

Proclamation 2024: State Review Panel Feedback

This report lists feedback provided by the state review panelists along with the publishers' responses. It has been updated with publishers' responses received after the September 2023 SBOE meeting and SRP feedback and publishers' responses for reviews that were completed after that meeting. If the publisher accepted the feedback, they proposed an edit. If the publisher rejected the feedback, they provided a rationale.

Publisher: Accelerate Learning Inc.

Science, Grade K

STEMscopes Science TX - Kindergarten: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	25	From the Dashboard, click on the Resources tab. Click on Instructional supports. Click on Engaging Students in Scientific and Engineering Practices. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Exploring as a Scientist or Engineer.	View Link	This entire packet contains student content and ideas that are developmentally inappropriate for a Kindergartener, possibly even for a gifted Kindergartener.	reject	Citation was accepted - no change needed
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Activity section - Step 1) The Problem section	Click on the following Scope: Plant Life Cycles. Scroll the top banner to Connections. Then click on the dropdown for Engineering Connection.	View Link	The language "diagrams" and "blueprint" are developmentally inappropriate for kindergartener and would take a good deal of instructional time to explain.	reject	lesson has been vetted
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Activity Section - Guided Practice section - 3a (plants)	Click on the following Scope: Basic Needs. Scroll the top banner to Intervention. Then click on the dropdown for Small-Group Intervention.	View Link	In order to meet the breakout, the emphasis on cause and effect should be clearer in the lesson plan.	reject	Citation was accepted - no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Activity section, step 2	Click on the following Scope: Rocks, Soil, and Water. Scroll the top banner to Assessments. Then click on the dropdown for Claim-Evidence-Reasoning.	View Link	Prompt should also include allowance for oral or pictorial response.	accept	Will add to teacher facilitation as differentiation option
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Activity section, step 2	Click on the following Scope: Rocks, Soil, and Water. Scroll the top banner to Assessments. Then click on the dropdown for Claim-Evidence-Reasoning.	View Link	Make sure activities are developmentally appropriate for the age group.	accept	Content was reviewed and deemed developmentally appropriate
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Activity section, step 2	Click on the following Scope: Rocks, Soil, and Water. Scroll the top banner to Assessments. Then click on the dropdown for Claim-Evidence-Reasoning.	View Link	Some language regarding an oral or pictorial explanation might be helpful at the Kinder level.	accept	Will add to teacher facilitation as differentiation option
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	all	Light: Lesson 1: I Can't See! I Can See! See the document titled "K_1.C.i_Activity_1". Students identify why they need to follow safety guidelines during the activity, and identify what those safety guidelines are. Refer to highlighted text for updates.		These questions are very awkward. Suggestion: "Why do we need to wear these goggles to be safe?" "What else do we need to do during this experiment to be safe?"	accept	Questions will go through the copy edit process to verify appropriateness.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	all	Weather and Air: Lesson 5: Let It Snow! See the document titled "K_1.C.i and ii_Activity_1". Students identify why they need to follow safety guidelines during the activity, and identify what those safety guidelines are. Refer to highlighted text for updates.		Kindergarten students can't handle this big of a question and need more scaffolding. "Here we have salt. What do we know about foods in a science experiment? (We don't smell or taste them without teacher permission). Then you might ask another specific question.	reject	No change is needed to student document as teacher guides include scaffolding.
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	all	Citation 1 - Activity See the document titled "K_4.B.ii_Activity". This text will be added to the scopes mentioned to help students participate in a discussion to identify engineers.		Even as a narrative read by the teacher, some of these concepts will be above the head of a Kindergartener. Especially the scientist who invented the special magnet.	accept	We will adjust the level to be developmentally appropriate
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Answer Key: Plant and Animal Math, page 4 Pretty and Tasty	Click on the following Scope: Plant and Animal Structure. Scroll the top banner to Connections. Then click on the dropdown for Math Connection. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout. 	View Link	Graphics should be uniform in color.	reject	No change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Engineering Connections: Brainstorming #3	Click on the following Scope: Weather and Air. Scroll the top banner to Connections. Then click on the dropdown for Engineering Connection. Then scroll down to Brainstorming #3	View Link	I am concerned about the language that students should write down a question. Students in Kindergarten cannot necessarily write down a question. I think for newer teachers it might be a good idea to add language about "drawing a picture" to help them remember their questions.	reject	No change needed to document - teacher guide provides suggestions of using drawing
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Mini-Lesson: I Spy Rock and Soil Uses. Activity #3 - 8	Click on the following Scope: Rocks, Soil, and Water. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 4.	View Link	This needs to be more explicit in the explanation. It seems like the activity is a stretch to meet the needs of the breakout. You still have to keep in mind that this activity is for kindergarten students.	accept	This was adjusted in the new content submitted to SRP
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Mini-lesson: Growing Green, Activity section, step 9	Click on the following Scope: Plant and Animal Structures. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 4.	View Link	The language "The sun is so strong" should be changed to "The light of the sun is so bright"	reject	That language is not in this lesson
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Mini-lesson: Sweet Seedlings, Activity section - step 8	Click on the following Scope: Plant Life Cycles. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 3.	View Link	Make sure you add a section that specifies what teachers might say as they are demonstrating how to use the hand lense.	reject	Addressed in safety section of curriculum
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Mini-lesson: Sweet Seedlings, Activity section - step 8	Click on the following Scope: Plant Life Cycles. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 3.	View Link	Need to be more specific about hand lens safety in this part of the plan so that teachers can better fulfill this standard.	reject	Addressed in safety section of curriculum

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Page 1 - external evidence, page 2 - Claim section	Click on the following Scope: Patterns in the Sky. Scroll the top banner to Assessments. Then click on the dropdown for Claim-Evidence-Reasoning. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout. 	View Link	We feel that from the weather information it is actually unclear what the weather will be the next day. If on Saturday there was a storm all day and night, the students could make a better more educated guess. From this data, students may be confused and unable to draw a clear conclusion.	reject	Citation was accepted - no change needed
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Page 2, plan section	Click on the following Scope: Weather and Air. Scroll the top banner to Connections. Then click on the dropdown for Engineering Connection. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout. 	View Link	Kindergarten students will not know what a "meter" is. The teacher will need to measure that for them so there is no need to include it in any student materials.	reject	No change needed
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Page 2, plan section	Click on the following Scope: Weather and Air. Scroll the top banner to Connections. Then click on the dropdown for Engineering Connection. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout. 	View Link	Under criteria there should be a different level of measurement for the students instead of saying 2 meters.	reject	appropriate measurement used

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Page 4, Scientists and Models Section	Click on the Resources tab at the top right. Click on Instructional supports. Click on Engaging Students in Scientific and Engineering Practices. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Exploring as a Scientist or Engineer.	View Link	Inappropriate vocabulary to grade level	accept	Adjustment made to include appropriate level of reading
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Page 4, Scientists and Models Section	Click on the Resources tab at the top right. Click on Instructional supports. Click on Engaging Students in Scientific and Engineering Practices. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Exploring as a Scientist or Engineer.	View Link	MANY of the words on this specific page are FAR too advanced for Kindergarteners. "Accurate", "duplicate", "limitations", etc. There are too many tier 2 words here to explicitly teach and it is not age appropriate.	reject	Designed to be teacher facilitated
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Page 5, Engineers and Models	Click on the Resources tab at the top right. Click on Instructional supports. Click on Engaging Students in Scientific and Engineering Practices. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Exploring as a Scientist or Engineer.	View Link	Once again, incredibly inappropriate vocabulary and concept for students in Kindergarten. They cannot conceptualize the inner workings of a soda machine.	reject	Designed to be teacher facilitated

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Pages 1-2, Sections: 2) Brainstorm, 3) Plan, 4) Build and Test	Click on the following Scope: Plant and Animal Structures. Scroll the top banner to Connections. Then click on the dropdown for Engineering Connection. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout. 	View Link	The TEKS is addressed, but the directions are extremely difficult for us as adults to understand. In the mindset of a student, you need to provide more background information. In addition, be more clear about what you are expecting when you say use a part of the animal for the invention. What are you meaning?	reject	duplicate
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Pages 1-2, Sections: 2) Brainstorm, 3) Plan, 4) Build and Test	Click on the following Scope: Plant and Animal Structures. Scroll the top banner to Connections. Then click on the dropdown for Engineering Connection. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout. 	View Link	This material is very difficult for us to understand and we imagine that it would be even more difficult for Kindergarteners to do so. This is a huge leap for most kinder students to do this kind of out of the box thinking. Perhaps if you focused on a specific animal adaptation and then had the kinder students apply it to something that could be invented for a human. It does address the break out, however.	reject	The lesson was vetted and appropriate
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	pgs. 1-2	Click on the following Scope: Patterns in the Sky. Scroll the top banner to Lessons. Then click on the dropdown for Lesson Plan 4. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Interactive Science Notebook - Student Handout	View Link	There only needs to be one moon on the cut out page.	accept	Will remove the extra image

Publisher: Discovery Education Inc

Science, Grade K

Science Techbook for Texas by Discovery Education - Grade K: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/03D80F6A-9D75-4103-8D13-D407134D5B66	Unit: Plants and Animals > Concept: Plants > 5E: Explore > Lesson 2: What Plants Need > Section: Hands-on Activity > Graphic Organizer, pt. 5	View Link	Hands-on activity Parts 1 -5 also cover breakout.	reject	Thank you for your feedback and review of our custom program for Texas. As approved by the review panel, this standard is fully addressed within the program.
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/25c438d3-e3ec-4e4a-aa4c-0b9c3b8c6fef	Unit: Sky and Weather > Concept: Wind and Weather > Lesson 6: Pinwheel > Section: Hands-On Activity > Location: Turn and Talk See Publisher document submitted via email and hardcopy.		Citation location does not give student the opportunity to DEVELOP an object or prototype...	reject	Thank you for your feedback and review of our custom program for Texas. As approved by the review panel, this standard is fully addressed within the program.
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/4CFB1E9B-7BD2-4380-ABB3-B99D5ED394FB	Unit: Objects, Magnets, and Light > Concept: Light > 5E: Explore > Lesson 5: Making Shadow Puppets > Section: What Did You Figure Out? > Student Question, Educator Notes	View Link	Hyperlink safety guidelines.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/4CFB1E9B-7BD2-4380-ABB3-B99D5ED394FB	Unit: Objects, Magnets, and Light > Concept: Light > 5E: Explore > Lesson 5: Making Shadow Puppets > Section: What Did You Figure Out? > Student Question, Educator Notes	View Link	Provide hyperlink to safety guidelines.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/4CFB1E9B-7BD2-4380-ABB3-B99D5ED394FB	Unit: Objects, Magnets, and Light > Concept: Light > 5E: Explore > Lesson 5: Making Shadow Puppets > Section: What Did You Figure Out? > Student Questions	View Link	On your print component page 115 is more age appropriate than the digital recording sheet version. At this time of the year we can have students that cannot read nor write, so the activity can be high; unless it is done as a group activity with the teacher.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/6638B4BF-05ED-4593-8615-0155D06B4872	Unit: Objects, Magnets, and Light > Concept: Properties of Objects > 5E: Explore > Lesson 2: Describing Objects > Section: Phenomenon Check In > Investigating Properties of Objects (Part 2) - Observe and feel the material of the object. What is its texture?	View Link	SE not found in location cited.	reject	Thank you for your feedback and review of our custom program for Texas. As approved by the review panel, this standard is fully addressed within the program.
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/68888362-95d1-4e48-8103-a74b84e102e4	Unit: Sky and Weather > Concept: Objects in the Sky > Lesson: Identifying Objects in the Sky > Section(s): Read Together > Location: Nighttime Sky See Publisher document submitted via email and hardcopy.		Consider adding: Stars give us light, heat. The Sun is a star. Made of gas. Our Sun is a star. Center of our solar system. It provides the energy Light - as previously discussed or will be discussing.	reject	Thank you for your feedback and review of our custom program for Texas. As approved by the review panel, this standard is fully addressed within the program.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/6992D572-6267-4846-BF51-6B0D01981825	Unit: Objects, Magnets, and Light > Concept: Magnets > 5E: Explore > Lesson 2: Magnet Experiment Centers > Section: Hands-on Activity > Part 1 graphic organizer	View Link	No graphic organizer	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/73bcc662-1f32-4f97-be0e-1e6807242caf	Unit 1: Objects, Magnets, and Light > Concept 3: Light > Lesson 6: Light Strikes > Section(s): Read Together > Location: Turn and Talk See Publisher document submitted via email and hard-copy.		Consider introducing Sound energy as well. Electrical energy is not taught until upper elementary.	reject	Thank you for your feedback and review of our custom program for Texas. As approved by the review panel, this standard is fully addressed within the program.
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/7D208CF8-F755-438F-9E10-71737A69A864	Unit: Objects, Magnets, and Light > Concept: Properties of Objects > 5E: Engage > Lesson 1: Engage: How Can We Describe and Sort Objects? > Section: Hands-on Activity > Making Connections	View Link	No Making Connection on this citation.->incorrect location	reject	Thank you for your feedback and review of our custom program for Texas. As approved by the review panel, this standard is fully addressed within the program.
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/f98fe4d7-7b19-44ab-8973-15b9d6f779d8	Unit 1: Objects, Magnets, and Light > Concept 1: Properties of Objects > Lesson 4: Changing Properties > Section(s): Hands-On Activity > Location: Parts 1-4 See Publisher document submitted via email and hard-copy.		Consider adding a discussion about the properties that stayed the same. Teachers directions imply there are no changes - however, it is important that students be given the opportunity to describe factors or condition that remained the same.	reject	Thank you for your feedback and review of our custom program for Texas. As approved by the review panel, this standard is fully addressed within the program.

Science, Grade K

Science Techbook for Texas by Discovery Education - Grade K: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/13AA86BA-A6DB-4F6E-A448-B367964240B8	Unit: Sky and Weather > Concept: Wind and Weather > 5E: Explore > Lesson 5: Air is Everywhere > Section: What Did You Figure Out? > Educator Notes > English Language Proficiency Support	View Link	Have in mind that Kindergarten Beginning ELLs have little or no ability to use the English language to build foundational listening or speaking skills; you might need to add strategies where they can have VISUALS and TPR	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	https://app.discoveryeducation.com/learn/player/f98fe4d7-7b19-44ab-8973-15b9d6f779d8	Unit: Objects, Magnets, and Light > Concept: Properties of Objects > Lesson 4: Changing Properties > Section: Hands-on Activity > Safety See Publisher document submitted via email and hard-copy.		Consider adding to rules: In case of accident, notify teacher immediately.	reject	Thank you for your feedback and review of our custom program for Texas. As approved by the review panel, this standard is fully addressed within the program.

Publisher: EduSmart

Science, Grade K

2024 EduSmart Science Grade K: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade K	9781939511096-GK		Reading a Thermometer Activity	View Link	Kindergarten students count by ten starting at 0 and going to 100. It would be an easier to read thermometer if it started at 0 and ended at 100, without any extra lines for numbers in between.	accept	Number scale on thermometer images have been adjusted. https://drive.google.com/file/d/1KpmzgvEyTfjvh_OObTWqJCvQyzhAhKjL/view?usp=drive_link
2024 EduSmart Science Grade K	9781939511096-GK		Do Plants Grow Better in Soil Activity Step 7 in the teacher procedure	View Link	Students get help from a teacher to measure a plant with a ruler. A much better way to measure would be to use a growth chart. You could use a long slip of paper (sentence strip) and mark the height of the plant each day. This is more age and grade level appropriate.	accept	We have amended step 7 to say: Use a strip of paper or sentence strip that has easy to see measurement labels to hang next to the plant or to place inside the cup.
2024 EduSmart Science Grade K	9781939511096-GK		5.G.1 Breakout Describe how factors or conditions can cause objects to either change or stay the same		The activity booklet that discusses how objects melt would be a good citation for this breakout.	reject	We cannot change a citation after it has been accepted. We agree that the reader, <i>A Melting Scavenger Hunt</i> would be a better citation for this breakout.
2024 EduSmart Science Grade K	9781939511096-GK		Reading a Thermometer Activity	View Link	The data sheet is too small for kindergarten students to color or write in. One or two thermometers per page is more appropriate. This would also help because students needs more space to write the words. It would also be more appropriate if the headings were days of the week instead of dates, kindergarten students don't write the date. Students also don't need to have the symbol F for Fahrenheit on their work page, it can just say "The temperature outside is ____degrees." It is not grammatically correct to write out the word degree and put a capital F. Either write out both words or use the symbol with a capital F. See previous feedback about the labeling of the thermometer.	accept	We have edited the data sheet to use larger thermometer images and give more space to write and also removed the F symbol from the data sheet. Number scale on thermometer images have also been adjusted. https://drive.google.com/file/d/1KpmzgvEyTfjvh_OObTWqJCvQyzhAhKjL/view?usp=drive_link
2024 EduSmart Science Grade K	9781939511096-GK		Engineering Design Challenge: Engineering Rocks!	View Link	The whole problem seems contrived, there are natural problems students encounter each day that would be better examples. One example would be that certain students, wheelchair users, can't use the playground. Design a piece of playground equipment that a student in a wheelchair could use.	accept	We love the suggestions and have edited the activity accordingly. https://drive.google.com/file/d/1EuT3SD-_OB9hCQZSrG_2eAQzcqrVUCRI/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade K	9781939511096-GK			View Link	Kinder students are creating a book that explains when we see the moon in the day??? This does not align with the SE 9 (B) observe, describe, and illustrate the Sun, Moon, stars, and objects in the sky such as clouds.	accept	We wrote a new activity for students to observe, describe, and illustrate the Sun, Moon, stars, and objects in the sky such as clouds. https://drive.google.com/file/d/1AHlhFCHrTD_z-z-xrGrvpbeM35OEZBkw/view?usp=drive_link
2024 EduSmart Science Grade K	9781939511096-GK		The Day and Night Pattern Video	View Link	Students in kindergarten are required to observe the moon, it would be helpful if the video had actual images (video or photographs) of the moon instead of illustrations.	accept	We have replaced drawings with photographs of the moon phases.
2024 EduSmart Science Grade K	9781939511096-GK	1-4	Engineering Design Challenge: Magnetic Toy	View Link	The problem in this activity is not clearly defined. What solution are students trying to find? This is a design challenge where students are told what to build. The rubric is not appropriate for kindergarten students. Why are students trying to convince classmates that their product is better for the environment? This wasn't in the goal or rubric and students don't necessarily have the background knowledge to have this discussion. Students are not discovering how magnets interact with materials or how they push and pull, they are decorating magnets and putting them on a soup can. This is an art activity.	accept	We have written an alternative activity. https://drive.google.com/file/d/1o6Q5lf4QQUZWRjk3JmTB2coD44vV-u70/view?usp=drive_link
2024 EduSmart Science Grade K	9781939511096-GK	3		View Link	Reflection Questions - It is not clear what teachers are supposed to do with these questions. If whole group, only one student may answer. If this activity a turn and talk? Students are using deconstructed plant parts to identify the parts of plants. They need to see a whole plant together to identify parts. The "Data" page is not really for collecting data. Also, it should be one plant where students identify the parts.	accept	We have another activity that directly addresses your concerns. https://drive.google.com/file/d/13JSjfOupaOjAxXlsXHBzGAdEN0Ha-YLh/view?usp=drive_link

Science, Grade K

2024 EduSmart Science Grade K: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade K	9781939511096-GK		Readers		The readers could have text features added (bold words, glossary, etc.) to call out important vocabulary words that students are learning for the first time.	accept	We cannot upload all reader documents here, but here is a sample. https://drive.google.com/file/d/1l2L3gkwZeqjE8dhT0x4uYB6ccyIhBeQV/view?usp=drive_link

