project Teacher Guide: Defining Functions
Inquiry Project Unit 4 Overview

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1604&pageid=10742>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1qVSeeT-x-zo8c9bRHgvg31d2wSGAu6J7/view?...>

Change Type: New Content

Current Page Number(s): 1

Location:

Add to Appendix >> Course Design >> Unit Sequence and Resources

Original URL:

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

Original Text:

In response to Commissioner's Recommendations shared with SBOE on Nov. 18 regarding Suitability Rubric Indicator 2.1.1: NEW CONTENT
We now have more clarification of the expectation and are providing this section to highlight how our materials support students learning about the United States' free enterprise system in the context of the algebra 1 topics they are studying.
This new content will be accessible to teachers, students, and parents.

Updated URL:

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

Updated Text:

Link to new content:
<https://drive.google.com/file/d/1xuuexBOeZFHUezloljOicRbC8a1WWxHD/usp=sharing>

Change Type: New Content

Current Page Number(s): 1

Location:

Project 4 Teacher Guide: Using Functions to Model Battery Power
Project 4 Overview

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1l8eLLC8gGjCATbW41oMrxI26CyqSqPWm/>

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 9.10 Teacher Guide: Rewriting Quadratic Expressions in Vertex Form

9.10.4: Rewriting Expressions in Vertex Form

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add SWD box to 9.10.4 Launch that says:
Support for Students with Disabilities

Engagement: Internalize Self Regulation

Chunk this task into more manageable parts to differentiate the degree of difficulty or complexity. Allow students to discuss the steps and then provide students with printed slips of explanations from the student responses. Divide the slips between partners and encourage them to work together to identify which slip matches with each step. Allow them to keep the steps nearby and put them next to their steps as they check their work and use them as a guide.

Supports accessibility for: Organization; Attention

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.2: Additional Resources
>> Try It: Determine the Domain of a Function Using Inequalities

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=10998>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New:

For example, if x cannot be negative, you would write $(x \geq 0)$ or $[0, +\infty)$ in interval notation.

Also an UX fixed in the show solution boxes.

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 5.8: Exponential Situations as Functions >> 5.8.3: Additional Resources >> Try It: Writing Functions from Exponential Situations >> Example 1

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1676&pageid=11310>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Recommended New Content: Error ID: 8436651

Compare your answer:

$$f(y)=150*3^t$$

ADD TABLE LIKE TRY IT Q2:

Compare your answer:

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

Identify the initial value. $a=150$

Identify the growth factor. $b=3$

Write the exponential equation. $f(y)=150 \cdot 3^t$

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.11 Teacher Guide: Graphing Linear Inequalities in Two Variables

2.11.3: Sketching Solutions to Inequalities

Additional Resources

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

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

Change Type: New Content

Current Page Number(s): 1

Location:

Project 3 Teacher Guide: Two-Variable Statistics

Project 3 Overview

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1598>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

https://drive.google.com/file/d/1Cdv7Grc8-tjIV0U_IpCfLBAZSY8kl-Yz/view?...

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.11 Teacher Guide: Graphing Linear Inequalities in Two Variables

2.11.3: Sketching Solutions to Inequalities

Additional Resources

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

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

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.3: Additional Resources
>> Naming Input-Output Pairs >> Using Inequalities to Determine Range

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

TEA Feedback Request

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}.

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 6.6 Teacher Guide: Factor Special Products
6.6.3: Factoring the Difference of Squares

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Support for English Language Learners

MLR 3: Clarify, Critique, Correct

After discussing question 7 as a class, present an incorrect answer and explanation. For example, " $49x^2 + 16y^2 = (7x + 4y)(7x + 4y)$ because when you find the square in a polynomial expression you take the square of each term." Ask students to identify the error, critique the reasoning, and write a correct explanation. Invite students to share their critiques and corrected explanations with the class. Listen for and amplify the language students use to explain how to find the difference of squares. This helps students evaluate, and improve upon, the written mathematical arguments of others.