Publisher: Great Minds

Science, Grade K

PhD Science Texas Level K Texas Program Bundle (Modules 1-3): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level K Module 2 Teacher Edition</i>	9798885885164	p. 122	Teacher Edition; Module 2 Life, Lesson 12 Land: Entire section, Page 122; PDF page 126	View Link	It mentions the SE very quickly. There's not a lengthy enough explanation in my opinion.	reject	This is one of multiple opportunities students have to demonstrate the knowledge that plants need air. In this instance, the teacher elicits this knowledge through a brief whole class discussion. The narrative does not go into significant detail students completed a more in-depth CFU on this standard breakout on preceding pages (Pg 120-121). The CFU provided the teacher with Next Steps if students struggled to demonstrate their knowledge of the content.
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 150-152	Teacher Edition; Module 3 Light, Lesson 15 Learn: Explain Mirror Placement. From paragraph that begins, "Return to the center of town in Rjukan photograph…" through the end of the sub-section including the Check for Understanding box, p. 150-152; PDF page 154	View Link	It would be more beneficial to have other examples of engineering jobs/projects. The mirror light redirection and shelters are well covered...	reject	Students engage in engineering projects in other contexts in Level K that do not align to the exact wording of this standard. Examples include engineering challenges in the Magnets Spotlight lessons 4-8, and in the Weather lessons 4-7 when students are introduced to the engineering design process. In these cases students are not focused on specific examples of engineers or exploring what they do, but rather students themselves are engineering in a classroom context.
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 164	Teacher Edition; Module 3 Light, Lesson 16 Land: Entire section, p. 164; PDF page 168	View Link	Perhaps provide an option for showing a video instead of interactive activity. I could see a very rowdy class getting out of control with the puppet cards and not being able to focus on the objective of the lesson (just speaking from experience).	reject	Although this comment is regarding K.1.A.i, this lesson is meant to address K.6 and K.8B which include identifying physical properties of objects, generating ways to classify them, and demonstrating that light travels through some objects and is blocked by others. The SEs associated with these TEKS strongly suggest hands on activities, and less wonder and fewer questions (K.1A.i) are likely to be generated from a video than from these activities.
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 164	Teacher Edition; Module 3 Light, Lesson 16 Land: Entire section, p. 164; PDF page 168	View Link	like the subject matter; it's unique and learning about other cultures is always positive. However, again, the way this subject matter/ concept is being presented seems too advanced for a K audience.	reject	This was tagged at the end of the lesson after multimodal engagement with the phenomenon, including a physical model. This also appears toward the end of the module after students have had a chance to engage with the phenomenon and explain parts of it. The science concept itself comes from the SE of K.8B: Demonstrate and explain that light travels through some objects and is blocked by other objects.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level K Module 2 Teacher Edition</i>	9798885885164	p. 182-183	Teacher Edition; Module 2 Life, Lesson 19 Learn: Conceptual Checkpoint Part A. Paragraph 2 beginning with, "Next, instructions students to observe the two plant growth…"; Pages 182-183; PDF page 186	View Link	Like how this is clearly illustrated.	reject	Thank you for the feedback.
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 204-205	Teacher Edition; Module 3 Light, Lesson 21 Learn: Conceptual Checkpoint Part B. From top of the subsection to the paragraph that begins, "Next tell students to look at the second item..." p. 204-205; PDF page 208	View Link	This activity seems complicated for kindergarten students.	reject	This activity is an application of student learning from both the Science Challenge L16-19 (properties of materials and light interactions) and the Rjukan lesson 14-15 (positioning of mirrors). In those lessons, students gained hands-on experience with each of these specific materials listed in the context of light interactions. The teacher is also facilitating the hands-on portion of this activity, while students apply conceptual knowledge, so this lessens the cognitive load for students.
<i>PhD Science Texas Level K Module 2 Teacher Edition</i>	9798885885164	p. 277-278	Teacher Edition; Module 2 Life, Lesson 27 Learn: Conceptual Checkpoint Part A. First paragraph and sample student responses, Pages 277-278; PDF page 281	View Link	This concept is good, but the symbols need to be clarified by either the teacher or in the actual art. What are the wavy lines with arrows? What is the water - puddle? pond? lake? any water? The straight lines w/ arrow btwn - parking lot? paint? Very unclear unless there is a legend/key to define.	reject	The student handout (Pages 522-523) does define each symbol. The sample student responses in the narrative do not include all text and images included on the student-facing pages.
<i>PhD Science Texas Level K Module 1 Teacher Edition</i>	9798885885157	p. 287-290	Teacher Edition; Module 1 Weather, End-of-Module Assessment: Item 1, 4a, 4b, Pages 287-290; PDF page 291	View Link	Unclear on what they are looking for in the sky.	reject	For item 1: Students watch a video of the Blizzard of 1978 and circle the parts of weather they observed in the video. Students should circle that they saw clouds in the sky and snowflakes moving in the wind and falling from the sky. For item 4a students are using the data table to observe that the sky in Boston is cloudy with snow. In item 4b students observe that they are more likely to see clear sunny days than cloudy days with rain and hurricanes.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level K Module 2 Teacher Edition</i>	9798885885164	p. 311-315	Teacher Edition; Module 2 Life, Lesson 30 Learn: Identify Mojave Desert Natural Resources. Entire subsection including Check for Understanding box, Pages 311-315; PDF page 315	View Link	Shows different uses for water - A+	reject	We have included more than one use for water (drinking and basketmaking).
<i>PhD Science Texas Level K Module 2 Teacher Edition</i>	9798885885164	p. 368	Teacher Edition; Module 2 Life, End-of-Module Assessment: Item 1a, Page 368; PDF page 372	View Link	First question of assessment has confusing wording. The question near the end asking students to write a sentence should be optional if included at all, as it is too high level for kindergarteners. Or there should be an option for students to give answer orally and teacher transcribe. In my experience, most kindergarteners cannot write full sentences without a lot of help.	accept	<p>(LCEC Additions) Item 1a (Page 368): Change the wording to item 1A to read as follows: "To find out if Mesa Verde has the things a plant needs, what else should you ask? Circle two questions."</p> <p>Written Response in Item 3d (Page 376): All three Conceptual Checkpoints have one written response of similar length, and they contain the differentiation note below. Edit this Teacher Note on the TE page 161 that corresponds to item 3d. Differentiation Note: If students need support with the writing demands of this task, consider scribing their responses or conducting one-on-one interviews. Teacher Note (edited p. 361): Student responses may vary. In item 3d, students should use evidence and reasoning to support their choice. If students need support to write a response, consider scribing or conducting one-on-one interviews</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level K Module 2 Teacher Edition</i>	9798885885164	p. 368	Teacher Edition; Module 2 Life, End-of-Module Assessment: Item 1a, Page 368; PDF page 372	View Link	parts of the assessment are appropriate and students will be able to accomplish, but modes where the questions are long and/or are asking for a written answer - too advanced for most K students. Oral answers might be a better option.	reject	<p>Long Questions:</p> <p>Pages 360-361 instructs the teacher to read aloud the assessment items and provide clarification about what each question asks students to do. In addition, sidenotes are provided with suggestions for additional student supports.</p> <p>Written Response in Item 3d (Page 376):</p> <p>All three Conceptual Checkpoints have one written response of similar length, and they contain the differentiation note below. Edit this Teacher Note on the TE page 161 that corresponds to item 3d.</p> <p>Differentiation Note (with Conceptual Checkpoints): If students need support with the writing demands of this task, consider scribing their responses or conducting one-on-one interviews.</p> <p>Teacher Note (edited p. 361): Student responses may vary. In item 3d, students should use evidence and reasoning to support their choice. If students need support to write a response, consider scribing or conducting one-on-one interviews.</p>
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 380-381	Teacher Edition; Module 3 Sky Spotlight Lesson, Lesson 3 Learn: Watch Time Lapse Videos. Entire sub-section. p. 380-381; PDF page 384	View Link	this shows them the moon in different positions in the sky	reject	No new content needed.
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 388-390	Teacher Edition; Module 3 Sky Spotlight Lesson, Lesson 4 Learn: Model the Sky at Different Times. Entire sub-section, p. 388-390; PDF page 392	View Link	Here the student is asked what time of day they think the video/picture was taken	reject	No new content needed.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 43-44	Teacher Edition; Module 3 Light, Lesson 3 Learn: Develop Initial Models. Entire subsection, p. 43-44; PDF page 47	View Link	This is a good learning opp, but again, the culture (Wayang?) and activity being asked seems advanced for K students.	reject	<p>To clarify, the culture is Indonesian, and the style of puppetry is called Wayang. Since similar concerns did not arise regarding Rjukan/Norwegian culture in this module, the scope of this feedback around some cultures being developmentally inappropriate for level K is unclear. Students learn about science phenomena in real world contexts, but the focus is not on the culture itself.</p> <p>Regarding the activity, at this point student models do not need to be correct, as they are used to generate initial class ideas to begin the class anchor model. This larger model will be revisited throughout the module. This initial modeling is a part of every anchor framing lesson in our product, and this is the fourth time in Level K students make an initial model around an anchor phenomenon.</p>
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 450-451	Teacher Edition; Module 3 Sky Spotlight Lesson, End-of-Module Assessment Part A: Items 5b and 6, p. 450-451; PDF page 454	View Link	picture could be confusing	reject	<p>In these spotlight lessons, students have seen videos generated from this same program, including instances of when the Sun sets and Moon rises, and vice versa. They have also established from watching these videos that the Moon can appear as different shapes.</p> <p>Because of this prior experience, they should be familiar with the depiction of the Moon in this image and be able to identify its shape and color.</p>
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 47-49	Teacher Edition; Module 3 Light, Lesson 3 Land: Entire section, p. 47-49; PDF page 51	View Link	This is an interesting and fun interactive lesson for the class, however, it feels over-complicated for this age group. There are literally many moving parts to this lesson, and I think many students will have a hard time staying focused; maybe just simplifying the direction and/or questions.	reject	<p>This is a typical anchor framing lesson for our product. Students have had this overall experience of initial sensemaking (observing, engaging, questioning, developing initial models) scaffolded several times already in the Magnets spotlight lessons, the Weather module, and the Life module before reaching this point.</p>
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 47-49	Teacher Edition; Module 3 Light, Lesson 3 Land: Entire section, p. 47-49; PDF page 51	View Link	Seems like a lot of prep work for the teacher to display this concept. May want to simplify the lesson by requiring less materials or steps for teacher to follow. Students may become overwhelmed by puppet show, turn and talk, sticky notes, all these pieces if that makes sense.	reject	<p>Preparation wise, this is typical for an anchor framing lesson at the start of a module. Multimodal engagement with the anchor phenomenon is essential to drive sensemaking, wonder, and questioning throughout the module, and this lesson is where anchor visuals such as the anchor model and driving question board are first developed.</p> <p>While it may be more preparation for the teacher initially, these components are foundational for sensemaking and will be revisited throughout the whole module.</p> <p>On the student end, since this general process for introducing the anchor phenomenon is used in every module, it should be somewhat familiar by this module which comes later in the year.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 479-480	Teacher Edition; Module 3 Sky Spotlight Lesson, Lesson 2 Resource: Sky Cards, p. 479-480; PDF page 483	View Link	This example aligns more with the SE.	reject	No new content needed.
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	p. 479-480	Teacher Edition; Module 3 Sky Spotlight Lesson, Lesson 2 Resource: Sky Cards, p. 479-480; PDF page 483	View Link	This clearly shows objects in the sky, ie: clouds	reject	No new content needed.
<i>PhD Science Texas Level K Module 2 Teacher Edition</i>	9798885885164	p. 55-56	Teacher Edition; Module 2 Life, Lesson 5 Launch: Entire section, Pages 55-56; PDF page 59	View Link	What do different scientists do? Only mentions the one (again).	reject	<p>Students explore different scientists at various points in the module:</p> <ul style="list-style-type: none"> Lesson 1: Alfred Russel Wallace Lesson 5: Ynés Mexía Lesson 20: Natasza Fontaine Lesson 22: Jane Goodall <p>In Lessons 1, 5, 20 and 22, students have opportunities to learn about each individual scientist. In Lesson 20, students have an opportunity to demonstrate the knowledge gained across multiple lessons as they compare Alfred Russel Wallace, Ynés Mexía, and Natasza Fontaine.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level K Module 2 Teacher Edition</i>	9798885885164	p. 55-56	Teacher Edition; Module 2 Life, Lesson 5 Launch: Entire section, Pages 55-56; PDF page 59	View Link	Expand page numbers to include pages where other scientists are discussed to meet this SE.	reject	<p>Students explore different scientists at various points in the module:</p> <ul style="list-style-type: none"> Lesson 1: Alfred Russel Wallace Lesson 5: Ynés Mexía Lesson 20: Natasza Fontaine Lesson 22: Jane Goodall <p>In Lessons 1, 5, 20 and 22, students have opportunities to learn about each individual scientist. In Lesson 20, students have an opportunity to demonstrate the knowledge gained across multiple lessons as they compare Alfred Russel Wallace, Ynés Mexía, and Natasza Fontaine.</p>
<i>PhD Science Texas Level K Module 2 Teacher Edition</i>	9798885885164	p. 79	Teacher Edition; Module 2 Life, Lesson 6 Land: Entire section, Page 79; PDF page 83	View Link	This doesn't seem to be the best example in observing objects and properties (size); rocks came to mind. Maybe something more tactile would be better - they can be held, feel different the weights, different looks, etc.	reject	In addition to this citation about plants, students do have an opportunity later in the module (Lesson 32) to compare properties of rocks, including rocks.
<i>PhD Science Texas Level K Module 1 Teacher Edition</i>	9798885885157	p. 82-83	Teacher Edition; Module 1 Weather, Lesson 6 Land: Entire section, Pages 82-83.; PDF page 86	View Link	I love the spanish language terms added.	reject	Thank you for the feedback.
<i>PhD Science Texas Level K Module 2 Teacher Edition</i>	9798885885164	p. 82-84	Teacher Edition; Module 2 Life, Lesson 7 Learn: Record Initial Observations. Entire sub-section, Pages 82-84; PDF page 86	View Link	I think this is a better fit for the SE as it has students describe the properties in more depth.	reject	Thank you for the feedback. We agree that this is an opportunity for students to describe the properties of objects in terms of relative size.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level K Module 1 Teacher Edition</i>	9798885885157	p. 86	Teacher Edition; Module 1 Weather, Lesson 7 Learn: Create and Improve a Wind Measuring Tool. Paragraph 5 beginning with, "When students finish building and improving their tool..." to the end of sub-section, Page 86; PDF page 90	View Link	Accepted because they're actually using items to create wind examples.	reject	No new content needed.
<i>PhD Science Texas Level K Module 2 Teacher Edition</i>	9798885885164	p. 93-95	Teacher Edition; Module 2 Life, Lesson 9 Learn: Analyze Plant Changes. Entire sub-section, Pages 93-95; PDF page 97	View Link	The wording of the TEK is strange. It says the dependence of plants on sunlight...but shouldn't don't plants depend on sun? Not the other way around? I know this isn't a textbook problem I just noticed.	reject	<p>K.12A states: Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow.</p> <p>Students use data from the investigation as evidence to show that plant growth is dependent on light and water. Sample student responses that highlight the dependence of plants on light and water:</p> <ul style="list-style-type: none"> The plants that got water and light were taller each time we observed them. The plants that got no water or light are brown and dried up.

Science, Grade K

PhD Science Texas Level K Texas Program Bundle (Modules 1-3): ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level K Module 3 Teacher Edition</i>	9798885885171	page 166	Teacher Edition; Module 3, Light Lesson 17 Sample Class Chart including Teacher Note. PDF Page 170	View Link	This seems very advanced for K; just noting that these are very good guidelines, but my experience for this age range the way the class learns are not up to this speed. Maybe this can be an end-of-year goal. Being realistic is important to support the teachers and the work they're actually able to do.	reject	<p>The properties chart shown is comprehensive, spanning the entirety of Level K—so entries from throughout the year, beginning with the first module of Kindergarten, Weather, are included here (e.g., temperature.) This ensures students are using and reusing language related to properties in order to internalize it.</p> <p>Because this appears toward the end of the year (Module 3), more properties are included at this point than when the chart was initially developed by the teacher using student responses.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Implementation Guide</i>	9798888114346	page 47-49	Implementation Guide Instructional Routines- Written Response Routines . PDF page 49-51	View Link	I think these lesson plans are fantastic but they are idealistic. I think it will be difficult for teachers to implement this in real time unless the class culture is absolutely on point.	reject	Teachers may alter routines to fit class abilities and needs. If class is not prepared for independent work with a specific routine, they can always be used as a whole group activity. Pacing Guides provide teachers with multiple pacing options, such as suggested lesson splits and instructional notes that describe time-saving strategies, lesson parts that could be completed in another content area, etc.

Publisher: Houghton Mifflin Harcourt

Science, Grade K

HMH Into Science Texas Hybrid Classroom Package Grade K: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	GK skills bank, Item 24	Page 15, Question 24	View Link	What was this evidence of?	reject	In Question 24, children observe the images of the trees and use their observations as evidence for sorting the trees. A stronger example of Student Expectation breakout 1.E.i ("Collect observations as evidence" can be found in TEKS K.7.A Quiz, Item 2, which the panel accepted as meeting this breakout.
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	GK skills bank, Item 28	Page 18, Question 28	View Link	Is this really a "symbol"?	accept	While any simple image can be a symbol, HMH agrees that this might be confusing, especially to younger children. HMH will change the images to be simple line-drawings that will seem more like symbols.
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	GK skills bank, Item 32	Page 21, Question 32	View Link	While the TEKS application is correct, the example is not as good as it could be. Don't ask about a color when the activity/test/quiz is in black and white. Adjust the drawing to meet the answer of one of the other choices.	accept	HMH will change answer option C. from "different colors" to "different sizes."
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	GK skills bank, Item 38	GK skills bank, Item 38	View Link	The question is TEKS applicable, but the example is horrible. Are all answers going to be correct? Because this drawing/model does not represent ANY of these. The size is not right, the feel is not right, color is not right, the smell is not right. This needs a real life picture in color.	accept	HMH agrees that the question as written is unclear. However, the TEKS requires children to analyze a model, so a photograph is not suitable. HMH will change the answer options so that the correct answers are more clear. New answer options will be "A. shape of the flower, B. feel of the leaves, C. number of leaves, D. smell of the flower" Correct answers will be B. and D.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	GK skills bank, Item 41	GK skills bank, Item 41	View Link	This is definitely a GT extension type question. It is a little advanced for Kinder.	accept	HMH will change this item to make the leveling more appropriate. HMH will delete the table with Number of Days and Items. HMH will change the prompt from "How many days of the week will Reese need to use each item to be BEST dressed for the weather? Write the letter of ONE correct answer in each box." to "Which item will Reese need to use to be READY for the weather 2 days this week?" The correct answer will be A, the umbrella.
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	TEKS K.10.B Quiz, Item 5	TEKS Quiz	View Link	This needs to be changed in order to match the specificity of the TEKS. If you add the words "changes between" in between "describes" and "spring", it will fit.	accept	HMH will change sentence 1 of the prompt to read "Ben found pictures in a book that describes changes between spring and winter."
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	TEKS K.11.A Quiz, Item 5	TEKS K.11.A Quiz, Item 5	View Link	This has the same issues as I had with the narrative items. I feel that the authors have really skipped the intent of this TEKS. It seems that they just took the existing "resources" items and tried to get away with using it for double duty, without encouraging the student to really think about structures and functions relationships.	reject	This item has already been addressed as part of the new content submitted by HMH and approved by the panel, as an example of a breakout, 11.A.vi being covered by an Activity. As such, it cannot be further modified.
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	TEKS K.13.A Quiz, Item 6	Page 4, Question 6	View Link	Asking Kindergarten students to compare three different graphs to choose the right answer is a little advanced.	accept	HMH will delete answer choice "C" so there are only 2 data tables to compare. With that said, kindergarten students, especially towards the end of the year, are capable of counting the leaves on the two plants and then identifying whether one table or the other matches what they counted, rather than having to select from three tables.
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	TEKS K.7 Test, Item 4	TEKS K.7 Test, Item 4	View Link	The multiple steps, possibility of using an answer choice more than once, and multiple boxes to record in - this is WAY too complicated for Kinders, especially at the beginning of the year. Can this be simplified or split more specifically to separate steps?	reject	New content has already been submitted for this item in response to the Texas Resource Review and cannot be further edited. The new content changes proposed provide some clarity to avoid the potential confusion due the prior version using "answer" and "letter" in ways that were sometimes interchangeable, so it will read "Write the letter of ONE correct answer in each box. Some letters may be used more than once. Not all letters will be used."
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	TEKS K.8. Test, Item 1	TEKS K.8. Test, Item 1	View Link	I'm worried about this question since the Kinder TEKS will only have addressed light energy phenomena at this point. Heat and Sound energy phenomena will not be addressed until 1st and 2nd.	accept	HMH will change this item from "Which form of energy affects how colors appear? A. heat, B. light, C. sound" to "What is light? A. energy from temperature, B. energy that lets us see, C. energy that lets us hear"

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	TEKS K.8.A Quiz, Item 3	TEKS K.8.A Quiz, Item 3	View Link	Again, the multiple box recording is tough for kinders at the first of the year.	accept	HMH will change this item to read “Roberto sits at his desk to read in a dark room. Compare the objects Roberto could use to read at his desk. Which object would give Roberto the LEAST light?” The answer choices will be the images, and the correct response will be answer choice B, the image of the candle. HMH will remove the sentence “Write the letter of ONE correct answer in each box.” HMH will remove the Least light/More light/Most light table.
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	TEKS K.9.A. Quiz, Item 2 and new Item 7	<p>NEW CONTENT for TEKS K.9.A Quiz, revised Item 2 and new item 7 as provided to Re-view.adoption@tea.tx.gov</p>		<p>Item 7 - The question is really good. Can you take out the phase names and put first, then, next, and finally instead? This puts it more aligned with the Kinder expectations and aligns with their RLA requirements, as well. See A Framework for K-12 Science Education, page 174 for grade band endpoints.</p>	accept	HMH intends to make the change, but with a slight difference from what is suggested by the panelists. If we were to follow what they said, ANY view could be considered the "first" view, because the phases of the moon are cyclical. Instead, we intend to put the "new moon" image in the leftmost box, which we will label as "First." Then, we will label the other boxes as "Then," "Next," and "Last."
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.10.A, Day 3, Screen 4	Make a claim, previous screen (HoA steps) (Also see Student Edition pp. 126-130.)	View Link	Question should be reworded to corral/lead toward size - use the previous three steps as eliminators and ask what another way they could be sorted.	accept	HMH will change the item to read “Make a claim about a way to sort rocks with a sieve.”
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.11.A, Day 3, Screen 3	Step 4 (Also see Student Edition pp. 190-193.)	View Link	The wording should be different in the directions. Which part is the structure> The bridge? That should be stated.	accept	HMH will add the following to the Teacher Guide, p. 177, column 2, Step 4, after sentence 1: “Support students to discuss each structure, or part, of their solution for fixing the bridge and how that part will function to make the solution work. Have students share why they chose the materials for each part based on how those parts will work.”
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.11.A, Day 4, Screen 2	Screen 2 8 (Also see Student Edition pp. 194-201.)	View Link	LOVE the example. Can you fix the word pop-up to be smaller and/or include a definition?	accept	HMH will change formatting of these one-word pop-ups to be labels rather than full panels so the image and label are visible at the same time.
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.11.A, Day 4, Screen 7	TEKS Lesson K.11.A, Day 4, Screen 7 (Also see Student Edition pp. 194-201.)	View Link	Could the words "from the Earth" (the system) be added?	accept	HMH will change “Observe how rocks, soil, and water are used.” to “Observe how rocks, soil, and water from the earth are used.”

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.11.A, Day 4, Screen 7	TEKS Lesson K.11.A, Day 4, Screen 7 (Also see Student Edition pp. 194-201.)	View Link	This could be more challenging by creating their own ways to use instead of copying.	accept	HMH will change paragraph 2, sentence 1 from “Draw pictures of ways natural resources can be used.” to “Think of other ways to use resources. Draw pictures of these examples of using natural resources.”
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.12.A, Day 4, Screen 2	TEKS Lesson K.12.A, Day 4, Screen 2 (Also see Student Edition pp. 221-224.)	View Link	Could you add the term "botanist"?	accept	HMH will change “plant scientist” to “botanist” and will define botanist as a scientist who studies plants.
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.12.B, Day 2, Screen 7	Caption 2 (Also see Student Edition pp. 230-234.)	View Link	I really think there needs to be a third picture illustrating need for space.	accept	HMH will add a new third image of an elephant in a wide-open area. The caption will be “The elephant lives in a wide-open area. It needs a lot of space.”
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.12.B, Day 3, Screen 3	Step 5 (Also see Student Edition pp. 235-239.)	View Link	I hate magazine cut-out activities. Teachers don't have the extra time to vet enough magazines for use these days.	accept	HMH will provide picture cards instead of using animal books for this activity in the digital Student Edition, print Student Edition, and as a downloadable/printable set of picture cards hyperlinked to the online version of the Teacher Guide for this activity.
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.13.A, Day 2, Screen 7	Exit ticket (Also see Student Edition pp. 248-252.)	View Link	I don't like starting with the exit ticket item as a teaching/learning step.	reject	No action necessary, as this is not actually the start of the day's lesson. Day 2 begins with a Hands-On Activity, during which students explore and observe plant parts. Then, they answer Claims, Evidence, and Reasoning prompts about what they observed during the activity. They are also shown a video of flowers forming fruit. The Day 2 Exit Ticket item follows all of this, to provide students an opportunity to demonstrate their learning, and to give teachers a real-time formative assessment opportunity.
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.13.B, Day 2, Screen 3	HoA, Steps 2 & 3 (Also see Student Edition p. 302.)	View Link	Would really like provided picture cards, rather than having to find vetted magazines.	accept	HMH will provide picture cards for this activity, as well as all other gr K activities that require picture cards, in the digital Student Edition, print Student Edition, and as a downloadable/printable set of picture cards that will be hyperlinked to the online Teacher Guide for these activities.
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.13.B, Day 2, Screen 3	Step 2 (Also see Student Edition pp. 301-305.)	View Link	Where are animal pictures? Where are word wall words? It looks as if the teacher is supposed to make/find these on their own, but teachers have enough on their plate without having to do this. Other publishers have provided.	accept	This is duplicate feedback from citation #3999856. HMH will provide picture cards for this activity, as well as all other gr K activities that require picture cards, in the digital Student Edition, print Student Edition, and as a downloadable/printable set of picture cards hyperlinked to the online Teacher Guide pages/screens that support each activity.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.13.B, Day 4, Screen 2	TEKS Lesson K.13.B, Day 4, Screen 2 (Also see Student Edition pp. 310-312.)	View Link	Please add "veterinarian" and I LOVE this!	accept	HMH thanks the panelists for their comment and will change "animal doctor" to veterinarian" through the Engineering in Careers feature.
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	TEKS Lesson K.8.A, Day 3, Screen 5	TEKS Lesson K.8.A, Day 3, Screen 5 (Also see Student Edition pp. 48-52.)	View Link	This could include instructions or examples about how to engage respectfully.	accept	HMH will add a sentence to support respectful discussion. "Ask your partner a question about their reasoning. Notice where your ideas are the same and different."

Science, Grade K

HMH Into Science Texas Hybrid Classroom Package Grade K: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	ELPS Mini-lesson to go with TEKS K.10.B From Hot to Cold	Collaborate	View Link	This could be a clearer breakout for the teacher.	reject	<p>No change is necessary. In breakout 2.1.iv ("demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs"), collaboration is already included and broken out in the following sections:</p> <p>Strategy/Take Notes: "Help children take notes and ask them to share what they heard about weather and temperature."</p> <p>Scaffolding/Intermediate: "Have partners work together to complete the organizer."</p> <p>Scaffolding/Advanced: "Have partners work together to identify context clues to complete the organizer."</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade K</i>	9780358860181	ELPS Mini-lesson to go with TEKS K.8.A Shine a Light!	Preview Student Reading	View Link	It would be helpful to have at least the academic vocabulary provided in Spanish, as well. I know that's not the only language we deal with, but it would save us at least that time. Science of Reading / Reading Academy focus for learning letter/sound rules would also be useful.	reject	No changes necessary. This feedback is accommodated in other aspects of the program meant to assist Emergent Bilingual learners. Academic vocabulary and sentence frames are provided in Language X-Rays. Additionally, all lesson vocabulary will be available in English and Spanish and Vietnamese, with hyperlinked translations of terms and definitions at point of use. The entire program is also provided in Spanish as HMH ¡Arriba las Ciencias! Texas. In addition, the post-adoption program will include a Multilingual Glossary with vocabulary terms and definitions in 12 languages. The request for Science of Reading and Reading Academy focus of learning letter/sound rules goes beyond the scope of applicable ELPS and is more commonly handled within Reading and Language Arts programs.
<i>HMH Into Science Texas Student License Digital Grade K</i>	9780358859703	ELPS Mini-lesson to go with TEKS K.9.A Day and Night	Day and Night	View Link	This in itself is not a great narrative section. However, after doing a deeper dive into the books and digital examples, I can see that the program comes together to cover all necessary parts. You really could have done a better job promoting this program on the TEA dashboard. This seems like a last minute effort.	reject	HMH thanks the panelists for this comment. The nature of the TEKS and ELPS review process, in which a single page or screen is supposed to provide evidence for a learning trajectory that should take place across multiple components and often across many lessons, sometimes leads to citations that do not fully embody the rich learning experiences HMH is providing. In addition, the nature of the TEKS and ELPS being active-learning oriented makes the old distinction of “narrative” vs. “activity” not as clear-cut as it was when textbooks were books meant to be read, with questions to be answered at the end of each lesson, which was the origin of these adoption rules. In the case of the ELPS minilessons in particular, the student and teacher-facing pages complement each other to cover the Narrative and Activity aspects of the breakouts.

Publisher: McGraw Hill

Science, Grade K

McGraw Hill Texas Science, Kindergarten: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
McGraw Hill Texas Science, Grade K Student Edition	9780077006709	164	Starting with, "The Sun gives off light."	View Link	The illustration discussion/teaching does not occur until page 166. Is there a way to make this clearer for the teacher?	accept	<p>We are adding the following text to page 164 of the Student Edition: How can the descriptions in the text help you illustrate objects in the sky?</p> <p>In addition, the support for this feature will be added to page 165 of the Teacher's Edition: Have students discuss the words that describe the color, shape, and texture of the Sun and clouds. Discuss how these words can help them illustrate the objects.</p> <p>CHANGES MADE: Student Edition, p. 164 Teacher Edition, p. 165</p>
McGraw Hill Texas Science, Grade K Student Edition	9780077006709	208-209	Both pages	View Link	There is no explicit discussion/demonstration of recording the life cycle changes here. Could this be added?	accept	<p>We think the best time to discuss and demonstrate recording life cycle changes is before the investigation.</p> <p>We are adding the following statement in the Teacher's Edition support for the investigation on p. 208A: "Explain that scientists draw pictures, write descriptions, and take photos to record life cycle changes. Demonstrate how to draw pictures and add labels."</p> <p>CHANGES MADE: Teacher Edition, p. 208A</p>
McGraw Hill Texas Science, Grade K Student Edition	9780077006709	248	Entire page	View Link	I really love this activity, but the pictures are confusing to Kindergarten students, especially if they have limited real life experiences. Could you switch the picture to show the woodpecker drilling a hole or switch it to a parrot cracking a nut. This will avoid confusion about how the woodpeckers use their beak.	accept	<p>Using the picture of the woodpecker does introduce the misconception that woodpeckers are able to crack nuts with their beaks in the same way a nutcracker cracks nuts.</p> <p>We are changing the image to a photo of a spotted nutcracker which does use its beak as a double lever to break open nuts and seeds.</p> <p>CHANGES MADE: Student Edition, p. 248</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
McGraw Hill Texas Science, Grade K Teacher Edition	9781265514716	36-37	Entire Build a Noise Maker Investigation, (Teacher's Edition pp. 14C-14D)	View Link	This is not the best example, but the tuning fork is a "tool" as listed in the TEKS.	accept	<p>Thank you for your feedback and thorough review of Grade K Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further.</p> <p>We strove to include most of the materials listed in TEKS K.1D as tools. Examples of traditional tools include the hand lens and flashlight that are used in the In the Shadows investigation on page 74A, the dropper used in the Life of a Lima Bean investigation on page 208A, and the demonstration thermometer and rain gauge used in the Weather Watch investigation on page 130A.</p> <p>ADDITIONAL EXAMPLES: Teacher Edition, p. 74A Teacher Edition, p. 130A Teacher Edition, p. 208A</p> <p>https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0dd0/14760456-6ed7-4ba4-a4ad-5cf850d0e062/epub?cfi=epubcfi(%2F6%2F320%5Bdata-uuid-9fc5bb50e7194898b0ee8a39c79a1d1d%5D!%2F4%2F2%5Bpage0160-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p160%5D%2F20%2F2%5Bp160-tex-tid26%5D%2C%2F2%5Bword129%5D%2F1%3A0%2C%2F16%2F1%3A1)&epubid=92eb7dec9a654d49ad30aa636c33e894</p> <p>https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0dd0/14760456-6ed7-4ba4-a4ad-5cf850d0e062/epub?cfi=epubcfi(%2F6%2F564%5Bdata-uuid-071baff4833e493b879bc3e2e515e457%5D!%2F4%2F2%5Bpage0282-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p282%5D%2F14%2F2%5Bp282-tex-tid25%5D%2C%2F2%5Bword117%5D%2F1%3A0%2C%2F10%5Bword119%5D%2F1%3A11)&epubid=92eb7dec9a654d49ad30aa636c33e894</p> <p>https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0dd0/14760456-6ed7-4ba4-a4ad-5cf850d0e062/epub?cfi=epubcfi(%2F6%2F892%5Bdata-uuid-d7a457d3b7524f7eb3c4fc46c7151182%5D!%2F4%2F2%5Bpage0446-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p446%5D%2F22%2F2%5Bp446-tex-tid28%5D%2C%2F2%5Bword153%5D%2F1%3A0%2C%2F14%5Bword156%5D%2F1%3A6)&epubid=92eb7dec9a654d49ad30aa636c33e894</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Science, Grade K Teacher Edition</i>	9781265514716	37	Build a Noise Maker Investigation, Question 9 (Teacher's edition, pp. 14A-14D)	View Link	Instructions might be more specific about sharing / collaborating with a partner, neighbor, teacher, etc.	accept	<p>The Teacher Edition suggests that this activity be done in small groups, thus encouraging collaboration.</p> <p>In addition, we will add the following Science Mindset note to page 14A of the Teacher Edition: "Collaboration is an important science skill. Help students collaborate by encouraging them to listen to one another's ideas. Students may also assign each group member a different task to complete the investigation."</p> <p>CHANGES MADE: Teacher Edition, p. 14A</p>
<i>McGraw Hill Texas Science, Grade K Teacher Edition</i>	9781265514716	37	Build a Noise Maker Investigation, Question 9 (Teacher's edition, pp. 14A-14D)	View Link	Would like for them to have more collaboration in this activity.....Is it explicit in the Teacher's Edition?	accept	<p>The Teacher Edition currently suggests that this activity be done in small groups, thus encouraging collaboration.</p> <p>In addition, we will add the following Science Mindset note to page 14A of the Teacher Edition: "Collaboration is an important science skill. Help students collaborate by encouraging them to listen to one another's ideas. Students may also assign each group member a different task to complete the investigation."</p> <p>CHANGES MADE: Teacher Edition, p. 14A</p>
<i>McGraw Hill Texas Science, Grade K Student Edition</i>	9780077006709	62	Entire Page	View Link	This needs an addition of an instruction to talk, draw, etc. that leads to communication. ie., "Something that makes a light is called a light source. Tell your neighbor a light source that you have observed today."	accept	<p>Thank you for your feedback and thorough review of Grade K Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further.</p> <p>Students are asked to communicate about sources of light by responding to this question in the Teacher's Edition on page 62: What are some sources of light?</p> <p>ADDITIONAL EXAMPLE: Teacher Edition, p. 62</p> <p>https://my.mheducation.com/secure/reviewer/539db4df-ca5c-4e64-8e47-8c0929040986/41bd41d0-8bd8-4de3-a9b7-29255bbb0dd0/ae0b93bc-c359-44f4-8a1a-84445aaaa5c0/epub?cfi=epubcfi(%2F6%2F284%5Bdata-uuid-2ab43ad420a445c29c4a8a6487e80047%5D!%2F4%2F2%5Bpage0142-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p142%5D%2F22%2F8%5Bp142-text-tid48%5D%2C%2F2%5Bword157%5D%2F1%3A0%2C%2F8%2F1%3A1)&epubid=92eb7dec9a654d49ad30aa636c33e894</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Science, Grade K Student Edition</i>	9780077006709	74	Entire page	View Link	The TEKS does not include the vocabulary of "opaque" or "transparent". These should be removed from the word wall AND be made clear in the teacher's instructions that this is not age appropriate vocabulary for Kindergarten.	accept	<p>We have decided to keep "opaque" and "transparent" as vocabulary words. These terms are used in the Science and Engineering Practices TEKS K.1D and our Texas author, Dr. Julie Jackson, recommended their use. Our philosophy is to introduce vocabulary early to help students gain familiarity. Please note that the text of the Kindergarten Student Edition is intended to be read aloud by the teacher.</p> <p>We are adding the following note to page 79 of the Teacher's Edition: "Opaque and transparent are difficult vocabulary words for Kindergarten students. Remind students that transparent objects let light pass through and that opaque objects block light. Students should not be graded on their knowledge of these terms, but on their understanding of the concepts behind them."</p> <p>CHANGES MADE: Teacher Edition, p. 79</p>
<i>McGraw Hill Texas Science, Grade K Student Edition</i>	9780077006709	76	Talk About It	View Link	The academic vocabulary of "opaque" and "transparent" is not appropriate at this age level. Please change vocabulary to something age appropriate, such as totally blocks, partially/somewhat blocks, does not block.	accept	<p>We have decided to keep "opaque" and "transparent" as vocabulary words. These terms are used in the Science and Engineering Practices TEKS K.1D and our Texas author, Dr. Julie Jackson, recommended their use. Our philosophy is to introduce vocabulary early to help students gain familiarity. Please note that the text of the Kindergarten Student Edition is intended to be read aloud by the teacher.</p> <p>We are adding the following note to page 79 of the Teacher's Edition: "Opaque and transparent are difficult vocabulary words for Kindergarten students. Remind students that transparent objects let light pass through and that opaque objects block light. Students should not be graded on their knowledge of these terms, but on their understanding of the concepts behind them."</p> <p>CHANGES MADE: Teacher Edition, p. 79</p>
<i>McGraw Hill Texas Science, Grade K Student Edition</i>	9780077006709	87	Talk About It	View Link	Might add some other methods of communication, not just talk/describe.	accept	<p>Thank you for your feedback and thorough review of Grade K Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further.</p> <p>Every lesson offers opportunities for students to communicate by speaking, writing, or drawing. Question 2 at the bottom of p. 225 requires students to write to communicate their answer. It reads "How are the plants alike?" and provides a write-on line for students to write their answers. The first prompt on p. 225 requires students to draw to communicate their response.</p> <p>ADDITIONAL EXAMPLE: Student Edition, p. 225</p>

Publisher: Savvas Learning

Science, Grade K

Texas Experience Science Grade K (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Student Activity Companion</i>	9781323223284	10	Topic 2 Experience 1 Hands-On Activity: What will a magnet pick up? full activity	View Link	The teacher may need an explicit connection to cause and effect.	reject	Thank you for your feedback. Support and connection to cause and effect are provided in the Teacher Guide, on page 40, Explore Hands-on Station: What Will a Magnet Pick Up? teacher notes. Additionally, the sidebar feature Mastering Recurring Themes and Concepts provides the teacher an explicit connection to cause and effect.
<i>Grade K Digital Components</i>	9781428553767	See Link	SEPs and Themes Preview Activity: Make a Sundial	View Link	Many Kinder students cannot write yet, this activity is not appropriate for them to fill out. Circling yes or no and oral assessment would be more appropriate.	accept	Thank you for your feedback. Savvas will revise writing prompts 8 and 9 to include sentence frames/starters, draw space to allow for oral response and assessment and be developmentally appropriate for kindergarten students.
<i>Grade K Digital Components</i>	9781428553767	See Link	Safety Manual: Laboratory Safety Contract	View Link	This contract is not developmentally appropriate for a Kindergartener. They will be unable to read it and because they will likely review it at BOY, they may not be able to sign their name.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher-use only and not intended for direct use by the Kindergarten student. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553767	See Link	Safety Manual: Question 1	View Link	Even orally this question is not developmentally appropriate for Kindergarteners. Beginning teachers may need some guidance in how to word this for their students.	reject	Thank you for your feedback. The Texas Lab Safety Manual is for K-5 teacher-use only and not intended for direct by the Kindergarten student. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553767	See Link	SEPs and Themes Preview Activity: Who was Isaac Newton?	View Link	This should be an oral activity for Kinder. Many of them cannot write yet.	accept	Thank you for your feedback. A revised SEPS and Themes Preview Activity: Who was Issac Newton? will be revised to be more developmentally appropriate for use by the Kindergarten student.

Publisher: Summit K12 Holdings

Science, Grade K

Dynamic Science Kindergarten: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science Kindergarten Student/Teacher Resources</i>	9781616180195	1	KGR SEPs Introduction -- Click on Start for K.1C- All the words	View Link	Slide 1 word in first sentence is confusing and needs to be simplified. Slide 2 the wording turn the fire off needs to be changed to put the fire out(more common language usage).	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science Kindergarten Student/Teacher Resources</i>	9781616180195	2	K.9B Lesson Guide -- Engage-Bullet 4	View Link	Great language but need to add such as examples for investigations outside the classroom.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science Kindergarten Student/Teacher Resources</i>	9781616180195	2	K.8B E-Book -- Pages 2, 5, and 6	View Link	Great visuals and connection to SE but concerned about the usage of transparent and opaque. Believe these terms are for older grades and not kinder, use words like clear, cloudy and solid.	accept	Thank you. We appreciate your feedback on improving our product.
<i>Dynamic Science Kindergarten Student/Teacher Resources</i>	9781616180195	2	K.9B Lesson Guide -- Engage-Bullet 4	View Link	Need to add such as examples for outdoor investigations to the bullet point.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science Kindergarten Student/Teacher Resources</i>	9781616180195	3	K.13B E-Book -- Pages 3 to 11	View Link	The ebook looks amazing and connects beautifully with he breakout. Please change the title on page three to Animal Parts instead of Plant Parts.	accept	Thank you for your feedback. We will update our resources to incorporate your correction.
<i>Dynamic Science Kindergarten Student/Teacher Resources</i>	9781616180195	5	K.7A Lesson Guide -- Misconceptions	View Link	Great option for covering misconceptions; feedback the section needs to have note to demonstrate with examples while creating a class anchor chart and not just discuss.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science Kindergarten Student/Teacher Resources</i>	9781616180195	6	K.9B Lesson Guide -- Connect to Art- Bullet 6 & 7	View Link	In the teacher questioning portion, need to include the following questions. 1. Does your model look just like the sky and the objects in the sky? 2. How does your model look different from the object in the sky? 3. Why can't your model look exactly like the sky and the objects in the sky? 4. How does your model help you remember what you see in the day and night sky?	reject	Thank you for your feedback. We will look at incorporating descriptive questions as part of the art connection.
<i>Dynamic Science Kindergarten Student/Teacher Resources</i>	9781616180195	6	K.9A Lesson Guide -- Apply/Extend -Bullet 3	View Link	Bullet three needs to include the bulleted discussion to fulfill the SE breakout.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science Kindergarten Student/Teacher Resources</i>	9781616180195	6	K.10C Lesson Guide -- Home Connection	View Link	Great home connection activity to show how tools are not only those found in classroom. Would enhance that activity if this language was include in the directions for activity.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science Kindergarten Student/Teacher Resources</i>	9781616180195	6	K.10A Lesson Guide -- Connect to Writing - Bullet 1	View Link	Add to the activity, to have the students organize and discuss the size of their rocks.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.

Publisher: TPS Publishing

Science, Grade K

STEAM into Science - Grade Kindergarten Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Kindergarten Science</i>	9781788057943	116-119	116-119	View Link	Simplifying this lesson with fewer written responses and omitting the hour increments for recording observations would be more grade level appropriate.	reject	This is a Science is a Verb teacher led experiment where students see the science happen. It is important to do this step by step. TPS believe each step is grade appropriate. Students are learning about day and night.
<i>Learn By Doing STEAM Activity Reader Book - Kindergarten Teacher Edition</i>	9781788057912	123-127	Chapter 9 Reader story	View Link	Rather than the teacher providing a declarative statement on how animals depend on air, they could provide students with an opportunity to observe this phenomena through pictures or videos.	reject	Thank you for your comment. This page is narrative, in the following activities students are given opportunities to explore.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learn By Doing STEAM Activity Reader Book - Kindergarten Teacher Edition</i>	9781788057912	142	Activity 2	View Link	In this activity students are given the opportunity to observe how plants grow. However, it could be enhanced by providing different environments for the plants (ex: growing plants in soil, sand, slime, etc. to compare the different nutrients from the environment in which they were grown.	accept	Add edit to bottom of page 142: Teachers can enhance this activity by providing students with the opportunity to observe how plants grow in different environments. For example, place some plants in soil, some in sand, some in slime, some in wet cotton pads etc. and compare how they grow.
<i>Learn By Doing STEAM Activity Reader Book - Kindergarten Teacher Edition</i>	9781788057912	142	Activity 2	View Link	In K.1D Kinder tools are non standard measuring items- so the use of blocks or some other non standard unit should be used to measure the plants.	reject	This is one activity within the four main components that address 'identify and record observable physical properties of objects, including shape, color, texture, and material'. Many different methods and tools are used.
<i>Student Textbook - Kindergarten Science</i>	9781788057943	149-150	149-150	View Link	When asking kindergartners to reference the size of the head of a pin or penny, provide images of these objects for further clarification.	accept	Images will be added to page 150 of the following items: pin penny something smooth something rough something of light color something of fark color something of mixed colors something large something small
<i>Student Textbook - Kindergarten Science</i>	9781788057943	178-181	178-181	View Link	mean, median, mode, and range are not taught in kindergarten.	reject	TPS provide a STEAM program which includes extension content that TEA staff confirmed was acceptable as it is additional to the at grade level content that met the TEKS at 100%. Teachers are advised on page 276 that these terms are for advanced students to study. On page 181 of student textbook all students are asked to find patterns only.
<i>Student Textbook - Kindergarten Science</i>	9781788057943	18-22	Mae C. Jemison	View Link	While Mae Jemison was an engineer of aeronautics, it does not specifically state this. Instead, this lesson consistently referred to her as a scientist.	accept	Mae Jemison is not only an Engineer of Aeronautics. She is also a doctor, author, actress and teacher. However, we will add the following edit. Add edit to last paragraph of Page 18: Mae became the first black female astronaut for NASA. She is also an engineer of aeronautics, doctor, and teacher.
<i>STEAM Activity Guide - Kindergarten Student Edition</i>	9781788057967	195-196	195-196	View Link	Students in kinder do not need to identify the living and nonliving components. They only focus on the living organisms and their needs.	reject	TEKS 1E has a breakout that states 'All living organisms satisfy basic needs through interactions with non living things and living organisms'. It is therefore necessary for students to learn about both living and non living components.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEAM Activity Guide - Kindergarten Student Edition</i>	9781788057967	195-196	195-196	View Link	This activity could enhance student understanding of plants' dependence on water if they could compare plant growth of those receiving different amounts of water including none at all.	accept	Edit final paragraphs on page 195: Once home they take three plants with leaves, and place them in separate containers with soil. Each day they give lots of water and sunlight to one, some water and sunlight to another, and no water and sunlight to the third. Amelia Rose watches as the plant given some water and sunlight grows during the week, the plant given no water or sunlight dies, and the plant given lots of water and sunlight grows, but only a little and looks weak.
<i>Assessment Guide - Kindergarten Student Edition</i>	9781788057981	22-31	22-31	View Link	Adding an opportunity for the teacher to physically demonstrate safety practices would enhance student understanding of this concept.	accept	Add edit to bottom of page 23: Your teacher will show you how to wash your hands properly. Your teacher will show you some safety goggles and how to wear them. Your teacher will show you how to carry sharp tools properly.
<i>STEAM Activity Guide - Kindergarten Student Edition</i>	9781788057967	221	221	View Link	helpful if environment was identified as a system.	accept	Add to top of page 221: An environment is a system. It is made up of living and non living things.
<i>STEAM Activity Guide - Kindergarten Student Edition</i>	9781788057967	221	221	View Link	Teachers may not understand environment as a system- consider adding that piece	accept	In order to add an effective edit for the teacher's use, we will add an edit to the Teacher STEAM PAGE 264 Teacher Note: It is important to note that an environment is a system, which is based on the natural surroundings, and interacting biotic and abiotic elements.
<i>STEAM Activity Guide - Kindergarten Student Edition</i>	9781788057967	23	23	View Link	It is not developmentally appropriate for kinder students to use standard units of measure. This activity should refernece using a non standard unit of measure.	reject	This is one activity within the four main components that address 'identify and record observable physical properties of objects, including shape, color, texture, and material'. Many different methods and tools are used.
<i>Student Textbook - Kindergarten Science</i>	9781788057943	24-28	<p>24-28</p>	View Link	<p>Allowing students to actively participate in the "explore" portion of this SE would enhance learning of what different scientists do.</p>	accept	Add to bottom of page 25: Your teacher will show you different scientist fact sheets. As a class you will look at each. Explore what the different scientists do.
<i>Student Textbook - Kindergarten Science</i>	9781788057943	243	243	View Link	Rather than giving a declarative statement, the teacher could provide opportunities or examples of how animals depend on food to survive.	reject	Thank you for your comment. This page is narrative, in the following activities students are given opportunities to explore examples of how animals depend on food to survive.
<i>Student Textbook - Kindergarten Science</i>	9781788057943	251-253	251-253	View Link	In order to observe- students should go out to observe where a bird lives before drawing.	accept	Add edit to bottom of first paragraph, page 254: Go outside and look at the birds in their environment. Where do they live?

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Kindergarten Science</i>	9781788057943	251-253	251-253	View Link	By going outside and allowing students to investigate and record their observations of how different animals depend on space to live, this lesson could enhance student understanding of this SE.	accept	Add edit to bottom of page 253: Animals also need space. Go outside and look at the animals in their environment. Which animals need the most space? Which animals are happy to live very closely together?
<i>Student Textbook - Kindergarten Science</i>	9781788057943	251-255	251-255	View Link	Revise the statement to be more open with any animal or themself.	accept	Thank you for your comment. These pages, and the following pages, discuss "needs" in relation to a number of different living things; giving the students the opportunity to explore. Add edit to bottom of page 264: What similarities and differences have you noticed between the different living things? Are there similarities or differences between you and other living things?
<i>Student Textbook - Kindergarten Science</i>	9781788057943	251-256	251-256	View Link	Add a section to this activity activating prior knowledge of a students pet or themself and their need for water. Allow students to provide an illustration of their own choosing when illustrating an animal's dependence on water.	accept	Thank you for your comment. These pages, and the following pages, discuss "needs" in relation to a number of different living things; giving the students the opportunity to explore. Add edit to bottom of page 264: What similarities and differences have you noticed between the different living things? Are there similarities or differences between you and other living things?
<i>Student Textbook - Kindergarten Science</i>	9781788057943	251-256	251-256	View Link	Add a section to this activity activating prior knowledge of a students pet or themself and their need for water. Allow students to provide an illustration of their own choosing when illustrating an animal's dependence on water.	accept	Thank you for your comment. These pages, and the following pages, discuss "needs" in relation to a number of different living things; giving the students the opportunity to explore. Add edit to bottom of page 264: What similarities and differences have you noticed between the different living things? Are there similarities or differences between you and other living things?
<i>Student Textbook - Kindergarten Science</i>	9781788057943	251-256	251-256	View Link	Using the pet rabbit is limiting especially for students that have not had experience with a rabbit, Consider changing the pet rabbit to be any animal or even themself. Example: Draw a picture of an animal getting water. draw a picture of yourself getting water.	accept	Thank you for your comment. These pages, and the following pages, discuss "needs" in relation to a number of different living things; giving the students the opportunity to explore. Add edit to bottom of page 264: What similarities and differences have you noticed between the different living things? Are there similarities or differences between you and other living things?