Design Principle(s): Optimize output (for explanation); Maximize meta-awareness

Learn more about this routine

View the instructional video and follow along with the materials to assist you with learning this routine.

Provide support for students

Distribute graphic organizers to the students to assist them with participating in this routine.

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.13 Teacher Guide: Solving Problems with Inequalities in Two Variables

2.13.2: Solving Problems with Inequalities in Two Variables

Student Activity
Bank Account problem

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/132GBWCA3QRU0ZldQttwuRnzO-pkNp31S/view?...>

Change Type: New Content

Current Page Number(s): 1

Location:

Unit 4 Inquiry Project Teacher Guide: Defining Functions
Inquiry Project Unit 4 Overview

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1604&pageid=10742>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1qVSeeT-x-zo8c9bRHgvg31d2wSGAu6J7/view?...>

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.13 Teacher Guide: Solving Problems with Inequalities in Two Variables

2.13.2: Solving Problems with Inequalities in Two Variables

Student Activity

Bank Account problem

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/132GBWCA3QRU0ZldQttwuRnzO-pkNp31S/view?...>

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.18: The nth Term of a Sequence

4.18.3: Define an Arithmetic Sequence by the nth Term

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1649&pageid=11112>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1j5mu-3kPMb9ncYMUyqNnIVBFLu5SkbiC/view?...>

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 9.10 Teacher Guide: Rewriting Quadratic Expressions in Vertex Form

9.10.4: Rewriting Expressions in Vertex Form

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

Add SWD box to 9.10.4 Launch that says:
Support for Students with Disabilities

Engagement: Internalize Self Regulation

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Supports accessibility for: Organization; Attention

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.14 Teacher Guide: Solutions to Systems of Linear Inequalities in Two Variables

2.14.4: Graphing Solutions of Systems of Inequalities
Student Facing Extension Q2

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

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

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 4.12: Domain and Range, Part 1 >> 4.12.2: Additional Resources
>> Try It: Determine the Domain of a Function Using Inequalities

Original URL:

<https://demo.raiselearning.org/mod/lesson/view.php?id=1635&pageid=10998>

Original Text:

New Content

Updated URL:

N/A

Updated Text:

New:

For example, if x cannot be negative, you would write $(x \geq 0)$ or $[0, +\infty)$ in interval notation.

Also an UX fixed in the show solution boxes.

Change Type: New Content

Current Page Number(s): 1

Location:

Lesson 2.14 Teacher Guide: Solutions to Systems of Linear Inequalities in Two Variables

2.14.4: Graphing Solutions of Systems of Inequalities

Student Facing Extension Q2

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

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Change Type: New Content

Current Page Number(s): 1

Location:

Project 4 Teacher Guide: Using Functions to Model Battery Power

Project 4 Overview

Original URL:

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

Original Text:

New Content

Updated URL:

N/A

Updated Text:

<https://drive.google.com/file/d/1l8eLLC8gGjCATbW41oMrxI26CyqSqPWm/>

Publisher: Texas Education Agency

Math, Grade 6 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1

Component: Secondary Mathematics Content Organization (ISBN: 9781970197013)

Change Type: New Content

Current Page Number(s): *PDF p3*N/A (new pages)

Location:

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Math, Grade 7 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1

Component: Secondary Mathematics Content Organization (ISBN: 9781970197013)

Change Type: New Content

Current Page Number(s): *PDF p3*N/A (new pages)

Location:

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Original URL:

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Updated Text:

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Math, Grade 8 (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Grade 8, Edition 1

Component: Secondary Mathematics Content Organization (ISBN: 9781970197013)

Change Type: New Content

Current Page Number(s): *PDF p3*N/A (new pages)

Location:

*Content Organization *New Content

Original URL:

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Algebra I (IMRA)

Program: Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1

Component: Secondary Mathematics Content Organization (ISBN: 9781970197013)

Change Type: New Content

Current Page Number(s): *PDF p3*N/A (new pages)

Location:

*Content Organization *New Content

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