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Kindergarten Science</i>	9781788057943	257-261	257-261	View Link	By changing out the verb "gets" to "needs" students will better be able to demonstrate a plant's dependence on water rather than the process of getting water. Students could also label the plant and water.	accept	Thank you for your comment. The following edits will be made, as applicable (rabbit/bird/house plant/tree and water/shelter/food/nutrients/space and air), to pages 251-264: Draw and label a ... with Draw and label a ... with enough (or not enough)
<i>Student Textbook - Kindergarten Science</i>	9781788057943	258-262	258-262	View Link	By changing out the verb "gets" to "needs" students can better identify a plant's dependence on nutrients in soil rather than the process. Students could draw and label the plant and nutrients in soils to enhance understanding.	accept	Thank you for your comment. The following edits will be made, as applicable (rabbit/bird/house plant/tree and water/shelter/food/nutrients/space and air), to pages 251-264: Draw and label a ... with Draw and label a ... with enough (or not enough)
<i>Student Textbook - Kindergarten Science</i>	9781788057943	259-266	259-266	View Link	By changing out the verb "gets" to "needs" students can better identify a plant's dependence on sunlight rather than the process. Students could draw and label the plant and sunlight to enhance understanding.	accept	Thank you for your comment. The following edits will be made, as applicable (rabbit/bird/house plant/tree and water/shelter/food/nutrients/space and air), to pages 251-264: Draw and label a ... with Draw and label a ... with enough (or not enough)
<i>Student Textbook - Kindergarten Science</i>	9781788057943	260-264	<p>260-264</p>	View Link	<p>By changing out the verb "gets" to "needs" students can better identify a plant's dependence on nutrients in soil rather than the process. Students could draw and label the plant and nutrients in soils to enhance understanding.</p>	accept	Thank you for your comment. The following edits will be made, as applicable (rabbit/bird/house plant/tree and water/shelter/food/nutrients/space and air), to pages 251-264: Draw and label a ... with Draw and label a ... with enough (or not enough)
<i>Student Textbook - Kindergarten Science</i>	9781788057943	264-266	264-266	View Link	The sentence above the picture needs to be reworded_ how a tree gets resouources is more complex than identifying it's dependency. Examples: Draw and label a tree with space and air. Draw and label a tree with enough (or not enough) space and air.	accept	Thank you for your comment. The following edits will be made, as applicable (rabbit/bird/house plant/tree and water/shelter/food/nutrients/space and air), to pages 251-264: Draw and label a ... with Draw and label a ... with enough (or not enough)
<i>Student Textbook - Kindergarten Science</i>	9781788057943	265	265	View Link	Same as feedback for space.	accept	Add edit to bottom of page 265: Animals need shelter. Go outside and look at animals in their environment. What kinds of shelters can you see?
<i>STEAM Activity Guide - Kindergarten Student Edition</i>	9781788057967	283	bullet 7	View Link	Consider a more direct, grade-level appropriate activity. Teaching kindergarteners a 0-10 scale is not recommended.	reject	TPS believe that number lines are appropriate for Grade Kindergarten to learn, and this is an engineering project. It is important students learn mathematical concepts and see how they are applied in real life projects.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Kindergarten Science</i>	9781788057943	333	333	View Link	Using phrases such as "Use the success criteria when making this evaluation", is not grade level appropriate for a student textbook.	accept	Edit page 333, bullet 4 part a: Think about what the problem was. Think about what you wanted to happen.
<i>Student Textbook - Kindergarten Science</i>	9781788057943	334	334	View Link	Consider providing an activity that focuses solely on safety practices instead of introducing the concept of conservation.	reject	Safe disposal of materials is a key area for students to learn and focus on. There are other activities focused solely on safe practices. For example, Student textbook page 2; students learn how to be sure not to touch a hot plate.
<i>Teacher Textbook - Kindergarten Science</i>	9781788057936	374-375	374-375	View Link	Rather than watching a video, students could hold their breath for as long as possible, and then asking them to observe what their bodies did when the time holding their breath had ended. Students would gain a better understanding of how all animals depend on air to survive.	accept	Add edit to Activity, page 374: 6. Ask students to hold their breath for as long as possible. Ask them to discuss what happened to their bodies while they were holding their breath. Ask students if humans need air to survive.
<i>Student Textbook - Kindergarten Science</i>	9781788057943	44	last sentence	View Link	The idea of introducing the graphic organizer with color and then the students sorting by materials is a great activity	accept	Thank you for the feedback. We will apply edits as recommended.
<i>Student Textbook - Kindergarten Science</i>	9781788057943	48	48	View Link	There should be more nonliving objects to help them record by material.	accept	Edit the bottom section: Objects can be classified by color and the material they are made of. Can you identify the colors and materials of different objects around you? Make a table to group the objects by color. Make a take to group the objects by material.
<i>Student Textbook - Kindergarten Science</i>	9781788057943	48	48	View Link	While this activity does allow students to record/ classify objects by material, it is vague. For kindergarten, a better set might include non-living objects made of one material. (ex: metal/ nonmetal, organic/ inorganic).	accept	Edit the bottom section: Objects can be classified by color and the material they are made of. Can you identify the colors and materials of different objects around you? Make a table to group the objects by color. Make a take to group the objects by material.
<i>Student Textbook - Kindergarten Science</i>	9781788057943	48	48	View Link	Consider using more nonliving objects for students to sort materials.	accept	Edit the bottom section: Objects can be classified by color and the material they are made of. Can you identify the colors and materials of different objects around you? Make a table to group the objects by color. Make a take to group the objects by material.
<i>STEAM Activity Guide - Kindergarten Student Edition</i>	9781788057967	78	78	View Link	Consider adding a statement about encouraging the teacher to help students engage respectfully,	accept	Add edit to first bullet point, page 78: Students should understand that they must be respectful during a debate, even if they disagree, and engage with their classmates appropriately.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEAM Activity Guide - Kindergarten Student Edition</i>	9781788057967	78	78	View Link	Providing an explicit statement about respect in a debate will cover this SE more thoroughly.	accept	Add edit to first bullet point, page 78: Students should understand that they must be respectful during a debate, even if they disagree, and engage with their classmates appropriately.
<i>STEAM Activity Guide - Kindergarten Student Edition</i>	9781788057967	p2-18	STEM project	View Link	The only part of the activity that covers this breakout is the explore it and describe it. However, teachers will probably skip this entire activity due to the amount of "copy me" part of the plan at the beginning of the lesson	reject	Helicopter construction is a very popular STEM project and teachers have not, as yet, missed the opportunity of providing students with project work that progresses them in both Math and science Grade K aligned content. A STEAM program provides stepping stones within projects so that all students can master content.
<i>STEAM Activity Guide - Kindergarten Student Edition</i>	9781788057967	p2-18	STEM project	View Link	This activity is not grade level appropriate. The expectation for a teacher to staple and assist 20+ kindergarteners with the assembly and investigation is not practical. The majority of this activity does not cover the investigative process, but rather focuses on following explicit directions.	reject	Helicopter construction is part of the TPS Texas State adopted Mathematics program K-8 and it focuses students on learning the order of numbers. The science content relates to magnets and is aligned to TEKS 7 which states '(7) Force, motion, and energy. The student knows that forces cause changes in motion and position in everyday life. The student is expected to describe and predict how a magnet interacts with various materials and how magnets can be used to push or pull'. In the project students investigate, using magnets. Students follow the DAPIC process where they design, assess, plan, implement and communicate. The students do follow some directions and also have to investigate to answer posed questions. The project is widely used and the stapling has not proven to be an issue.

Publisher: Accelerate Learning Inc.

Science, Grade 1

STEMscopes Science TX - Grade 1 : TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 1 (Online)</i>	9798888266809	Activity section - Test section, step 2	Click on the following Scope: Soil. Scroll the top banner to Connections. Then click on the dropdown for Engineering Connections.	View Link	Looking at this through the teacher perspective, I need more in the explanation for the activity--a visual of possible builds, what are the sharp objects that the students could be dealing with.	accept	Will add a visual for teachers
<i>STEMscopes Science TX - Grade 1 (Online)</i>	9798888266809	Mini-Lesson, Activity, Number 3, first indention.	page 26 of Exploring as a Scientist and Engineer	View Link	I like how there is a scientist sheet, but maybe have a separate sheet for Engineers	reject	No change needed.

Publisher: Discovery Education Inc

Science, Grade 1

Science Techbook for Texas by Discovery Education - Grade 1: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/01C2221C-B3D7-4045-A94C-34A6C2B08351	Unit: Soil, Water, and Weather > Concept: Earth's Water > SE: Explore > Lesson 4: Water > Section: Video > Turn and Talk	View Link	After asking students what they could "not learn" from the model, connect that idea to being a "limitation" in the activity.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/0C3D29D8-ED92-4540-A3AE-C2EF26FB31C9	Unit: Living Things and Habitats > Concept: Life and Earth Materials > 5E: Explore > Lesson 3: Growing A Garden > Section: Interactive > Play button link	View Link	During Turn & Talk, remind student how to engage in respectful dialogue.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/0C3D29D8-ED92-4540-A3AE-C2EF26FB31C9	Unit: Living Things and Habitats > Concept: Life and Earth Materials > 5E: Explore > Lesson 3: Growing A Garden > Section: Interactive > Play button link	View Link	Explicitly give suggestions for ebginging resoectfukky- Sentence stems to disagree or expound on a point.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/0C3D29D8-ED92-4540-A3AE-C2EF26FB31C9	Unit: Living Things and Habitats > Concept: Life and Earth Materials > 5E: Explore > Lesson 3: Growing A Garden > Section: Interactive > Turn and Talk	View Link	Explicitly give suggestions for ebginging resoectfukky- Sentence stems to disagree or expound on a point.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/29FFD8C6-8762-4FC5-B398-841952BB2FCE	Unit: Animal Needs and Growth > Concept: Comparing Animals > 5E: Explain > Lesson 6: Explain: What Structures Help Animals Survive? > Section: Intro and Objectives > Supporting Science Theme	View Link	This RTC should be threaded through your properties (for objects) and your systems SEs in order to be represented as an RTC. All three words (objects, organisms, abd systems) in one question in the life science lesson does not allow this SE to be utilized as an RTC.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/29FFD8C6-8762-4FC5-B398-841952BB2FCE	Unit: Animal Needs and Growth > Concept: Comparing Animals > 5E: Explain > Lesson 6: Explain: What Structures Help Animals Survive? > Section: Intro and Objectives > Supporting Science Theme	View Link	Only name organism in this citation's question.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/29FFD8C6-8762-4FC5-B398-841952BB2FCE	Unit: Animal Needs and Growth > Concept: Comparing Animals > 5E: Explain > Lesson 6: Explain: What Structures Help Animals Survive? > Section: Intro and Objectives > Supporting Science Theme	View Link	Consider giging examples of a system and an object during the life science unit so teachers can lead students to this understanding.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/29FFD8C6-8762-4FC5-B398-841952BB2FCE	Unit: Animal Needs and Growth > Concept: Comparing Animals > 5E: Explain > Lesson 6: Explain: What Structures Help Animals Survive? > Section: Intro and Objectives > Supporting Science Theme	View Link	Rather than simply asking students, "As you explored, how did you describe the relationship between the structure and function of objects, organisms, and systems?", lessons could incorporate each individual concept into an activity that focuses specifically on the unique attributes of an organism, an object, or a system.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/49AD5F23-D599-4522-B5BD-7217A28C18DB	Unit: Living Things and Habitats > Concept: Life and Earth Materials > 5E: Elaborate > Lesson 9: Dirty Jobs > Section: STEM Careers > Reading Passage	View Link	Referring to a soil scientist as a Agrologist would be a great opportunity to enhance student understanding of the variety of names and fields within scientific careers.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/662162fd-bfae-4c25-8b22-18eb6391b193	Unit: Animal Needs and Growth > Concept: Animal Life Cycles > 5E: Evaluate > Lesson 10: Animal Life Cycles > Section: What Did You Learn? > Question 3. How is the life cycle of a bird like the life cycle of a butterfly?, Record it!	View Link	Since first grade does not include insects- consider changing the reference to insects (in all your activities) to another animal mammal or fish.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/718A669A-6787-427D-BF92-D32123AE8F9E	Unit: Soil, Water, and Weather > Concept: Earth's Water > 5E: Explore > Lesson 2: Properties of Water > Section: Hands-on Activity > Investigating the Properties of Water Part 2-Graphic Organizer	View Link	The tool used for this activity is not the graphic organizer, as this is not included in the 1st grade SE. However the use of a soil would be considered a tool.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/A94B0969-5F5D-4BA5-8914-234795B6E804	Unit: Soil, Water, and Weather > Concept: Earth's Water > 5E: Explain > Lesson 8: Explain: How Does Earth's Water Compare? > Section: Intro and Objectives > Supporting Science Theme	View Link	Adding teacher notes that provide detail/ description of what scale, proportion, and quantity will help students gain a better understanding of this SE.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/A94B0969-5F5D-4BA5-8914-234795B6E804	Unit: Soil, Water, and Weather > Concept: Earth's Water > 5E: Explain > Lesson 8: Explain: How Does Earth's Water Compare? > Section: Intro and Objectives > Supporting Science Theme	View Link	Proportion is actually not in the K-2 RTCs	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/A94B0969-5F5D-4BA5-8914-234795B6E804	Unit: Soil, Water, and Weather > Concept: Earth's Water > 5E: Explain > Lesson 8: Explain: How Does Earth's Water Compare? > Section: Intro and Objectives > Supporting Science Theme	View Link	Please provide examples for teachers- Some lower grade teachers can be intimidated by the words, scale, quantity and proportion. Example: A river is larger than a stream/ Oceans are the largest body of water compared to lakes and ponds.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/B4D1ADA1-6845-44FC-AD60-5F6E56DA5FD0	Unit: Objects, Motion, and Heat > Concept: Push and Pull > 5E: Explore > Lesson 3: Moving Around the School > Section: Hands-on Activity > Making Predictions	View Link	Be explicit with the vocabulary or cause and effect	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/B77A6588-C428-41C0-95E7-0BE53F58C2DF	Unit: Objects, Motion, and Heat > Concept: Push and Pull > 5E: Engage > Lesson 1: Engage: How Do Objects Move? > Section: Intro and Objectives > Student questions	View Link	Including the words "cause" & "effect" specifically in the lesson will further assist students with making the connection to the SE.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/BA0E7609-3D29-43ED-B8E1-D75653234DF2	Unit: Soil, Water, and Weather > Concept: Earth's Water > 5E: Explore > Lesson 6: Describing Water > Section: Read Together > Turn and Talk question "Why should we conserve water?"	View Link	Labeled as 1.10C should be 1.11B	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/C7E6EDB5-B78A-4B49-9F3B-A3573B662186	Unit: Objects, Motion, and Heat > Concept: Heat > 5E: Explore > Lesson 4: Heating and Cooling Materials > Section: Video > Media, Instructions, and Questions	View Link	Missed opportunity to conduct a real experiment instead of watching a video.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/C7E6EDB5-B78A-4B49-9F3B-A3573B662186	Unit: Objects, Motion, and Heat > Concept: Heat > 5E: Explore > Lesson 4: Heating and Cooling Materials > Section: Video > Media, Instructions, and Questions	View Link	I wish students were given the opportunity to conduct a real experiment instead of watching a video.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/d5c45fe2-ba11-40d2-89bf-b5ba3564ad86	Unit: Animal Needs and Growth > Concept: Animal Life Cycles > 5E: Explain > Lesson 8: Explain: How Can We Describe Animal Life Cycles? > Section: Intro and Objectives > Supporting Science Theme	View Link	Make question about systems to simplify for 1st graders.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/d5c45fe2-ba11-40d2-89bf-b5ba3564ad86	Unit: Animal Needs and Growth > Concept: Animal Life Cycles > 5E: Explain > Lesson 8: Explain: How Can We Describe Animal Life Cycles? > Section: Intro and Objectives > Supporting Science Theme	View Link	Simplify sentence to just focus on organisms.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/d5c45fe2-ba11-40d2-89bf-b5ba3564ad86	Unit: Animal Needs and Growth > Concept: Animal Life Cycles > 5E: Explain > Lesson 8: Explain: How Can We Describe Animal Life Cycles? > Section: Intro and Objectives > Supporting Science Theme	View Link	Simplify to focus on just organisms for 1st grade students to comprehend.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/d5c45fe2-ba11-40d2-89bf-b5ba3564ad86	Unit: Animal Needs and Growth > Concept: Animal Life Cycles > 5E: Explain > Lesson 8: Explain: How Can We Describe Animal Life Cycles? > Section: Intro and Objectives > Supporting Science Theme	View Link	Only include "system" in question under Supporting Science Theme.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/D70A68A6-EFDB-41C8-85CD-6797857D9C8E	Unit: Objects, Motion, and Heat > Concept: Heat > 5E: Explore > Lesson 2: Heating and Cooling > Section: Intro and Objectives > Intro	View Link	How is a glow stick relevant to heating and cooling water/ ice? (chemical vs. thermal)	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/D70A68A6-EFDB-41C8-85CD-6797857D9C8E	Unit: Objects, Motion, and Heat > Concept: Heat > 5E: Explore > Lesson 2: Heating and Cooling > Section: Hands-on Activity > Data Table	View Link	Change example to something more relevant	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/D70A68A6-EFDB-41C8-85CD-6797857D9C8E	Unit: Objects, Motion, and Heat > Concept: Heat > 5E: Explore > Lesson 2: Heating and Cooling > Section: Hands-on Activity > Making Predictions	View Link	The availability of glow sticks and teachers purchasing them is less likely than a more accessible material from campus	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/D70A68A6-EFDB-41C8-85CD-6797857D9C8E	Unit: Objects, Motion, and Heat > Concept: Heat > 5E: Explore > Lesson 2: Heating and Cooling > Section: Hands-on Activity > Data Table	View Link	This was a fun activity, however it might be more beneficial in a 5th grade classroom that also learns about chemical reactions. By focusing on simple states of matter in first grade, students may better understand the concept of the change of physical properties.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	https://app.discoveryeducation.com/learn/player/F7246AAF-9B59-423A-9EE1-BAC6F5174F33	Unit: Objects, Motion, and Heat > Concept: Push and Pull > 5E: Explore > Lesson 2: How Objects Move > Section: What Did You Figure Out? > Student question	View Link	using a graphic organizer to model cause and effect (like one in your resources) you will cover this standard more effectively.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Publisher: EduSmart

Science, Grade 1

2024 EduSmart Science Grade 1: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 1	9781939511119G 1	1	Safety concerns section	View Link	Grammar You may need to wear gloves, a masks and safety goggles.	accept	Text has been corrected to say, "You may need to wear gloves, a mask, and safety goggles." https://drive.google.com/file/d/1pPakvRRT5mWEcPTFSpSeADgxiTEIfL5j/view?usp=drive_link
2024 EduSmart Science Grade 1	9781939511119G 1	1	performance task goal	View Link	I like the rubric provided. Thank you.	reject	No change needed. We really appreciate the positive feedback!
2024 EduSmart Science Grade 1	9781939511119G 1	1 to 2	Background Information page 1, q1,2 on page 2	View Link	The student is not required to know the term erode until between grades 2 and 5, nor the term erosion until between 5 and 8. Framework for Science K-12.	accept	Removed references to erosion and deposition to make the teacher guide grade appropriate. https://drive.google.com/file/d/1587A_r18s6NJRyEAGgBRn0SjCQFFXWlJ/view?usp=drive_link
2024 EduSmart Science Grade 1	9781939511119G 1	1,2	Background Information page 1 , Q1, 2 in page 2	View Link	The word atmosphere is not necessary until between grades 2 and 5.	accept	The word atmosphere has been removed. https://drive.google.com/file/d/14O3zOES5YJHOmcs2P2hZHsdozMkJ9_gn/view?usp=drive_link
2024 EduSmart Science Grade 1	9781939511119G 1	Quiz questions	Quiz questions 2, 3 ,4	View Link	See feedback about the term erosion at this grade band.	accept	All references to erosion have been removed.
2024 EduSmart Science Grade 1	9781939511119G 1	Screens	Entire activity	View Link	The video is messed up on the last scenario.	accept	Interactivity has been corrected. https://review.edusmart.com/authenticated/content/previewResource/650171
2024 EduSmart Science Grade 1	9781939511119G 1	video	click forward button 4 times	View Link	if there was a way to make the video play slower, it would be great.	accept	We have slowed down the audio text on this resource. https://review.edusmart.com/authenticated/content/previewResource/632556

Science, Grade 1

2024 EduSmart Science Grade 1: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 1	9781939511119G1	Digital Activity - 2 clicks	Online Quiz with photos	View Link	I would really like/prefer this, if it had pictures for each question.	accept	Images have been included in answer choices for questions 1, 3, and 5. https://review.edusmart.com/authenticated/content/previewResource/650170
2024 EduSmart Science Grade 1	9781939511119G1	pg. 3	I can follow safety rules	View Link	It says to write your answer on the lines There are no lines on that page.	accept	Lines have been added to the table. https://drive.google.com/file/d/1glxPOVkitKmy8G5hV3RNz0cBbJ0HGRCQ/view?usp=drive_link

Publisher: Houghton Mifflin Harcourt

Science, Grade 1

HMH Into Science Texas Hybrid Classroom Package Grade 1: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
HMH Into Science Texas Teacher License Digital Grade 1	9780358860198	TEKS 1.10.A Quiz, Item 1	TEKS 1.10.A Quiz, Item 1	View Link	The questions is good but any of the answer choices will work depending on the state of the clay. Perhaps the question needs a visual to support answer choices	accept	<p>HMH will change the item to:</p> <p>1. Logan uses a hand lens to observe and compare the shapes of different soils. What description should she write down for the shape of these bits of sand?</p> <p>[Insert line art of particles of sand]</p> <p>A. flat</p> <p>B. round</p> <p>C. square</p>
HMH Into Science Texas Teacher License Digital Grade 1	9780358860198	TEKS 1.10.D Quiz, Item 7	TEKS 1.10.D Quiz, Item 7	View Link	The SE Breakout calls for describe and the answer choices need to be description not quantity of days observed. Take the rain drop symbols out and add answer choices that have descriptions of weather such as; A. There are fewer rainy days than clear days shown B. There are equal amount of raining and sunny days	accept	<p>HMH will change the item to remove the raindrop symbols and provide these answer choices:</p> <p>A. There are fewer rainy days than sunny days.</p> <p>B. There are equal amounts of rainy and sunny days.</p> <p>C. There are more rainy days than sunny days.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 1</i>	9780358860198	TEKS 1.11.A Quiz, Item 7	TEKS 1.11.A Quiz, Item 7	View Link	The pictures need to have descriptions included with the pictures to allow for describing to happen or make it an open-ended question where students describe in words what is happening in the pictures.	accept	<p>HMH will change the item as follows:</p> <p>"The pictures and words show and describe how plants use soil, water, and rocks. Write the letter of each example in the correct box."</p> <p>[Table with two rows and three columns; top row labeled "Soil," "Water," and "Rocks."]</p> <p>Picture A includes description "A. Plants are growing among stones." Picture B includes description "B. A plant is growing in the ground." Picture C includes description "C. A plant is growing in a pot." Picture D includes description "D. A lawn sprinkler is operating."</p>
<i>HMH Into Science Texas Teacher License Digital Grade 1</i>	9780358860198	TEKS 1.13.C Quiz, Item 4	TEKS 1.13.C Quiz, Item 4	View Link	Change wording to say "one young zebras" and "one young bird".	accept	<p>HMH will change the item to: "Sam compared two animal families. The zebra parents had one young zebra. The bird parents had one young bird. Match the number of legs each animal family had. Then compare which animal family had the most legs."</p>
<i>HMH Into Science Texas Teacher License Digital Grade 1</i>	9780358860198	TEKS 1.6. Test, Item 2	TEKS 1.6. Test, Item 2	View Link	Change the word should to will and make the answer choice agree with verb usage.	accept	<p>HMH will change the item to:</p> <p>"Jaren wants to make ice. Predict what he will do to change water into ice.</p> <p>A. He will put the water in the freezer. B. He will boil the water in a pan on the stove. C. He will melt the water outside in the sunlight."</p>
<i>HMH Into Science Texas Student License Digital Grade 1</i>	9780358859710	TEKS Lesson 1.13.C, Day 4, Screen 3	TEKS Lesson 1.13.C, Day 4, Screen 3	View Link	Need to change wording in the problem to the following examples below. Two parent chickens have three young chicks. Two parent dogs have three young pups.	accept	<p>HMH will change the item to: "Two parent chickens have three young chicks. Two parent dogs have three young pups. Compare the number of legs each animal family has. How many more legs does one animal family have than the other?"</p>

Publisher: Savvas Learning

Science, Grade 1

Texas Experience Science Grade 1 (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 1 Digital Components</i>	9781428553774	Slides 8-10	Topic 5 Experience 3 Key Ideas Presentation: Movement of Earth Materials, Slides and Teacher Support	View Link	There was some confusion on finding slides 8-9. We assumed it was the same set of slides we have been looking at. The description needs to include and state that these are a completely different set of slides.	reject	Thank you for your feedback. The citation directed teachers to a subset of slides within the named presentation and not another set of slides. Teachers should view slides 8-9 of the Topic 5 Experience 3 Key Ideas Presentation, Movement of Earth Materials, Where does water move rocks and soil?

Publisher: Summit K12 Holdings

Science, Grade 1

Dynamic Science 1st Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 1st Grade Student/Teacher Resources</i>	9781616180218	1	1.6A Lesson Guide -- Core Vocabulary #1	View Link	not incorrect, but am looking for the actual activity being suggested for the student to complete.	reject	Thank you for the feedback. We appreciate your feedback on improving our citations.
<i>Dynamic Science 1st Grade Student/Teacher Resources</i>	9781616180218	2	1.12A Student Lab -- Extend	View Link	Not accessible to all families who do not have phones and internet or access to a printer. I think this would be difficult for lower income families to do and the kids would not get to participate in this activity.	accept	Thank you for your feedback. We will update our resources to incorporate this feedback.
<i>Dynamic Science 1st Grade Student/Teacher Resources</i>	9781616180218	2	1.12A Student Lab -- Extend	View Link	Having access to a phone is an issue here. Some families don't/can't have a phone. Another factor is the access to a printer, etc. Let's keep away from requiring the use of phones/electronics as much as possible. ESPECIALLY at this age.	accept	Thank you for your feedback. We will update our resources to incorporate this feedback.

Publisher: TPS Publishing

Science, Grade 1

STEAM into Science - Grade 1 Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition</i>	9781788058001	27-29	Chapter 2 reader story	View Link	Much of the vocabulary in this lesson is a developmental concern for 1st grade, especially the word "atom".	accept	<p>The word 'atom' does not appear in the student textbook. It is in the story on page 13 of the teacher book and is well defined. Students can learn four letter words. By introducing scientific language in the early years' students, with ability, progress more quickly and comprehend meanings. Students who cannot understand the word or meaning are not harmed by hearing the word. As a STEAM provider TPS include content for below grade, at grade and advanced students.</p> <p>TPS will insert a teacher note on page 11:</p> <p>In the stories provided in each chapter, TPS sometimes uses advanced scientific language. For example, in Chapter 1, the word 'Atom' is included. It is well defined, and some students will be able to learn this four-letter word and memorize its meaning.</p> <p>You can omit the last 2 paragraphs on page 13 if your prefer not to use this content.</p>
<i>Student Textbook - Grade 1 Science</i>	9781788058032	317	Page 317	View Link	The language used to describe safe practices in this passage is VERY developmentally inappropriate. It also mentions the TEKS safety standards, which no first grader will be familiar with. This should be rewritten with first graders in mind.	accept	<p>In the front of the teacher textbook TPS advises that teachers can read text to students. TPS will make this clear on this page and leave this text in the matching teacher edition.</p> <p>However we propose replacing the text with the following:</p> <p>You are going to talk about safety.</p> <p>You will think about equipment you use.</p> <p>You will think about how you act.</p> <p>You will talk about risks.</p> <p>It is very important to stay safe.</p>
<i>STEAM Activity Guide - Grade 1 Student Edition</i>	9781788058056	57	Page 57	View Link	It appears as if the students have only been provided for changes to the motion of objects and now they are to talk about changes to plants and animals without any context. This is inappropriate due to lack of building background.	reject	<p>Thank you for the feedback. Students have already studied changes to soil, plants and animals in the traditional textbook lessons before they complete this work. The activity is a whole class discussion activity within which students can share the knowledge learned.</p>

Science, Grade 1

STEAM into Science - Grade 1 Edition: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
			ELL Supports		For several activities, students are encouraged to use support from parents/guardians at home. This is a nice inclusion in the curriculum, but for students learning English, their parents/guardians may not have the English background to participate in these activities. Maybe it would be helpful to include some Spanish copies of at home activities (if not already provided), otherwise these activities should just be removed the ELPS citations. You could also include some additional pre-reading classroom activities/supports for teachers to do with students learning English, or potentially the whole class.	accept	Thank you for this feedback. TPS do supply all content in K-6 in Spanish and give free of charge access to caregivers to digital content for all homework assignments and science glossary terms. In addition, TPS provide Archway, a program that allows students and their families to work with one mentor and learn to read, write and speak English. This is available digitally to caregivers. It includes step-by-step content for families to work together.
			Amelia Rose Explores		Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned In order to more appropriately cover this ELPS, you could provide the Amelia Rose Explores stories at a variety reading levels. This would be one story that conveys the same information, but written for students who have below average linguistic skills, average linguistic skills, and above average linguistic skills. This would accommodate more skill levels and allow students to access the information.	accept	Thank you for this suggestion. TPS will consider this for the future.

Publisher: Accelerate Learning Inc.

Science, Grade 2

STEMscopes Science TX - Grade 2: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 2 (Online)	9798888266823	Activity section, step 5 (then 4 again)	Click on the following Scope: Animal Structures Behaviors. Scroll the top banner to Centers. Then click in the dropdown for Science Center.	View Link	suggest adding the structures for helping animals FIND air, so that when the students do step 5 in comparing, they are fully hitting what this SE is about.	accept	Change will be made to teacher facilitation
STEMscopes Science TX - Grade 2 (Online)	9798888266823	All	Click on the following Scope: Animal Structures Behaviors. Scroll the top banner to Centers. Then click on the dropdown for Math. View the PDF by clicking on the open book icon on the right of the screen. Point click on Student Handout.	View Link	activity is unclear about whether the students are measuring the giraffe's neck or measuring the whole picture of the giraffe (feet to ears). The large picture shows a line for the neck but the fill it the blank statement seems to refer to the whole animal.	accept	Adjustment will be made
STEMscopes Science TX - Grade 2 (Online)	9798888266823	APK section, activity, steps 1-7	Click on the following Scope: Objects in the Sky. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 1.	View Link	i would strongly suggest that you strengthen the connection to cause and effect here so that it is more explicit to the students. they should be asked to articulate what is occurring in terms of cause and effect, rather than it just being mentioned in passing, as it is currently written in the citation	reject	connection is made in later lessons
STEMscopes Science TX - Grade 2 (Online)	9798888266823	Circle Time, Activity, Number 6.	Click on the following Scope: Changes to Land Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 4.	View Link	students are not generating their own questions in this citation. they are simply answering and repeating the question they were given by the teacher.	reject	no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Girl's statement in word bubble	Click on the following Scope: Sound. Scroll the top banner to Lesson Plans. Then click in the dropdown for Lesson Plan 1. View the PDF by clicking on the open book icon on the right of the screen. Point click on What is Sound.	View Link	strongly recommend that a student generated explanation is added to this. The way it currently is written, the student is identifying which student is correct, not explaining why they are correct, as the verb of the SE requires	accept	Change will be made
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Mini-Lesson, Activity, Engage, Number 1.	Click on the following Scope: Environmental Characteristics. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 2.	View Link	strengthen the connection to the RTC by using the terms structure and function in this citation	reject	No change needed
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Mini-Lesson, Activity, Explore, Number 6.	Click on the following Scope: Plant Structures Functions. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 7.	View Link	suggest providing a sentence stem here to support students. something like: "the ____ structure is _____. Because it has/is _____ it is able to _____"	accept	Change will be added to the teacher facilitation
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Mini-Lesson, Activity, Explore, Number 7, first indent.	Click on the following Scope: Objects in the Sky. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 3.	View Link	Reword last bullet. Currently reads "The Sun is a form of energy that gives off light and heat." It should say "the sun is a star that gives of light energy and heat energy" (although the reason we have heat on Earth is because of radiant light energy, not because the sun's heat travels through space.	accept	Change will be made
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Mini-lesson, activity, explore, steps 6-11	Click on the following Scope: Plant Structures Functions. Scroll the top banner to Lesson Plans. Then click in the dropdown for Lesson 7.	View Link	I like the explore activity!	accept	no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Mini-Lesson, Engage Activity, Number 2, bullet 3.	Click on the following Scope: Objects in the Sky. Scroll the top banner to Lesson Plans. Then click in the dropdown for Lesson Plan 3.	View Link	It is very important that students do not inadvertently get the impression that the sun's heat travels through space to heat up the Earth. It is the LIGHT ENERGY from the sun which is transferred to heat energy once it interacts with our atmosphere that warms Earth. Please adjust the wording of the questions to prevent student misconceptions.	accept	Lesson will be reviewed and updated
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Mini-lesson, explore, steps 7-15	Click on the following Scope: Weather Conditions. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 2.	View Link	would suggest strengthening the connection to the RTC in this citation. it is there, but it will not be very visible to students. perhaps using a question for #15 such as "what caused the red line in the thermometer to change?" would be more aligned to the SE	accept	Will be added to the teacher facilitation
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Number 3	Click on the following Scope: Objects Motion. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 6. View the PDF by clicking on the open book icon on the right of the screen. Point click on Interactive Science Notebook.	View Link	what the students are writing about is technically a pattern, but the students are not asked to articulate it as a pattern, which would strengthen the connection to the recurring theme/concept.	accept	Will be added to the teacher facilitation
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Page 1, first prompt: Write.	Click on the following Scope: Objects Motion. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 3. View the PDF by clicking on the open book icon on the right of the screen. Point click on Student Handout: Clay Contact.	View Link	would like to see a stronger connection to cause and effect	reject	no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Page 1, Number 2	Click on the following Scope: Plant Structures Functions. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 6. View the PDF by clicking on the open book icon on the right of the screen. Point click on Interactive Science Notebook. Page 1, Number 2, first sentence.	View Link	to make the connection to the RTC stronger, I would suggest including questions that give students the opportunity to answer how the structure of the seed or fruit makes it possible for it to function in the way it does for the plant.	accept	change will be made to teacher facilitation
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Page 1, question 2 image	Click on the following Scope: Physical Properties of Objects. Scroll the top banner to Centers. Then click on the dropdown for Math Center. View the PDF by clicking on the open book icon on the right of the screen. Point click on Center Guide.	View Link	this "math connection" has NO connection to science!	reject	no change needed
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Page 1, third prompt, Write	Click on the following Scope: Objects Motion. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 4. View the PDF by clicking on the open book icon on the right of the screen. Point click on Student Handout.	View Link	students are analyzing their observational data in this citation. a stronger citation would include students analyzing numerical data for significant features,	reject	no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Page 25	Click on Resources on the top banner. Then click on Instructional Supports. Choose Engaging Students in Scientific Engineering Practices. View the PDF by clicking on the open book icon on the right of the screen. Point click on Exploring as a Scientist or Engineer.	View Link	I would recommend that y'all add which of the scientists are also engineers, OR provide a separate list of engineers so teachers and students can easily distinguish between which ones are which (and which ones are both)	reject	No change needed
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Page 26, Name of Engineer	Click on Resources on the top banner. Then click on Instructional Supports. Choose Engaging Students in Scientific Engineering Practices. View the PDF by clicking on the open book icon on the right of the screen. Point click on Exploring as a Scientist or Engineer.	View Link	Recommend changing the second line to "Name of Scientist or Engineer"	accept	change will be made to document
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Page 3	Click on the following Scope: Physical Properties of Objects. Scroll the top banner to Connections. Then click on the dropdown for Math Connection. View the PDF by clicking on the open book icon on the right of the screen. Point click on Answer Key.	View Link	this citation gets accepted on a technicality, and only because the question scenario mentions that all the objects are solids. The intent of the question is math skills, with only the slightest reference to science. there are much better ways to meet this breakout that would prioritize and honor the science TEKS.	reject	No change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Page 5, Measuring Liquids	Click on the following Scope: Physical Properties of Matter. Scroll the top banner to Connections. Then click on the dropdown for Math Connection. View the PDF by clicking on the open book icon on the right of the screen. Point click on Student Handout.	View Link	The title "Measuring Liquids" and the 2 questions that go with could give the impression that liquids are measured with a ruler. A more accurate heading would be "measuring containers" although that isn't great either because containers are generally measured by their volume.	reject	No change needed
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Page 6 - first two sentences (data) number sentence/solution section	Click on the following Scope: Food Chains. Scroll the top banner to Connections. Then click on the dropdown for Math Connections. View the PDF by clicking on the open book icon on the right of the screen. Point click on Answer Key.	View Link	This is probably picky, but the number of flies that one frog eats per day for sure less than 30, but more like 5 - 10. If the goal of the activity is for students to practice three digit addition, then change the scenario to one that is more accurate to real science. If the goal is for students to use math in an authentic way, then make the mathematics match the science concept chosen.	reject	no change needed
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Pages 1 2, Numbers 2, 3, 4	Click on the following Scope: Animal Structures Behaviors. Scroll the top banner to Connections. Then click on the dropdown for Engineering Connection. View the PDF by clicking on the open book icon on the right of the screen. Point click on Student Handout.	View Link	see previous comment on the Animal Structures & Behaviors Engr activity	reject	Repeat feedback - no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Question 10.	Click on the following Scope: Environmental Characteristics. Scroll the top banner to Assessments. Then click in the dropdown for Scope Assessment. View the PDF by clicking on the open book icon on the right of the screen. Click on Student Handout.	View Link	suggestion: change the picture to one that is more accurate to what East Texas looks like :)	reject	no change needed
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	Test section, #2	Click on the following Scope: Animal Structures Behaviors. Scroll the top banner to Connections. Then click on the dropdown for Engineering Connection.	View Link	I understand what you're getting at with this activity and why it's considered a problem/solution. I would prefer that problems/solutions be centered around REAL problems rather than made-up ones such as the one cited in this activity.	reject	no change needed

Science, Grade 2

STEMscopes Science TX - Grade 2: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 2 (Online)	9798888266823	Scroll to English Language Support Strategies ELPS (English Language Proficiency Standards): Listening Strategy: Conga Line.	Click on the following Scope: Physical Properties of Matter. Scroll the top banner to Lesson Plans. Then click in the dropdown for Lesson 2. Scroll down the page to English Language Support Strategies. Click on the tabs for Beginner, Intermediate, and Advanced/Advanced High. In each level there is a description of a differentiated English Language Support Strategy that should be used with ELL students.	View Link	the opportunity to seek clarification is embedded in the discussion process, however it would be a helpful support to teachers to add the instructions of including "asking for clarification" in the instructions to the students for the activity.	reject	no change needed

Publisher: Discovery Education Inc

Science, Grade 2

Science Techbook for Texas by Discovery Education - Grade 2: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 2 (Digital)</i>	9781616296483	https://app.discoveryeducation.com/learn/player/6498defb-05df-456b-94fc-7eb81664de88	<p>Unit: Earth and Sky > Concept: Natural and Manmade Resources > 5E: Elaborate > Lesson 8: Working for Cleaner Land, Air, and Water > Section: STEM Careers > Reading Passage and Educator Notes</p>	View Link	<p>I think this curriculum and exposure to STEM is GREAT and encourage this - it's just that what is being asked isn't being addressed here.</p>	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 2 (Digital)</i>	9781616296483	https://app.discoveryeducation.com/learn/player/C8471BAB-358D-478B-ABAA-C92294061EC3	<p>Unit: Plants and Animals in Ecosystems > Concept: Animal Survival > 5E: Explore > Lesson 4: Polar Bear Survival > Section: Video > Media, Instructions, and Questions</p>	View Link	<p>correct answer isn't clearly a picture of the turtle's mouth (correct answer) - would suggest to have it specifically showing an open mouth?</p>	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 2 (Digital)</i>	9781616296483	https://app.discoveryeducation.com/learn/player/D9A3AA56-8844-47D8-9A27-A1615D07B46C	<p>Unit: Matter and Forces > Concept: Investigating Pushes and Pulls > 5E: Explore > Lesson 3: Crazy Contraptions > Section: Hands-on Activity > Part 1</p>	View Link	<p>The picture of the turtle mouth and the question are a little hard to understand. I think the kids might be confused trying to answer it.</p>	reject	Thank you for your feedback and review of our custom program for Texas. There is not a picture of a turtle's mouth included in this lesson.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 2 (Digital)</i>	9781616296483	https://app.discoveryeducation.com/learn/player/FD586D41-8EC3-4D83-99BB-9C4452A4BC5B	<p>Unit: Plants and Animals in Ecosystems > Concept: Ecosystems > 5E: Elaborate > Lesson 8: Using a Food Chain to Solve a Problem > Section: STEM Careers > Reading passage</p>	View Link	<p>We accepted because we are assuming the model is the food chain but this is a bit of a stretch. The word model is not used and I think of model usually as a manipulative.</p>	reject	Thank you for your feedback and review of our custom program for Texas. As approved by the review panel, this standard is fully addressed within the program.

Publisher: Studies Weekly

Science, Grade 2

Texas Science Studies Weekly: Second Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Science Studies Weekly: Second Grade Teacher Edition with Online Access</i>	9781649783783TE	1.59	Teacher Edition, Unit 1, Week 4, Activity 2, "Reading to Learn" Steps 1-4 (PDF pg. 10)	View Link	While teacher discusses in "Reading to Learn", she might make the connection to limitations.	accept	Great idea! We've included teacher prompting to make a connection to the limitations of models during the "Reading to Learn" steps of Activity 2. Thank you.
<i>Texas Science Studies Weekly: Second Grade Student Edition with Online Access</i>	9781649783790SE8	2	Student Edition, Unit 3, Activity 3 (PDF pg. 2)	View Link	All of the activities provided did show cause and effect, but those words were not explicitly stated or written (especially in the student text). Seeing those words in bold will help students better connect with that SE.	accept	Thank you for the feedback. We've adjusted the text within the student edition of Activity 3 to use cause and effect language more explicitly. Bolded words within our publication indicate vocabulary words. You will see "cause" and "effect" bolded within Unit 1 Week 2 where they are introduced to the students as vocabulary.
<i>Texas Science Studies Weekly: Second Grade Teacher Edition with Online Access</i>	9781649783783TE	4-5	Studies Weekly Online, Unit 6, Activity 4, "Second Grade: Playground Problems Whole Group Discussion Guide" Activity 4, "Make a Plan", Steps 11a, 11b, and 17 (PDF pg. 4-5)	View Link	I absolutely LOVE that these resources are paper based. I will utilize this product. However, it would be beneficial if there was a QR code created for video links to enable students to access videos if they are working in small groups to complete/ prepare for some of the activities.	reject	We have considered including this. We're only rejecting in order to determine if it is feasible. Thank you for confirming our assumptions with your feedback.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Science Studies Weekly: Second Grade Teacher Edition with Online Access</i>	9781649783783TE	5.19-5.20	Teacher Edition, Unit 5, Activity 4, "Collaborative Learning", Steps 1-3e (PDF pg. 19-20)	View Link	Include the language of cause and effect just as you included stability and change.	accept	Great suggestion! We've adjusted teacher prompting in the Teacher Edition so the language of cause and effect is more explicitly used and student facing.
<i>Texas Science Studies Weekly: Second Grade Teacher Edition with Online Access</i>	9781649783783TE	5.19-5.20	Teacher Edition, Unit 5, Activity 4, "Collaborative Learning", Steps 1-3e (PDF pg. 19-20)	View Link	Again, it would be very helpful if the words "cause" and "effect" were explicitly stated and printed in the text.	accept	Thank you for this valuable feedback. We've adjusted the guidance in the teacher edition to include using "cause" and "effect" more explicitly.
<i>Texas Science Studies Weekly: Second Grade Teacher Edition with Online Access</i>	9781649783783TE	6.29-6.30	Teacher Edition, Unit 6, Activity 8, "Collaborative Learning", Steps 1-3; "Discussion" 1-9a (PDF pg. 29-30)	View Link	In your questioning make sure to use the language of cause and effect for students to understand this RTC	accept	We appreciate your feedback. We've added more cause and effect language in the "Collaborative Learning" questioning of Activity 8 to help students better understand this RTC.
<i>Texas Science Studies Weekly: Second Grade Teacher Edition with Online Access</i>	9781649783783TE	7.16-7.17	Teacher Edition, Unit 7, Activity 3, "Discussion," Steps 1-3d (PDF pg. 16-17)	View Link	Adding a QR code for the podcast on the paper-based document would allow for easy access for students doing this activity.	reject	This is something we've considered and we appreciate the confirmation and suggestion.

Publisher: Summit K12 Holdings

Science, Grade 2

Dynamic Science 2nd Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	1	2.9B Teacher Lab	View Link	This narrative has to be done in the field. I understand that you have to go outside to see the sun, but you are using the same narrative for citations in the classroom.	accept	Thank you for your feedback. We will update our resources to incorporate your correction.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	1	2.9B Teacher Lab	View Link	Field investigations may be better fitted to Organisms and Environment unit.	accept	Thank you for your feedback. We will update our resources to incorporate your correction.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	1	2.10B E-Book -- Weather Patterns - page 11	View Link	Wrong location: links to a Spanish eBooks	accept	Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	1	2GR SEPs Introduction -- E-Book - Page 21	View Link	links to Spanish eBooks	accept	Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	1	2GR SEPs Introduction -- E-Book - Page 21	View Link	links to Spanish eBooks	accept	Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	1	2GR SEPs Introduction -- E-Book -- Page 21	View Link	This links to Spanish eBooks	accept	Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	1	2GR SEPs Introduction -- E-Book -- Page 21	View Link	This links to Spanish eBooks	accept	Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	11	2.10B E-Book -- Weather Patterns - page 11	View Link	EBook is Spanish.	accept	Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	18	2.10A E-Book -- A Geologist - Page 18	View Link	eBooks (linked to Spanish)	accept	Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	2	2.10C E-Book -- Severe Weather - page 2 - 14	View Link	URL links to Spanish ebook	accept	Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	2	2.8A Student Lab -- Reflection	View Link	Reflection not found.	accept	Thank you for your feedback. We will update our student lab to include the reflection/data analysis component.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	2	2.8A Student Lab -- Reflection	View Link	"Reflection" not found.	accept	Thank you for your feedback. We will update our student lab to include the reflection/data analysis component.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	2	2.10C Lesson Guide -- Engage #1	View Link	Consider editing this location to Engage (whole section, not only # 1)	reject	Thank you for your feedback. We are not able to make changes based on your recommendation due to the lack of the specific content (this location) to be moved to the Engage portion of the Lesson Guide.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	2	2.9A Student Lab -- Part 2 - Record Your Observations and Conclusion	View Link	Activity is about Sun and Earth. Moon is not mentioned.	accept	Thank you for your feedback. We will update our resource to include the Moon.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	2	2.10C E-Book -- Severe Weather - page 2	View Link	E-Book is Spanish	accept	Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	2	2.10C E-Book -- Severe Weather - page 2 - 14	View Link	Wrong location, it is linked to Spanish eBooks	accept	Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	3	2.10C Lesson Guide -- Check for Understanding #2	View Link	Wrong location...check for understanding is not in this link	reject	Thank you for your feedback. The Check for Understanding is located within the Teach and Discuss section of the Lesson Guide and can be found on p.5.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	5	2.13C Lesson Guide -- Connect to Math	View Link	Linked to Spanish curriculum	accept	Thank you. We appreciate your feedback and made changes to ensure that the URL directs users to the correct resource.

Publisher: TPS Publishing

Science, Grade 2

STEAM into Science - Grade 2 Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Grade 2 Science</i>	9781788057813	p346	Page 346	View Link	The vocabulary primary & secondary consumers are not second grade. tertiary consumers, autotroph not second grade vocabulary!	reject	TEKS 12B states 'create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things', and does not preclude the terms used. Students have already studied consumer and producer without reference to these more advanced terms in Learn By Doing Chapter 7 -see student page 91 for example. TPS is a STEAM provider and does, with TEA staff agreement, provide content for students from far below grade to advanced.
<i>Student Textbook - Grade 2 Science</i>	9781788057813	p349 bullet 10	Page 349 bullet 10	View Link	This lesson is beyond 2nd grade level. The word "tertiary" is not in the TEKS until middle school.	reject	TEKS 12B states 'create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things', and does not preclude the terms used. Students have already studied consumer and producer without reference to these more advanced terms in Learn By Doing Chapter 7 -see student page 91 for example. TPS is a STEAM provider and does, with TEA staff agreement, provide content for students from far below grade to advanced.

Publisher: Great Minds

Science, Grade 2

PhD Science Texas Level 2 Texas Program Bundle (Modules 1-3): ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Implementation Guide</i>	9798888114346	page 9	Implementation Guide Science or Engineering Challenge. PDF page 11	View Link	I am accepting this as a good citation ONLY because of my familiarity with your engineering challenges. If I would not have completed the TEKS first I would not have known that every engineering challenge has a lot of group collaboration. It would have been better to cite an engineering challenge and highlighted a note for EL/EB	reject	Thank you for the feedback. Using an example from the TE for our evidence during the Engineering Challenge is an excellent suggestion. The IG citation was chosen as a teacher-facing material, but the TE could be a good example of a student facing material. Also, there are additional citations that include terminology routines and instructional routines that leverage interactions during instruction as well.

Publisher: Accelerate Learning Inc.

Science, Grade 3

STEMscopes Science TX - Grade 3: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 3 (Online)</i>	9798888266847	Page 6, Paragraph 1	Click on the following Scope: States of Matter. Scroll the top banner to Explain. Then click in the dropdown for STEMscopedia. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout on site. 	View Link	It would be great for an opportunity for students to observe and record more variety of substances and not just water and ice.	reject	Materials appropriately cover the standard.

Science, Grade 3

STEMscopes Science TX - Grade 3: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 3 (Online)	9798888266847	Scroll to English Language Support Strategies ELPS (English Language Proficiency Standards): Listening Strategy: Think Alouds	Click on the following Scope: Natural Resources. Scroll the top banner to Explore. Then click in the dropdown for Explore: It Is Important to Conserve!. Scroll down the page to English Language Support Strategies. Click on the tabs for Beginner, Intermediate, and Advanced/Advanced High. In each level there is a description of a differentiated English Language Support Strategy that should be used with ELL students. 	View Link	Using think alouds is a great strategy for teaching EBs how to monitor and ask questions. This would be a stronger Citation to match the breakout if thinking questions were modeled during the Think Aloud process.	reject	Materials appropriately cover the standard.
STEMscopes Science TX - Grade 3 (Online)	9798888266847	Scroll to English Language Support Strategies ELPS (English Language Proficiency Standards): Reading Strategy: Expert/Novice	Click on the following Scope: States of Matter. Scroll the top banner to Explain. Then click in the dropdown for STEMscopedia. Scroll down the page to English Language Support Strategies. Click on the tabs for Beginner, Intermediate, and Advanced/Advanced High. In each level there is a description of a differentiated English Language Support Strategy that should be used with ELL students. 	View Link	Need to add: to all levels in first sentence add TO WRITTEN OR VISUAL MATERIAL.	reject	Materials appropriately cover the standard.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 3 (Online)</i>	9798888266847		Click on the following Scope: Life Cycles. Scroll the top banner to Explain. Then click in the dropdown for STEMscopedia. Scroll down the page to English Language Support Strategies. Click on the tabs for Beginner, Intermediate, and Advanced/Advanced High. In each level there is a description of a differentiated English Language Support Strategy that should be used with ELL students. 	View Link	to all levels add TO RESPOND TO WRITTEN OR VISUAL MATERIAL	reject	Materials appropriately cover the standard.
<i>STEMscopes Science TX - Grade 3 (Online)</i>	9798888266847		Click on the following Scope: States of Matter. Scroll the top banner to Explain. Then click in the dropdown for STEMscopedia. Scroll down the page to English Language Support Strategies. Click on the tabs for Beginner, Intermediate, and Advanced/Advanced High. In each level there is a description of a differentiated English Language Support Strategy that should be used with ELL students. 	View Link	ADD Have students write out their formal or informal questions and responses or expert and novice questions and responses WHEN RESPONDING TO WRITTEN OR VISUAL MATERIAL Might want to explain what expert and novice questions are.	reject	Duplicate entry

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 3 (Online)</i>	9798888266847	Scroll to English Language Support Strategies ELPS (English Language Proficiency Standards): Reading Strategy: Expert/Novice	Click on the following Scope: Physical Properties of Materials. Scroll the top banner to Explain. Then click in the dropdown for STEMscopedia. Scroll down the page to English Language Support Strategies. Click on the tabs for Beginner, Intermediate, and Advanced/Advanced High. In each level there is a description of a differentiated English Language Support Strategy that should be used with ELL students. 	View Link	ADD to all levels add the phrase in all caps ... Have students write out their formal or informal questions and responses or expert and novice questions and responses WHEN RESPONDING TO WRITTEN OR VISUAL MATERIAL Might want to explain what expert and novice questions are.	reject	Subjective opinion
<i>STEMscopes Science TX - Grade 3 (Online)</i>	9798888266847	STEAM Choice Board, Page 1, Picture Book Activity	Click on the following Scope: Soil Formation. Scroll the top banner to Acceleration. Then click in the dropdown for STEAM Choice Board. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Picture Book.	View Link	The ELPS activity would benefit and meet the SPEAKING PROFICIENCY much closer if an ORAL SHARING opportunity were added to the activity. Students read their book or share their book with a peer or a younger student.	reject	Materials appropriately cover the standards.

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 3

Texas ADI Learning Hub for Science, 3rd Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	n/a	This citation comes from the lesson "Do Other Planets Have Eclipses?." Read the text for students under the headings "Read about a core idea you can use - Page 1" and "Talk about a core idea you can use - Page 3"	View Link	This would be a much stronger citation if the planets were listed in order from the Sun. Just mentioning that there are eight planets does not really give the students to opportunity to identify the planets. The teacher would have to extend this text to actually meet the SE.	accept	We have made the change to include the order of the planets explicitly.
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	N/A	This citation comes from the lesson "Keeping Chickens Warm with Light." Read the text for students beginning under the heading "Read about a final core idea you can use - Page 1." Continue reading until you reach the heading "Read about a final core idea you can use - Page 4."	View Link	It might be wise to discuss scale as a used in a model. This is such a common requirement or consideration in science as we use models to represent so many phenomena.	reject	The focus on this reading is on using tools to measure different things.
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	N/A	This citation comes from the lesson "Pineywoods Food Chain." Read the directions for students under the heading "What you need to figure out - Page 1."	View Link	It would be really helpful to link the actual experimental phase of this investigation so that we can clearly see the action (investigate)	reject	This suggestion refers to the link in the citation document, which we cannot change at this point.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	N/A	This citation comes from the lesson "Electric Toy Car." Read the text for students under the headings "Read about another core idea you can use - Page 1" and "Read about another core idea you can use - Page 2."	View Link	Students in the 3rd grade are learning about multiplication and just barely touching on the concept of division. Calculating speed is developmentally inappropriate based on Texas math standards.	reject	Student expectation 5B from the grade 3 TEKS indicate students are expected to "represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations." Calculating speed is developmentally appropriate based on the 3rd grade math TEKS
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	n/a	This citation comes from the lesson "Draft Horses." Read the directions for students under the heading "Create a draft report - Page 1." The specific language for this breakout begins with the text "In your report, you want to demonstrate..."	View Link	I am accepting this with heavy reservation. While students are encouraged to include scientific practices such as planning and conducting an investigation this is really not planning. It would be great to see a framework for the student planning the investigation. This is a difficult concept for students, particularly 3rd graders. The students and teachers need support in order to teach this concept well.	reject	This is also addressed earlier in the stages of the investigation when students use a graphic organizer to help them plan and carry out their investigation into this breakout.
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	n/a	This citation comes from the lesson "Keeping Chickens Warm." Read the text for students beginning under the heading "Read about a core idea you can use - Page 1." Continue reading until you reach the heading "Read about a core idea you can use - Page 3."	View Link	The term thermal energy is not used in this section. I would suggest adding it in as opposed to just describing it with the terms "hot" and radiation	reject	Due to feedback from the TRR process, we have made other changes to this investigation that renders this change moot.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	N/A	This citation comes from the lesson "Un-sinkable Warning Buoy" Read the text for students under the heading "The phenomenon - Page 1." The specific language for this breakout begins with the text "As you watch the video..."	View Link	The introduction alludes to a problem with unexpected storms... The requirement for students to define a problem is possible but would need to be more explicitly stated.	reject	We think the structure of the investigation along with the lesson plans for teachers make the need to define a problem clear.
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	n/a	This citation comes from the lesson "State Your Shape." Read the text for students under the heading "Read about another core idea you can use - Page 2." The specific language for this breakout begins with the text "Sometimes scientists want to know..."	View Link	It might be wise to include language in this section that draws attention to the fact that liquids and gases take the shape of their container. It is plausible to infer that a teacher would draw attention to this phenomenon however clear descriptions of the nature of various states of matter would support the student and teacher.	reject	The purpose of the investigation is for students to figure out that liquids and gases take the shape of their container and solids do not. Making this explicit in the reading would undercut the investigative portion of this lesson

Science, Grade 3

Texas ADI Learning Hub for Science, 3rd Grade: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	N/A	This citation comes from the lesson "Which is the Best Spoon?" Read the directions to teachers under the heading "In-Person teacher tips." The specific language for this breakout is in the 4th paragraph, beginning with the text "The ideas stage provides an opportunity to work with emerging multi-lingual students on comprehending..."	View Link	It may good to add more specifics that direct students to retell simple stories in addition to taking notes about the information presented.	reject	It is not clear, but the connotation of story seems to imply literary passages with a specific beginning, middle, and end. The reading passages in our curriculum materials do not include such passages.

Publisher: Discovery Education Inc

Science, Grade 3

Science Techbook for Texas by Discovery Education - Grade 3: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 3 (Digital)</i>	9781616296490	https://app.discoveryeducation.com/learn/player/33E3B25E-FCA9-41A6-B1F0-BBAF3B57733D	<p>Unit: Earth and Space > Concept: Planets and Space > 5E: Explain > Lesson 7: Explain: How Do the Planets Orbit in Space? > Section: Intro and Objectives > Supporting Science Theme Educator Notes</p>	View Link	<p>The slide is labeled new slide and it should be slide 4.</p>	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education has resolved the display issues that caused the mislabeling of slides. The slide label in this lesson is now showing correctly in the digital product.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 3 (Digital)</i>	9781616296490	https://app.discoveryeducation.com/learn/player/33E3B25E-FCA9-41A6-B1F0-BBAF3B57733D	<p>Unit: Earth and Space > Concept: Planets and Space > SE: Explain > Lesson 7: Explain: How Do the Planets Orbit in Space? > Section: Intro and Objectives > Supporting Science Theme</p>	View Link	<p>If you change the word size to proportion it could meet the SE requirement.</p>	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Publisher: EduSmart

Science, Grade 3

2024 EduSmart Science Grade 3: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2024 EduSmart Science Grade 3</i>	9781939511157G3	1	procedure step 1, bullet 2 and procedure step 2	View Link	this citation was preferred because it aligned to the verb "plan." In the first citation, students are given the procedure rather than planning the procedure.	reject	We are rejecting this feedback because there is no change to be made. We are glad that you approved the additional citation.
<i>2024 EduSmart Science Grade 3</i>	9781939511157G3	1	background material	View Link	in the teacher directions, you can add 3.10B as well to the TEKS list for the activity :)	accept	This standard has been added to TEKS list. https://drive.google.com/file/d/13EexAV94cfTC2Wq5u8tEwcuY3TlFAKh9/view?usp=drive_link
<i>2024 EduSmart Science Grade 3</i>	9781939511157G3	1	instructions step 1, 2, 3	View Link	Great narrative for the classroom use, not for home :)	accept	We have changed the title and removed references to home. https://proc2024.edusmart.com/authenticated/content/previewResource/643584
<i>2024 EduSmart Science Grade 3</i>	9781939511157G3	1	background information	View Link	we had a discussion about whether the "variety of formats" in this activity was referring to the data table or to the student's evidence-based explanation of their data. Suggestion would be to make the instructions more clear that students can do their explanation in a variety of ways (picture, power point, giving a talk, writing a paragraph, etc)	accept	Added clear format options. Students are asked to <i>create a poster, video, slides, or other type of presentation.</i> https://drive.google.com/file/d/1kkQ2e0S9fs8O16BYcEnG77YfLGLmGq7/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 3	9781939511157G3	1	background information	View Link	I would have like to have seen the phrase "cause and effect" somewhere in the background information and student questions. Also, I would recommend using a cause and effect graphic organizer for students to record the before and after changes of the leaves, rather than them being on separate pages.	accept	The term cause and effect was added to the background. We restructured the table to be more of a cause/effect flow chart format on page 10. https://drive.google.com/file/d/1HsA57M-diMqWbbhqIMebzDnZpUS2M009/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	1 to 5	sample data and answers	View Link	Suggestion: help students connect more clearly to the cause and effect relationship by setting up their recording data with a graphic organizer that supports the connections.	accept	We have added a cause-and-effect table. https://drive.google.com/file/d/1k79UVE7dR3XHfP2MB60nM8ghC0BaNY2/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	2	background	View Link	see comment on previous breakout regarding Alexander Graham Bell	accept	We made a new activity that focuses on another inventor - Charles Brush, inventor of the wind turbine. <i>Science and Innovation – Charles Brush</i> . https://drive.google.com/file/d/11S26wS64x7knxdE5rPACUshy4-YhwSdO/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	2	top of page step 2	View Link	specific references to density are beyond the boundary of the 3rd grade SE	accept	We have made suggested changes. https://drive.google.com/file/d/1MvI_N10kPNfI-MdMQ80x65TkBQzKJ-zi/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	2	background section	View Link	Alexander Graham Bell is one of the required individuals in the 2nd grade science TEKS (2.4B) so students are likely to have heard of him and his inventions already. Suggestion would be to find an inventor that directly connects to the 3.6-13's so they can be part of the unit sequences.	accept	We made a new activity that focuses on another inventor - Charles Brush, inventor of the wind turbine. <i>Science and Innovation – Charles Brush</i> . It is aligned to our Instructional Module for 3.8(A)(B) <i>Energy of Moving Objects</i> . https://drive.google.com/file/d/11S26wS64x7knxdE5rPACUshy4-YhwSdO/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	2	directions at top	View Link	this is a cool investigation, but I'm not sure it aligns to the SE. It seems to be mostly about the living organisms found in soil, not the decomposed plant remains found in soil.	accept	We have edited the activity to take a closer look at material that remained in the funnel to explicitly address decomposing plants and animals. https://drive.google.com/file/d/1UI9_BFTEVbS_-obqSd7xQBHH1wpyMXTP/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	2-3	Text	View Link	erosion is beyond the scope of the SE for third grade. Erosion is added in 4th grade.	accept	Reader was mistakenly placed in grade 3. We removed it from grade 3. There is another reader for 3.10B - <i>Rocks and Soil</i> .
2024 EduSmart Science Grade 3	9781939511157G3	3	instructions	View Link	the teacher background goes into detail about kinetic and potential energy, which according to the TEA Content Specialist, is beyond the scope of third grade. Teachers reading this background info may think they will be teaching potential and kinetic to students. Suggestion would be to either focus the background info on what will be most helpful for teachers to understand in order to teach the students at the level of the TEKS, or to make it clear in the teacher background that potential and kinetic are out of bounds.	accept	We understand that the material was beyond the scope of grade 3 students. To ensure that teachers do not mistakenly think that they need to teach potential and kinetic energy, we have removed this information from the teacher background section. https://drive.google.com/file/d/1t-dK4ZXvpuat1W4y3LPB7RNeiMasDOC/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 3	9781939511157G3	3	paragraph below images	View Link	not seeing how this citation is an example of a system	reject	We are selecting reject because we cannot change the citation for this breakout. However, we can point you to an alternate citation that is a better correlation. https://drive.google.com/file/d/11Sz6wS64x7knxdE5rPACUshy4-YhwSdO/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	3	graphic organizer	View Link	the graphic organizer goes beyond the boundary of the SE. food webs are 4th grade and food chains are 3rd grade	accept	We have made the food web graphic organizer into a food chain instead. https://drive.google.com/file/d/1McpL1SOPEHi4S-MhF5H82JIUTJ1Ck7IO/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	3	paragraph below images	View Link	We would like to see a more evident connection to the RTC in this learning experience.	accept	Edits to make a better connection to RTCs have been made. https://drive.google.com/file/d/1cBuxi_HzT0w7CnFSZvpeYBdyD8tqWZiK/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	4	graphic organizer third row	View Link	students are not asked to explain in the graphic organizer	accept	Graphic organizer has been edited to add an explanation section. https://drive.google.com/file/d/14pIkjb1rUZrS00ipzkitS753LHTDGw5H/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	4	journal prompt	View Link	the journal prompt is connecting structure and function to the garden hose and the terrarium. Suggestion would be to say that the structure of the hose is a long flexible hollow cylinder, and the structure of the terrarium is a spherical glass bowl. The hose and the terrarium are not themselves the structure. Their shape is the structure.	accept	We have made suggested changes. https://drive.google.com/file/d/1DrzDnS0SHB84wLr_Utz94u22iWF6NBxZ/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	4	Journal Prompt		added this citation because the other two do not actually require the student to explain in their own words	reject	We selected reject since there was no change to be made. We are not sure if the feedback was given prior to a resubmission of this resource.
2024 EduSmart Science Grade 3	9781939511157G3	4	prompt	View Link	volume is not one of the measurements of matter that third grade is required to do. displacement method of measuring the volume of an irregular object does not come in until later grade levels	accept	Entire journal prompt has been changed to measuring mass. Explain how to find the mass of the strawberry. Be sure to include the following points in your answer. <ul style="list-style-type: none"> • What equipment you would use and how you would use the equipment? • How would the quantity of the mass be different if you used a smaller strawberry? https://drive.google.com/file/d/1Y6td6F9P7GGwQemWEGmu6H3GHrahU4rE/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 3	9781939511157G3	5	directions at top of page	View Link	the picture for procedure step 3 looks like it might be messed up.	accept	The formatting of the image has been corrected. https://drive.google.com/file/d/1m116WULB95fjS_MuwhwLXmTKNx2nd-cB/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	5	question 2	View Link	We would like to see a more evident connection to the RTC in this learning experience.	accept	We added more connection to RTC in this journal prompt. https://drive.google.com/file/d/14plkb1rUZrS00ipzkitS753LHTDGw5H/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	5	Bottom of page, last bullet	View Link	the reference to the citation being in the extension meets the requirements so we accepted it. however, we have a concern that both citations referred to extensions and no examples were provided where 3.4Bii was more purposefully embedded in a learning activity. Extensions are often perceived as optional "if there is time" activities. In elementary there is often not enough time.	accept	We cannot edit a submitted citation. We made a new activity, <i>STEM Career Exploration Challenge</i> , that addresses this breakout specifically. https://drive.google.com/file/d/1GgvzhR1d6kBiNHpaJoiP8ahu4aiWYGW/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	5 and 6	teacher directions, data section	View Link	in the second paragraph, the instructions suggest that teacher show students an example data table, which contradicts the intent of the standard for STUDENTS to design their own data table. If students see the teacher's example, it is unlikely that the students will do something different.	accept	Teacher information about data table examples has been removed. https://drive.google.com/file/d/1kkQ2e0S9fs8O16BYcEnG77YfLGLemGq7/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	9	top paragraph	View Link	The citations for using tools to analyze felt like a stretch in this lab. Students are analyzing their observations in this lab, but the connection to tools is not as strong as we would like to see. Suggestion to either make the observational tools more visible to students in this lab or to cite a different lab that more clearly addresses this breakout.	reject	We only selected reject because we cannot go back and change a citation. We are thankful that you used another resource, <i>Is Soil Alive?</i> for this citation.
2024 EduSmart Science Grade 3	9781939511157G3	video	Click play. Click skip (skips music intro). Click forward button 3 times. Image shows block as a solid that does not change shape or volume with pop up text	View Link	particle nature of solids, liquids, and gases is beyond the third grade SE	accept	Particle nature of solids, liquids, and gases references have been removed from this resource. https://review.edusmart.com/authenticated/content/previewResource/650172
2024 EduSmart Science Grade 3	9781939511157G3	video	click play, then skip to skip into music. Click forward button 9 times	View Link	Video goes way beyond the boundaries of third grade in the way it addresses density.	accept	We removed references to particles of matter and volume in this resource. Care was taken not to use examples that can be mistaken for addressing buoyancy instead of density. https://review.edusmart.com/authenticated/content/previewResource/630873

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 3	9781939511157G3	video	Click play, then click skip button to skip music intro. Listen to intro section, then click forward button 6 times	View Link	video does not discuss the role of precipitation in migration	accept	We added the role of precipitation in migration to this resource. https://review.edusmart.com/authenticated/content/previewResource/631155
2024 EduSmart Science Grade 3	9781939511157G3	video/image	Teacher background	View Link	Suggestion about anchoring question: the question as it is written is a yes/no question rather than being one that will stimulate inquiry. Suggestion to reword: how can the safety of a swing set be improved?	accept	We have changed the question to the one suggested. :) https://drive.google.com/file/d/1x7_MNcTnoRwsS33LUN2BkyN2BN8hnE4O/view?usp=drive_link

Science, Grade 3

2024 EduSmart Science Grade 3: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 3	9781939511157G3	Simulation digital	Simulation	View Link	Pulleys are not part of the third grade science TEKS. Pulleys are not in the TEKS until Physics	reject	This investigation is focused on how to perform an experimental investigation. It is not intended to teach content and is not correlated to a content TEKS SE.

Publisher: Great Minds

Science, Grade 3

PhD Science Texas Level 3 Texas Program Bundle (Modules 1-3): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level 3 Module 1 Teacher Edition</i>	9798885885249	p. 102-104	Teacher Edition; Module 1 Earth Changes, Lesson 8 Learn: Investigate Water and Land Interactions. From the beginning of section through "Acknowledge that water and land interact in many ways..." Pages 102-104; PDF page 106	View Link	While it is plausible that teachers can use this activity to teach rapid changes -- the focus is on waves causing change... Most changes including the ones modeled in this activity are slow changes to earth's surface.	reject	<p>Students have multiple opportunities throughout the module to describe examples of rapid changes in Earth’s surface, including, but not limited to, volcanic eruptions, landslides, and earthquakes. The activities referred to in the reviewer feedback are part of a larger sequence of learning events that occur across the entire lesson set. Before students model and describe rapid changes in Earth’s surface caused by water, they first investigate the effects of moving water on Earth’s surface. During the cited content in Lesson 8 Learn: Investigate Water and Land Interactions, students are building knowledge of how land and water interactions cause change before applying this knowledge to explain rapid changes caused by water. Students apply this knowledge in Lesson 9 as they explore how water causes landslides, leading to rapid changes to Earth’s surface.</p> <p>Additionally, while it is not explicitly stated in Lesson 8, waves can cause both gradual and rapid changes to Earth’s surface. For example, during powerful storms, rising water levels and changing wave characteristics can accelerate the effects of water on coastal erosion. Rapid and slow changes to Earth’s surface are explicitly covered in Concept 3 of the module.</p>
<i>PhD Science Texas Level 3 Module 1 Science Logbook</i>	9798885885423	p. 13-14	Science Logbook; Module 1 Earth Changes, Lesson 3 Activity Guide A: Observe Land Samples, Pages 13-14; PDF page 19	View Link	This would have been a stronger citation if the tools in use were mentioned on the handout.	reject	<p>The tools that student use to observe the land samples, are mentioned in the Teacher Edition just before students were directed to complete their Science Logbook page referenced in this citation.</p> <p>See Module 1 Lesson 3 Learn: Observe Local Land Samples, “Show the class a plastic sifting screen, and explain that students will use this tool and the plastic handheld magnifier to help them observe the properties of their local land samples...Demonstrate how to use the screen and to sift the materials from the local land samples onto paper plates...Tell students to record the properties of their local land samples on the chart in their Science Logbook (Lesson 3 Activity Guide A).” p. 49-50</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level 3 Module 3 Teacher Edition</i>	9798885885263	p. 284	Teacher Edition; Module 3 Forces and Motion, Lesson 23 Learn: Ask About an Engineering Problem. Begin with "Acknowledge student responses and tell..." through next paragraph "Introduce students to the texts..." p. 284; PDF page 288	View Link	Using books is one type of resource. This would be a good time to suggest other resources to better support the teachers and students in exploring resources to investigate stem careers. There are several suggested resources in the SE.	reject	<p>Books are not provided as resources for the activity in this cited section of the Teacher Edition. Instead, several different resources for investigating stem careers are in fact provided in the cited text and corresponding resources.</p> <p>The teacher is directed to, "Give students access to online and printed resources for research (see Lesson 23 Resource C)."</p> <p>Lesson 23 Resource C directs teachers to first use resources available in the school and community. Suggestions are provided for collaborating with school library personnel to curate a variety of resources.</p> <p>The links provided in teacher resource include a variety of media-rich resources, such as articles, videos, and websites with embedded activities.</p> <p>A Teacher Note on p. 284 suggests directing students to examine solutions from mechanical engineers by viewing videos of a race car and roller coaster.</p>
<i>PhD Science Texas Level 3 Module 2 Science Logbook</i>	9798885885430	p. 72	Science Logbook, Module 2 Survival and Change, Lesson 20 Activity Guide A: Illustrate a Butterfly Life Cycle, p. 72; NEW CONTENT ADDED: Please download the file to view in Adobe Acrobat to see marked up PDF with new content. To view embedded Word file, double click on the pushpin icon within the PDF file (top of page 72). Students illustrate the life cycle of a butterfly. They draw and label a model that shows the stages of a butterfly's life cycle. PDF page 78	View Link	By third grade, students are usually very familiar with the life cycle of a butterfly. This would be good for students to recall prior knowledge but it is also necessary to include additional animal life cycles to illustrate (bee, frog).	reject	<p>Butterfly survival is the anchor phenomenon driving the learning in Module 2. The primary reason why students illustrate a butterfly life cycle is to maintain coherence and support students' sensemaking of the anchor phenomenon. Students also interact with life cycles cards of four other organisms during the lesson set: wood frog, brown bear, oak tree, and tomato plant (see Module 2 Lesson 20 p. 224-231). In addition, in the End-of-Module Assessment, students utilize illustrated life cycle models of orchids and Florida arrowwood to complete assessment Item 3 (see p. 340-341).</p>

Science, Grade 3

PhD Science Texas Level 3 Texas Program Bundle (Modules 1-3): ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level 3 Module 1 Teacher Edition</i>	9798885885249	page 451	Teacher Edition; Module 1, Spotlight Lessons on Changes in Matter Lesson 1 "Display a photograph…" to end of page. PDF page 455	View Link	I really like the clear connection to the lesson. It is so helpful to have truly embedded supports for the teacher.	reject	Thank you for the feedback. PhD Science Texas feels it is very important to have these connections embedded in the curriculum to help all learners in addition to English learners.

Publisher: Houghton Mifflin Harcourt

Science, Grade 3

HMH Into Science Texas Hybrid Classroom Package Grade 3: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 3</i>	9780358860211	G3 skills bank, Item 47	G3 skills bank, Item 47	View Link	3rd graders do not have experimental design (testing variables)	accept	<p>HMH will simplify the item as follows:</p> <p>47. How could a student investigate the cause-and-effect relationship between the amount of water given to three plants and the rate at which the plants grow?</p> <p>A. The student should not water the plants at all.</p> <p>B. The student should add fertilizer to all of the plants.</p> <p>*C. The student should give each plant a different amount of water.</p> <p>D. The student should cover the plants so that no light shines on them.</p>
<i>HMH Into Science Texas Teacher License Digital Grade 3</i>	9780358860211	TEKS 3.10.A Quiz, Item 3	TEKS 3.10.A Quiz, Item 3	View Link	clarify that the temperatures were collected at the same time	accept	HMH will change the second sentence in the item introduction to say, "They collected data about the weather for one week by measuring with wind vanes and thermometers at the same time each day."
<i>HMH Into Science Texas Teacher License Digital Grade 3</i>	9780358860211	TEKS 3.10.A Quiz, Item 3	TEKS 3.10.A Quiz, Item 3	View Link	clarify that the wind direction was collected at the same time.	accept	HMH will change the second sentence in the item introduction to say, "They collected data about the weather for one week by measuring with wind vanes and thermometers at the same time each day."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<p><i>HMH Into Science Texas Teacher License Digital Grade 3</i></p>	<p>9780358860211</p>	<p>TEKS 3.6.C Quiz, Item 2</p>	<p>TEKS 3.6.C Quiz, Item 2</p>	<p>View Link</p>	<p>Other questions should include "other substances" to meet the standard.</p>	<p>accept</p>	<p>6. David knows that human skin sweats to cool itself. He wonders how evaporation helps this process work. He measures how quickly four liquids evaporate. He does this by measuring temperature. The lower the temperature, the faster the liquid evaporates. Observe the temperatures in his data table.</p> <p>[Insert table with heading: "Temperature (° C)" having each substance listed in columns, with the corresponding temperatures in a row beneath the substances</p> <p>Alcohol 22 Mineral Oil 28 Salt Water 26 Water 25]</p> <p>How would you record how quickly the liquids evaporate, from fastest to slowest?</p> <p>A. alcohol, mineral oil, salt water, water B. mineral oil, salt water, water, alcohol *C. alcohol, water, salt water, mineral oil D. salt water, water, mineral oil, alcohol</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 3</i>	9780358860211	TEKS 3.6.C Quiz, Item 2	TEKS 3.6.C Quiz, Item 2	View Link	need to include "a variety of substances"	accept	<p>6. David knows that human skin sweats to cool itself. He wonders how evaporation helps this process work. He measures how quickly four liquids evaporate. He does this by measuring temperature. The lower the temperature, the faster the liquid evaporates. Observe the temperatures in his data table.</p> <p>[Insert table with heading: "Temperature (° C)" having each substance listed in columns, with the corresponding temperatures in a row beneath the substances</p> <p>Alcohol 22 Mineral Oil 28 Salt Water 26 Water 25]</p> <p>How would you record how quickly the liquids evaporate, from fastest to slowest?</p> <p>A. alcohol, mineral oil, salt water, water B. mineral oil, salt water, water, alcohol *C. alcohol, water, salt water, mineral oil D. salt water, water, mineral oil, alcohol</p>
<i>HMH Into Science Texas Teacher License Digital Grade 3</i>	9780358860211	TEKS 3.7.B Quiz, Item 6	TEKS 3.7.B Quiz, Item 6	View Link	This is not really planning a descriptive investigation.	accept	<p>HMH will add a new #8 item to this quiz. Text of the new item is as follows:</p> <p>Which investigation might be planned to demonstrate how position can be changed by pushing objects?</p> <p>A. place a wagon on a sidewalk and observe it for two minutes B. pull a wagon and time how long it takes to reach the end of the sidewalk *C. push a wagon and measure how many meters it moves in one minute D. compare the time it takes you and a classmate to each push a wagon 10 meters</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 3</i>	9780358860211	TEKS 3.7.B Quiz, Item 6	TEKS 3.7.B Quiz, Item 6	View Link	not really planning an investigation	accept	<p>HMH will add a new #8 item to this quiz. Text of the new item is as follows:</p> <p>Which investigation might be planned to demonstrate how position can be changed by pushing objects?</p> <p>A. place a wagon on a sidewalk and observe it for two minutes</p> <p>B. pull a wagon and time how long it takes to reach the end of the sidewalk</p> <p>*C. push a wagon and measure how many meters it moves in one minute</p> <p>D. compare the time it takes you and a classmate to each push a wagon 10 meters</p>
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	TEKS Lesson 3.10.A, Day 2, Screen 3	Introduction, paragraph 2 (Also see Student Edition pp. 269-272)	View Link	The online version says students will make a bar graph, but the student book does not mention students will make a bar graph.	accept	In order to match the online version, we will add a statement to the print Student Edition p. 270, paragraph 2, instructing students to make bar graphs to collect temperature and precipitation data.
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	TEKS Lesson 3.10.A, Day 4, Screen 3	Initial paragraph (and numbered steps) (Also see Student Edition pp. 278-284)	View Link	clarify that students are collecting data at the same time.	accept	HMH will change Step 9 on Day 3 Screen 3 to read "Return to the weather stations outside at the same time as before." HMH will also change Step 13 to read "Return to the classroom and use the tablet or computer to analyze information about today's weather at the same locations and times you researched yesterday."
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	TEKS Lesson 3.10.A, Day 4, Screen 4	Identify Patterns (Also see Student Edition pp. 278-284)	View Link	I didn't read where the students will collect data at the same time each day/location.	accept	HMH will change Step 9 on Day 3 Screen 3 to read "Return to the weather stations outside at the same time as before." HMH will also change Step 13 to read "Return to the classroom and use the tablet or computer to analyze information about today's weather at the same locations and times you researched yesterday."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	TEKS Lesson 3.11.B, 3.11.C, Day 3, Screen 5	Last paragraph	View Link	A feedback protocol would be good here (not sure if it is indicated anywhere else) to make it clear there is collaboration.	accept	<p>HMH will add the following steps to Screen 5:</p> <p>“[Title] How to Give Partner Feedback</p> <p>Self-Assess: Read your own explanation silently and rate your work.</p> <ol style="list-style-type: none"> 1. Rate: Collaborate with a partner. Switch explanations and score one another’s work. 2. Write Feedback: Use sentence frames to write feedback for your partner. Examples include: <ol style="list-style-type: none"> a. I suggest _____. b. One problem I see is _____. c. One way to improve this might be_____. 3. Share Feedback: Share your positive feedback and suggestions for improvement. 4. Summarize and Record: Summarize your partner’s feedback of your explanation and revise your work as time allows.”
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	TEKS Lesson 3.11.B, 3.11.C, Day 3, Screen 5	Last paragraph	View Link	A feedback protocol would be good here (not sure if it is indicated anywhere else) to make it clear there is collaboration.	accept	
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	TEKS Lesson 3.12.A, Day 2, Screen 4	Step 3, final sentence (Also see Student Edition pp. 415-419)	View Link	It would be nice if students were actually constructing rather than recording in a premade table.	accept	In the Teacher Guide support for this activity, p. 320, the Ed Online section will indicate that the blank Data Table Graphic Organizer (TEKS 1.F) can be used for students to construct their own tables. To reinforce this, HMH will add the following sentence to the Preparation Tips section on p. 320: “If desired, students can use the Data Table Graphic Organizer to construct their own data tables.”

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	TEKS Lesson 3.12.C, Day 3, Screen 5	Claims, Evidence, and Reasoning (Also see Student Edition pp. 466-471)	View Link	The activity has students creating a bar graph from the data collected and in the CER the statement says "Support your claim with evidence from your line graph." Maybe having students create a line graph prior to the CER is better, What is the purpose of creating the bar graph and a line graph. Could it be changed to only creating a line graph? You may also want to give credit to Project Wild since this is their original activity and it hasn't changed enough to be different.	accept	In the Do the Math on Screen 4, "bar graph" will be changed to "line graph." This change will also be made on Student Edition p. 469. Additionally, we will add "This hands-on activity was adapted from a Project WILD activity." to the Teacher's Guide support for this activity.
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	TEKS Lesson 3.12.D, Day 2, Screen 6	Analyze Results (Also see Student Edition pp. 487-494)	View Link	This unit does not indicate that the fossils shown are Texas fossils.	reject	Actually, this comment is not strictly accurate. Throughout the unit, fossils are identified as Texas fossils. For instance, Texas fossils are shown in TEKS Lesson 3.12.D, Day 3, in particular on screen 4 (Fossils in Texas) and screen 8 (students classify six Texas fossils). In addition, the Teacher Guide (TG) for TEKS Lesson 3.12.D, on TG p. 379, teachers are asked to source and share images of a variety of Texas fossils. No changes are needed to this screen.
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	TEKS Lesson 3.6.C, Day 2, Screen 3	Step 3	View Link	need to use a variety of substances	accept	HMH already submitted new content during the TEKS-compliance process and it was accepted by the panel. New content includes adding a Step 4 to this screen "Repeat this investigation with a melted crayon. Measure the temperature every 5 minutes for 20 minutes. Observe and record the change in the state of matter." We also added a new Step 9 to Day 3, Screen 3 that reads "Repeat this investigation with a crayon. Ask you teacher for help placing the beaker with crayon on the hot plate. Measure the temperature every 30 seconds for 5 minutes. Observe and record the change in the state of matter." Please refer to HMH_G3_6.Cii_Narrative_New Content.
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	TEKS Lesson 3.7.A, Day 2, Screen 4	Screen 4: Analyze Information; Screen 5: Develop and Use Models (Also see Student Edition pp. 111-116)	View Link	This one is developing a model - some of the develop models were really students using models.	accept	In reviewing other citations, HMH identified a change that will be made: TEKS Lesson 3.10.B, Day 3, Screen 2, paragraph 2 – We will change second sentence to remove "develop." However, in the following examples, students are genuinely developing models: TEKS Lesson 3.6.D, Day 3, Screen 7, Develop Models: Students propose and test a salt-dough mixture they use to build a prototype. TEKS 3.11.A, Day 3, Screen 4, Step 6: Students develop a model (sketch) of a prototype.

Science, Grade 3

HMH Into Science Texas Hybrid Classroom Package Grade 3: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	ELPS Mini-lesson to go with TEKS 3.11.B Protecting Our Natural Resources	Protecting Our Natural Resources	View Link	This would be better is the items were labeled around the room with the word.	accept	HMH will add the sentence “Make sure that bottles, cans, paper, plastic, and cardboard are labeled correspondingly.” to the end of the “Scaffolding/Beginning” instructions on p. 3 of the Teacher’s version of the ELPS Mini-lesson.
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	ELPS Mini-lesson to go with TEKS 3.6.B Samples of Matter	Samples of Matter	View Link	Gases are introduced in 3rd grade so it would not be prior knowledge.	accept	HMH already submitted new content during the TEKS-compliance process to refer to states of matter, and it was accepted by the panel. See new content for ELPS Mini-lesson to go with TEKS 3.6.B (ELPS 1.A.i).
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	ELPS Mini-lesson to go with TEKS 3.7.A Forces	Forces	View Link	Gravity is introduced in 3rd grade - what prior knowledge is being used to support current content?	accept	HMH already submitted new content during the TEKS-compliance process to refer to forces, and it was accepted by the panel. See new content for ELPS Mini-lesson to go with TEKS 3.7.A (ELPS 1.A.i).

Publisher: McGraw Hill

Science, Grade 3

McGraw Hill Texas Science, Grade 3: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Science, Grade 3 Student Edition</i>	9781265559267	10	2nd paragraph	View Link	While I believe this would allow the teacher to teach about demonstrating the use of safety equipment in classroom investigations. This particular passage refers directly to a field investigation.	accept	<p>Thank you for your feedback and thorough review of Grade 3 Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further.</p> <p>ADDITIONAL EXAMPLES: Tools and Safety Handbook</p> <p>https://my.mheducation.com/secure/reviewer/0f6ec97a-b60f-4259-a2d8-d1d67dee90f8/f80c3235-7fb9-458f-85e3-e55e2d59e169/b1293a96-7ad5-4d4e-b06f-93715f6b8bdb/epub?cfi=epubcfi(%2F6%2F34%5Bdata-uuid-5670bc89013d4635994756fcdcaaf335%5D!%2F4%2F2%5Bdata-uuid-10be1ee5d8504ff3ae4750b7568d320b%5D%2F2%5Bdata-uuid-b765642187004f96af0b5e1e711cba1c%5D%2F1%2C%3A0%2C%3A18)&epubid=sn_c6c65</p>
<i>McGraw Hill Texas Science, Grade 3 Student Edition</i>	9781265559267	10	2nd paragraph	View Link	Students are not really required to demonstrate the use of safety equipment here. It is likely that teachers could use this to teach about the use of safety equipment which is the reason I accepted this as a narrative citation.	accept	Thank you for your feedback and thorough review of Grade 3 Texas Science. We have met the TEKS through the citations provided.
<i>McGraw Hill Texas Science, Grade 3 Student Edition</i>	9781265559267	51	Under "Changes in State, continued," the first two paragraphs.	View Link	This would be more effective if a connection was made to a system such as the water cycle.	accept	Thank you for your feedback and thorough review of Grade 3 Texas Science. We have met the TEKS through the citations provided.

Publisher: Savvas Learning

Science, Grade 3

Texas Experience Science Grade 3 (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 3 Digital Components</i>	9781428553798	1-2	Safety Manual: Laboratory Safety Rules	View Link	These rules are perfect. I only question how kid-friendly they are. There is so much material to read. Safety rules need to be posted as a combination of short phrases that students can easily refer to and pictures/sketches of the rule.	reject	Thank you for your feedback. The Texas Lab Safety Manual is for K-5 teacher-use only and not intended for direct use by the student. No revisions will be made. However, we have updated the SEPs and Themes Preview Presentation with two new slides to address safety rules. These slides are bulleted lists with short phrases.
<i>Grade 3 Student Activity Companion Volume 1</i>	9781323222775	153	Topic 3 Experience 2 Hands-On Station Activity: How does ramp height affect the speed of a car?, Step 5 Draw Conclusions	View Link	Add additional formats for the student to share his findings.	reject	Thank you for the feedback and we will consider it as we continue to try to improve our Hands-On and STEAM Activities in the future. Throughout the program, students are given opportunities to communicate in a variety of formats, including orally, graphically, pictorially, and written. In the Student Activity Companion the Everyday Phenomenon activities give students the opportunity to use up to two formats to write or draw their observations. For example, see question 1 of the Everyday Phenomenon Activity: <i>How does liquid form on the outside of a glass?</i> on page 27 of the Student Activity Companion Volume 1. After students complete this activity, on page 22 of the Teacher Guide there is an Exit Ticket asking students to write or draw and label a description of how water vapor changes when it is cooled. The Teacher Guide includes Revisit the Everyday Phenomenon prompts for students to revisit and revise their explanations in a variety of formats including orally or updating their initial drawings or written explanations. For example, see Revisit Everyday Phenomenon on page 25 of the Teacher Guide. Other activities throughout the Student Activity Companion also give students opportunities to communicate individually in a variety of formats. For example, in the Student Activity Companion Volume 1 the Key Ideas Activity, <i>Properties of Matter</i> on page 21 has students draw a picture of an object and write an explanation about the physical properties of the object.
<i>Grade 3 Student Activity Companion Volume 2</i>	9781428513846	269	Topic 7 Experience 2 Hands-On Station Activity: What are some life cycle stages of plants?, Step 3 Observe	View Link	Excellent!	accept	Thank you for your positive feedback!

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 3 Digital Components</i>	9781428553798	See Link	SEPs and Themes Preview Activity: Use Models and Analyze Data, 3 Use Mathematical Calculations	View Link	This meets the requirements, but what a question to ask a third grader. I can't imagine just asking a third grader orally, "Hey, go ahead and use a mathematical calculation to analyze that data" without giving them some kind of guidance as to what they will be doing.	accept	Thank you for your feedback. The question will be revised with prompts to guide students use a mathematical equation that uses subtraction.
<i>Grade 3 Station Cards</i>	9781323222898	See Link	Topic 1 Experience 2 Hands-On Station Card: What are the shapes of solids, liquids, and gases?, Safety Warning	View Link	Put the safety rule at the top of the page before the station cards so kids have it on their mind before they begin. At the bottom in small print will be easy to miss, especially if the station cards are interesting and attract the student's attention to the activity.	reject	Thank you for the feedback and we will consider it as we continue to try to improve our Hands-On and STEAM Stations in the future. In addition to the safety note on the Station Card the Teacher Guide includes Safety section for every Hands-On and STEAM Station. Teachers are prompted to remind students how to safely conduct the activity. For Example, see the Teacher Guide, <i>What are the shapes of solids, liquids, and gases?</i> , Safety on page 24.
<i>Grade 3 Digital Components</i>	9781428553798	See Link	SEPs and Themes Preview Activity: Communicate Explanations, 4 Practice Communicating in Science	View Link	Turn and talk is only one format. Please consider providing more options for how students communicate their findings.	reject	Thank you for your feedback. The cited activity provides students with the opportunity to communicate collaboratively in two formats to meet TEKS 3.B.iv. The question asks students to turn and talk with a partner to generate a plan. Students are then provided with space to write the plan. Throughout the program, students are given opportunities to communicate in a variety of formats, including orally, graphically, pictorially, and written. In the Student Activity Companion Volume 2 the Hands-On Station Activity: How do fossils provide clues about the past? on page 223 has students communicate explanations collaboratively in two formats— orally and written. The Student Activity Companion Volume 2 STEAM Station Activity: How can you combine materials to build the strongest tower? on page 59 has students write an explanation and draw a new design. This activity is done collaboratively.
<i>Grade 3 Digital Components</i>	9781428553798	See Link	SEPs and Themes Preview Activity: Communicate Explanations, 5 Communicate Solutions	View Link	More emphasis needed on active listening.	reject	Thank you for the feedback. Active listening is emphasized in the SEPs and Themes Preview Activity: Communicate Explanations, item 3 Communicate Explanations where students are directed to listen actively to their partner's explanation. In addition, the Teacher Guide includes prompts to remind students to listen actively, such as the Mastering Scientific and Engineering Practices box on page 184, with tips on how to collaborate including listening actively to partners.

Publisher: Studies Weekly

Science, Grade 3

Texas Science Studies Weekly: Third Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Science Studies Weekly: Third Grade Student Edition with Online Access</i>	9781649783813S E8	1	Printable: Studies Weekly, Unit 16, Activity 2, "Energy Flow Food Chain Game" (PDF pg. 1)	View Link	This is a wonderful example of age appropriate activity.	accept	Thank you
<i>Texas Science Studies Weekly: Third Grade Student Edition with Online Access</i>	9781649783813S E8	1	Printable: Studies Weekly, Unit 16, Activity 2, "Energy Flow Food Chain Game" (PDF pg. 1)	View Link	This is a fantastic exercise for children to understand the concept.	accept	Thank you.
<i>Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access</i>	9781649783806T E	1-2	Printable: Studies Weekly Online, Unit 1, Week 3, Activity 4, "How to Organize Data" (PDF pg. 1-2)	View Link	{Please make a note about concept maps are a form of tree maps.	accept	Thank you for this feedback. We've adjusted the description to include that concept maps are a form of tree maps.

Publisher: TPS Publishing

Science, Grade 3

STEAM into Science - Grade 3 Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learn By Doing STEAM Activity Reader Book - Grade 3 Teacher Edition</i>	9781788057561	30	Page 30 will meet this standard. Questions #1 & #2 must include this statement, "Explain how the scientist you chose impacted science with their discoveries," to satisfy this breakout.	View Link	Include the following statement, "Explain how the scientist you chose impacted science with their discoveries," to satisfy this breakout.	reject	TPS cannot find this content. Page 30 content of this component talks about energy.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Grade 3 Science</i>	9781788057592	90-91	PROPOSED EDIT. Adjust page 90 & 91 and add the following text to the end of existing text: We can conduct descriptive investigations to show, and explain, how position and motion can be changed by pushing and pulling objects. You can do this easily in your classroom. You can watch your teacher as they push the classroom door closed. You can describe how the position of the door changes by being pushed. You can describe how the motion of the door changes by being pushed. You can watch your teacher as they pull the classroom door open. You can describe how the position of the door changes by being pulled. You can describe how the motion of the door changes by being pulled. Once you have observed this happening, you can describe and explain what you have observed.	View Link	To fulfill the breakout, students must conduct the investigation. Adding a mini-lab or activity will meet the requirements of this breakout.	accept	Adjust page 90 and 91 and add the following text to the end of existing text: We can conduct descriptive investigations to show, and explain, how position and motion can be changed by pushing and pulling objects. You can do this easily in your classroom. You can watch your teacher as they push the classroom door closed. You can describe how the position of the door changes by being pushed. You can describe how the motion of the door changes by being pushed. You can watch your teacher as they pull the classroom door open. You can describe how the position of the door changes by being pulled. You can describe how the motion of the door changes by being pulled. Once you have observed this happening, you can describe and explain what you have observed. Now. work in small groups to conduct the same investigation.
<i>Learn By Doing STEAM Activity Reader Book - Grade 3 Student Edition</i>	9781788057578	p102	Activity 2	View Link	Page 102 keeps popping up as a potential activity and has not met any of the breakout SEs so far - it lacks in instruction and needs much more clarification in order to meet any of these breakouts. There is a lack of action verbs, and is very simplistic in its directions for the students.	reject	Due to the grade level, the instruction is within the Teacher LBD.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learn By Doing STEAM Activity Reader Book - Grade 3 Student Edition</i>	9781788057578	p12-14	Activity 1	View Link	Restate to have a pair share activity so they can listen to each others' explanations.	accept	Add edit to end: In pairs, share and explain your findings. Engage and listen to one another.
<i>Student Textbook - Grade 3 Science</i>	9781788057592	p21-22	p21-22	View Link	Needs to state that the student needs to use the tree map because this breakout states, including the tree map. The tree map is what needs to be emphasized.	accept	Add to the end: Show the information using a concept map. Show the information using a tree map. Compare the two and discuss which is more appropriate for this information.
<i>Student Textbook - Grade 3 Science</i>	9781788057592	p21-22	p21-22	View Link	It needs to specify students need to use concept maps and not give them options to choose a graph.	accept	Add to the end: Show the information using a concept map. Show the information using a tree map. Compare the two and discuss which is more appropriate for this information.
<i>Student Textbook - Grade 3 Science</i>	9781788057592	p226	p226	View Link	Please restate this activity to state, "Create a bar graph..."	accept	Edit first sentence: Draw a bar graph using the weather data you have collected.
<i>Student Textbook - Grade 3 Science</i>	9781788057592	p23	p23	View Link	Have the teacher ask how analyzing data will propose solutions by adding questions for teachers to ask.	reject	This page provides a narrative for students to learn about concept maps, flow charts, input-output tables, and venn diagrams. TPS does not wish to add activities on this page as it would greatly reduce white space.
<i>Student Textbook - Grade 3 Science</i>	9781788057592	p26-27	p26-27	View Link	In addition, have students state what impact their discovery had on society.	accept	Add edit under line two: State what impact their discovery had on society.
<i>Student Textbook - Grade 3 Science</i>	9781788057592	p315	Lab investigation	View Link	Give students the option to choose what format they want to present their findings.	accept	Adjust point 5: Have each groups choose what format they want to use, and then present their findings. Have them vote for the best solution.
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	p35	p35	View Link	Make this into a pair-share opportunity.	accept	Add to the end: Have students pair-share their findings.
<i>Student Textbook - Grade 3 Science</i>	9781788057592	p418	p418	View Link	Again, please make this an activity that respectfully engages students to discuss science.	reject	Please review the final paragraph, as it already does this.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learn By Doing STEAM Activity Reader Book - Grade 3 Teacher Edition</i>	9781788057561	p53-61	p53-61	View Link	On pages 54-55, it mentions average. rewrite the paragraphs to explain how scientists use calculations to compare patterns.	accept	TPS will add the word 'average' to the vocabulary list on page 52, bottom chart. The teacher will then use the vocabulary card to explain that 'average' is the middle value of a set of numbers. If you need to find the average of the set of numbers, you add them together and divide by the amount of numbers.
<i>Learn By Doing STEAM Activity Reader Book - Grade 3 Student Edition</i>	9781788057578	p72-75	Activity 6	View Link	Restate this direction to state, "Construct a line graph to..."	accept	Adjust paragraph: Record your hypothesis, materials and methods. Create a table to record your results. Construct a line graph to plot the temperature ...
<i>Student Textbook - Grade 3 Science</i>	9781788057592	p78	p78	View Link	Make this a collaborative assignment allowing the student to engage in scientific discussions respectfully.	accept	Add to the end of the first paragraph: Work in small groups, and once complete come together as a class to discuss your findings.

Science, Grade 3

STEAM into Science - Grade 3 Edition: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	101	Paragraph under 5.	View Link	Provide the teacher with activities or guidance on ways to monitor. For example, the students can use cue cards, peer support, etc., to seek clarification for the word in question. Again, differentiate guidance based on all levels of English language acquisition.	accept	Add edit to the second paragraph, end of first line: You may wish to use monitoring techniques such as cue cards and peer support. Add edit to the end of the second paragraph: In order to make this accessible to all levels, you may wish to use small groups learning, learning stations, promoting independence etc. You know your students best, so adjust as needed.
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	101	Paragraph under 5.	View Link	Differentiate instruction for students of all English learning levels.	accept	Add edit to the second paragraph, end of first line: You may wish to use monitoring techniques such as cue cards and peer support. Add edit to the end of the second paragraph: In order to make this accessible to all levels, you may wish to use small groups learning, learning stations, promoting independence etc. You know your students best, so adjust as needed.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	218	Paragraph under 4.	View Link	Differentiate instruction for students at all English learning levels.	accept	Add edit to end of paragraph: In order to make this accessible to all levels, you may wish to use small groups learning, learning stations, promoting independence etc. You know your students best, so adjust as needed.
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	241	Bottom of page	View Link	Within this statement, add examples/guidance regarding written activities such as write to explain the vocabulary word in their science journal, exit ticket written response, writing the meaning of the given activity or acquired word on an index card, and switching with your partner to check for understanding, etc.	accept	Add edit after sentence three: Examples of written activities are writing to explain the vocabulary word in their science journal, exit ticket written response, writing the meaning of the given activity or acquired word on an index card, and switching with your partner to check for understanding. Add after the paragraph: You know your students and their abilities best. You may need to adjust the activity depending on your students' needs. You may wish to do this through providing varied leveled texts, varied resources, communication via writing, speaking, drawing etc.
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	241	Bottom of page	View Link	Within this statement, add examples/guidance regarding written activities such as writing to explain the vocabulary word in their science journal, exit ticket written response, writing the meaning of the given activity or acquired word on an index card, and switching with your partner to check for understanding, etc. Additionally, differentiated instructional practices for students of all English comprehension levels.	accept	Add edit after sentence three: Examples of written activities are writing to explain the vocabulary word in their science journal, exit ticket written response, writing the meaning of the given activity or acquired word on an index card, and switching with your partner to check for understanding. Add after the paragraph: You know your students and their abilities best. You may need to adjust the activity depending on your students' needs. You may wish to do this through providing varied leveled texts, varied resources, communication via writing, speaking, drawing etc.
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	351	Bottom of page	View Link	Previewing text is helpful for students who are not proficient in English.	accept	Add edit after first sentence: Provide students with a variety of reading materials. These may be books, magazines, graphic novels, internet articles etc. Ensure you provide texts of different levels. For those not proficient in English, it can be helpful to give them time to preview the text materials before starting the activity.
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	351	Bottom of page	View Link	Give examples of how teachers can monitor for comprehension. Also, differentiate instruction to provide enriching opportunities for students further along in their proficiency level.	accept	The section does provide information to teachers about how to monitor for comprehension. Add edit after first sentence: Provide students with a variety of reading materials. These may be books, magazines, graphic novels, internet articles etc. Ensure you provide texts of different levels. For those not proficient in English, it can be helpful to give them time to preview the text materials before starting the activity.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	382	Paragraph below At Home	View Link	Provide teachers with ways how to monitor at-home activities. Additionally, plan something else for those students who don't have support at home. Lastly, differentiate instruction for all ELLs.	accept	<p>This is not an "At Home" activity. The location information just refers to At Home as a point of reference for the location requirement of the citations. Teachers would monitor this activity within the classroom.</p> <p>Edit: You know your students and their abilities best. Alter this activity as needed in order to meet the needs of your students. During this exercise encourage students, and assess their ability, to:</p> <ul style="list-style-type: none"> - Expand and internalize English vocabulary by learning and using routine language needed for communication. (For ELL students with limited English, focus on basic language and gradually increase the level of difficulty.) - Speak using a variety of connecting words with increasing accuracy and ease. (This will vary greatly between students depending on their ability. Work with students to their specific level.) <p>Speak using grade-level content area vocabulary in context to internalize new English words. (You may wish to have students pair up and practice using such language.)</p> <p>Speak using grade-level content area vocabulary in context to build academic language proficiency. (Encourage students to take part in topic-specific discussions in order to practice their use of academic language.)</p>
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	399-300	bottom 399 and Let's Talk About It	View Link	Add sentence stems, word phrases, vocabulary cards, reference word walls, etc., for students at the beginning and intermediate levels in their English language acquisition.	reject	TPS believe this comment relates to the Teacher STEAM Guide and not the textbook. TPS has provided full word wall activity lessons, and picture glossary cards, and this lesson does include vocabulary and definitions on page 405 Teacher STEAM Guide TE. The combination does provide the proposed content but as a STEAM provider we do this in steps.
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	533	Paragraph under Summary	View Link	Provide the teacher with activities or guidance on how to achieve this task. For example, by making connections through modeling basic expressions and incorporating those expressions or keywords into the abstract concept, students are learning to gain comprehension of complex ideas or vocabulary.	accept	<p>Add to the end:</p> <p>By making connections through the modeling of basic expressions, and by incorporating those expressions into the concept, students gain comprehension of complex ideas, vocabulary, expressions and the importance of context.</p>
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	591	At Home	View Link	Add sentence stems, word phrases, vocabulary cards, reference word walls, etc., for students at the beginning and intermediate levels in their English language acquisition.	accept	<p>Add to the end of At Home, page 591</p> <p>Add sentence stems, word phrases, vocabulary cards, reference word walls, etc., for students at the beginning and intermediate levels in their English language acquisition.</p>
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	733	Literacy Activity	View Link	Add sentence stems, word phrases, vocabulary cards, reference word walls, etc., for students at the beginning and intermediate levels in their English language acquisition.	accept	<p>Add to the end of the first paragraph of Literacy Activity, page 733</p> <p>Add sentence stems, word phrases, vocabulary cards, reference word walls, etc., for students at the beginning and intermediate levels in their English language acquisition.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Teacher Textbook - Grade 3 Science</i>	9781788057585	8	ELL	View Link	Add sentence stems, word phrases, vocabulary cards, reference word walls, etc., for students at the beginning and intermediate levels in their English language acquisition.	accept	Add to the end of the ELL section: Add sentence stems, word phrases, vocabulary cards, reference word walls, etc., for students at the beginning and intermediate levels in their English language acquisition.

Publisher: Accelerate Learning Inc.

Science, Grade 4

STEMscopes Science TX - Grade 4: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	# 9, Page 6	Click on the following Scope: Patterns in Space. Scroll the top banner to Evaluate. Then click in the dropdown for Scope Assessment. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout. 	View Link	Love the complexity of this question, however it may help to specify the month of the start of the season. Spring begins in March and as we continue through spring, the days get longer, while fall begins in September and the days get shorter. This helps bridge early skills in knowing the months/seasons of the year to 4th grade content.	reject	Subjective opinion.
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	#5, page 3	Click on the following Scope: Conductors and Insulators. Scroll the top banner to Evaluate. Then click in the dropdown for Scope Assessment. View the PDF by clicking on the open book icon on the right of the screen. Point and click Student Handout.	View Link	Fill in the blank does not align with the STAAR item types for 5th grade. This would be a good drag and drop or in-line text option for students.	accept	will be in-line with technical enhancement

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	#7, page 4	Click on the following Scope: Patterns in Space. Scroll the top banner to Evaluate. Then click in the dropdown for Scope Assessment. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout. 	View Link	This is listed as a Student Handout, but it lists the answers to this question. This should not be provided to students.	accept	Student handout was updated to remove answers
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Activity, Define the Problem, Brainstorm, and Plan	Click on the following Scope: Transfer of Energy. Scroll the top banner to Elaborate. Then click in the dropdown for Engineering Connection. 	View Link	I really like the 360 images embedded in the lesson! What a great way to engage students!	reject	no change needed
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Activity, Explore, steps #4 and #5	Click on the following Scope: Mixtures. Scroll the top banner to Explore. Then click in the dropdown for Explore: Investigating Mixtures	View Link	It may help to encourage groups to create a solid-liquid mixture to address this particular breakout.	reject	No change needed. Materials appropriately address the standard.
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Description, Driving Question, and Activity, steps 1-7	Click on the following Scope: Electric Currents. Scroll the top banner to Elaborate. Then click in the dropdown for Science Connection.	View Link	Really good way for groups to elaborate on their understanding!	reject	no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Observation Boxes	Click on the following Scope: Patterns in Space. Scroll the top banner to Explore. Then click in the dropdown for Explore: The Lunar Cycle. View the PDF by clicking on the open book icon on the right of the screen. Point and click on ISN Page 2.	View Link	This is a really good activity! It is confusing to have the direction "Draw your observations here" and also have the image of the specific phase already provided. Consider removing the image and having students add it themselves to show the correct cycle.	reject	repeat of previous feedback
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Page 1, Instructions and Steps 1, 2, and 3	Click on the following Scope: Investigating Forces. Scroll the top banner to Explore. Then click in the dropdown for Explore: Investigating Forces. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Explore ISN Page 2.	View Link	The box for procedures box is too small for students to write them all out.	accept	Spacing will be reviewed for final print
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Page 1, Venn Diagram	Click on the following Scope: Traits of Organisms. Scroll the top banner to Explore. Then click in the dropdown for Explore: Animal Traits. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Explore ISN Page 1.	View Link	Some might struggle to identify a similarities between an inherited physical trait and an acquired physical trait in a Venn diagram. This might be easier to understand as a T-chart or a table.	reject	Subjective opinion

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Page 3, #7	Click on the following Scope: Mixtures. Scroll the top banner to Evaluate. Then click in the dropdown for Scope Assessment. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	View Link	I really appreciated how they did not label the Venn Diagram. This helps with their critical thinking and application of the concept to fit into the Venn diagram correctly.	reject	no change needed
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Page 4, Conservation of Matter, Paragraph 2 and page 5, Top Images	Click on the following Scope: Mixtures. Scroll the top banner to Explain. Then click in the dropdown for STEMscopedia. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	View Link	The visual of the rubbing alcohol and water as a solution is slightly confusing because the amount of liquid in the glass before and after the solution is made appears to be the same. A suggestion would be to indicate the amount of alcohol being added.	reject	No change needed.
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Page 5, Engineers and Models instructions and table	Click on the Resources tab on the top right. Click on Instructional Supports. Then click on Engaging Students in Scientific and Engineering Practices. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Exploring as a Scientist or Engineer.	View Link	I love this investigation! It does a great job tying real-life applications to students and gets their minds thinking about how everyday things work.	reject	no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Page 5, Question 8	Click on the following Scope: Transfer of Energy. Scroll the top banner to Evaluate. Then click in the dropdown for Scope Assessment. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	View Link	Recommend changing "heat energy" in answer choice A to "thermal energy" to stay consistent with the wording of the TEKS.	reject	No change needed
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Page 7, question 10	Click on the following Scope: Food Webs. Scroll the top banner to Evaluate. Then click in the dropdown for Scope Assessment. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	View Link	The sun pointing toward the lion might be confusing to readers. It is good to have in the graphic but should be pointing to the producers.	reject	Subjective opinion.
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Page 9, Connect It Chart	Click on the following Scope: Resources. Scroll the top banner to Explain. Then click in the dropdown for STEMscopedia. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	View Link	The graphic is very small compared to the rest of the page. When printed out, it may be hard for readers to see graphics and read captions.	accept	All images were reviewed for appropriate sizing for final print.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Prediction of what the Moon looks like from Earth column	Click on the following Scope: Patterns in Space. Scroll the top banner to Explore. Then click in the dropdown for Virtual Explore: Earth, the Sun, and the Moon. Point and click on ISN Page 2.	View Link	Should the "Actual Observations of the Moon from Earth" column include the images? I feel that this gives students the answer before they predict and does not require them to verify their prediction. Having the images removed would better allow students to demonstrate this breakout.	accept	Images were removed from the handout
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Question #1	Click on the following Scope: Transfer of Energy. Scroll the top banner to Explain. Then click in the dropdown for Pulse Check. View the PDF by clicking on the student icon on the right of the screen.	View Link	Are all of the questions in this Pulse Check #1? The question about sound was the second question on our view. It would be helpful to have these numbered to help teachers and students.	accept	tech enhancement
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	Vrtual activity below the Preparation section	Click on the following Scope: Investigating Forces. Scroll the top banner to Explore. Then click in the dropdown for Virtual Explore.	View Link	The box for the ice should continue off the screen and the sandpaper should stop mid-way.	reject	No change needed.

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 4

Texas ADI Learning Hub for Science, 4th Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas ADI Learning Hub for Science, 4th Grade</i>	9798987754818	N/A	<p>This citation comes from the lesson "Traits of Parents and Off-spring." Read the text for students beginning under the heading "Read about a core idea you can use - Page 1."</p>	View Link	<p>It would be good to add another line or paragraph that explicitly mentions that inherited traits are different than acquired physical traits.</p>	accept	The next activity differentiates inherited and acquired traits. It states "These acquired traits are not passed down from the parent to the offspring."
<i>Texas ADI Learning Hub for Science, 4th Grade</i>	9798987754818	N/A	<p>This citation comes from the lesson "Recession of Glaciers." Read the directions for students under the heading "Progress check - Page 1." The specific language for this breakout begins with the text "You may want to mention..."</p>	View Link	<p>Need to include tree roots erosion caused by water which is specifically needed to comply with the TEKS standard</p>	accept	We made this change, but in the Exposed Tree Roots investigation, where students are explicitly investigating a phenomenon related to erosion from water.

Publisher: Discovery Education Inc

Science, Grade 4

Science Techbook for Texas by Discovery Education - Grade 4: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 4 (Digital)</i>	9781616296506	https://app.discoveryeducation.com/learn/player/4ED216CD-E58C-4E0D-A64E-4B0AB7203D16	Unit: Organisms, Past, and Present > Concept: Inherited and Acquired Traits > 5E: Explore > Lesson 5: A Litter of Kittens > Section: Read Together > Acquired Traits	View Link	The link does not provide any information on this lesson. But we did find it on the actual paper textbook, page #104 for teacher textbook and pg#89 for student textbook. It would be nice if page numbers were included in this citation.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education has resolved the display issues that were causing lessons to appear to have missing components. The lesson is now showing correctly in the digital product.

Publisher: EduSmart

Science, Grade 4

2024 EduSmart Science Grade 4: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	1 to 10	information, directions, procedures, data collection and reflection.	View Link	Again, mathematical calculations are not present. Use of and proper reading of tools is included. But I do not see how this activity supports the use of mathematical calculations.	accept	We added in calculating the difference in temperatures, rather than just a general comparison. https://drive.google.com/file/d/1sE2t_42C3vu5m2plqDXV7D1zjJ2I6ti/view?usp=drive_link
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	1 to 13	throughout the activity	View Link	This is a great investigation but more methods for communicating results; posters, digital presentations, trifolds, written reports, oral demonstrations, etc. could be added to more closely align to the SE.	accept	Additional communication formats have been added. https://drive.google.com/file/d/1x0zchOA1JBdZah5TZv3osNca9dpXstnF/view?usp=drive_link
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	1 to 2	directions	View Link	What tool in this activity are you asking students to use to make an observation? The students are using a ruler to collect measurements. Allow students to survey items prior to measuring using observation tools (microscopes, magnifying glasses etc, or just have them to look and predict prior to measuring the item.	reject	We have another activity that uses a hand lens in the manner you have suggested. https://drive.google.com/file/d/1fWwWPsYdC3qG5KxMuWmaAaFaYTa_m2rl/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 4	9781939511171G4	1 to 2	information and procedure	View Link	Something getting hot enough that it could catch fire may not be an age (4th graders) appropriate activity.	accept	We added text to recommend doing the activity as a demonstration. https://drive.google.com/file/d/1Q-D5ynVaksCoCnrV9guTMuoUZh3Yr43h/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	1 to 2	information and procedure	View Link	Yes, this is descriptive research, however the readability level and structure of the experiment layout may best utilized as whole class demonstration.	accept	We added text to recommend doing the activity as a demonstration. https://drive.google.com/file/d/1Q-D5ynVaksCoCnrV9guTMuoUZh3Yr43h/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	1 to 3	Throughout the activity	View Link	What is the model in this activity? The pictures?	reject	Explanatory text in activity says - "Models can be drawings with explanations or an actual object that you make to show what something looks like or how it works." Models do not have to be 3D objects. A Framework for K-12 Science Education says, "Models of a system can range in complexity from lists and simple sketches to detailed computer simulations or functioning prototypes." (p. 92)
2024 EduSmart Science Grade 4	9781939511171G4	1 to 3	note-taking guide, graphic organizer, journal prompt	View Link	I am wondering why the the sun, earth and moon system is not referred to in this breakout. Seasons have predictable patterns because they are a part of the cycle of the earth revolving continuously around the sun. The changing shadows because the earth continually rotates. The moon phases again because of continuous orbit of Earth. Maybe this information is included elsewhere but it seems like it should be right here too.	accept	We have other resources to specifically mention seasons, shadows and moon phases. We wrote a new activity asking students to find and analyze patterns from data gathered on light reaching Earth in different seasons that include diagrams with different views of Earth's orbit. https://drive.google.com/file/d/1yMXfPeADiZ1aXA6COe2NT7O2y1sxUKcG/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	1 to 5	Reading activity including formative assessment questions	View Link	Excellent material.	reject	Thank you! We selected reject feedback only because a change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	1 to 5	Reading activity including formative assessment questions	View Link	Excellent material.	reject	Thank you so much for the positive feedback! We selected reject feedback only because a change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	1 to 5	Instructions, procedures, data collection and analysis	View Link	Mathematical calculations are not present in this investigation. This requirement of the SE could be added by having students determine the amount of increase or decrease and the difference between the items being compared and watch for resulting patterns from those calculations. Many other ways of incorporating actual mathematical calculations are possible, this is just for explanation.	accept	We added calculating the average of 3 timed trials. We also added measuring, comparing, and calculating the difference in final boiling point temperatures. https://drive.google.com/file/d/1VECj3JmY1Ex4PzrcReuWv77fkxsatj2X/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 4	9781939511171G4	1 to 5	throughout the activity	View Link	I can only see that the conclusions are being shared within the classroom with other classmates. Could this be extended to include at home with parents, with administrators to include some interested parties in these conclusions. More "settings" to communicate the findings would more closely align this to the SE.	accept	We added additional settings to share findings. https://drive.google.com/file/d/1nJ34RNRKDvZDmLCGszmjfCseau80Gulm/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	1 to 7	Extension activity	View Link	It is very confusing how you are trying to refer to tree maps and graphic organizers as different things or tree maps and models as the same thing. I am concerned that these terminologies are going to get students and teachers confused. When models are desired, why are we not moving in the direction of globes, or the stages of an insect's life cycle in molds, actual 3D objects that "model" something unobservable. Tree maps are graphic organizers. The conversation in the questions about the use of them are distracting and lead a student's thoughts away from the learning.	accept	We have removed all references to models. We have other many other resources that use models, including 3D Models, such as <i>Creating Waves in Science</i> for 4.8A.
2024 EduSmart Science Grade 4	9781939511171G4	1 to 7	throughout the activity	View Link	Again, identifying more settings for communicating results would align this investigation more closely with the SE.	accept	We added additional settings in the product discussion section. https://drive.google.com/file/d/1uwNMSCw8sYbVDxui5f_sOj47pU7zerzk/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	1 to 7	Data collection and analysis, reflection questions	View Link	This investigation works perfectly; however, I would add one more requirement to better align it to the SE. (eg. A statement "proposing" what can be done to keep bread from molding for the longest period of time) The SE asks for "proposing a solution" not just drawing conclusions from the data collected.	accept	We edited a reflection question to say, "Based on your data, what is the best solution for keeping your bakery bread from getting moldy at home? What should your family do?" https://drive.google.com/file/d/1GBbb5I8Xf5OXaXlrnwQpg0keDvro m9YS/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	1 to 7	directions	View Link	Incorporating a hand lens would be easy to do in one of these investigations and appropriate as a "tool to observe."	accept	We have added a hand lens to the materials needed and changed procedure prompt to "Use a hand lens to observe.." https://drive.google.com/file/d/1gGEM0ePI6EOMPGzH-hAQjMiSPKEhwDyE/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	1 to 7	Instructions, data and analysis	View Link	The trials with averages are a great use of mathematical calculations.	reject	We selected reject only because there are no changes to be made. We really appreciate the positive feedback!
2024 EduSmart Science Grade 4	9781939511171G4	1 to 8	Bar Graph Instructions	View Link	Try to quantify the the amount of mold by using a surface area grid. Students can count the number of squares in which the mold covers to quantify the amount of mold. Then use that number on the BAR graph.	accept	We loved the suggestion and added a surface area grid. https://drive.google.com/file/d/1GBbb5I8Xf5OXaXlrnwQpg0keDvro m9YS/view
2024 EduSmart Science Grade 4	9781939511171G4	2	Page 2- paragraph 4 and paragraph 5	View Link	Love the inclusion of nonfiction text that uses and explains key academic vocabulary and processes at a level the kids can grasp.	reject	Thank you so much for the positive feedback! We selected reject feedback only because a change was not requested to be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 4	9781939511171G4	2 to 3	Reader - all of page 2 all of page 3	View Link	I could not find info about states of matter. Excellent coverage of other properties. This breakout says "including physical state (solid, liquid, gas).	reject	The reader should not be assigned until the elaborate part of the 5E lesson. States of matter are clearly covered and visually explained in the Instructional Module, <i>What is Matter?</i>
2024 EduSmart Science Grade 4	9781939511171G4	2 to 4	Reading activity and formative assessment questions	View Link	Add the use of hand lenses.	accept	We have added text about the use of hand lenses. https://review.edusmart.com/authenticated/content/previewResource/643935
2024 EduSmart Science Grade 4	9781939511171G4	2 to 4	Pages 2 - 4 including formative assessment questions.	View Link	Include more variety in the illustrations. I see that the same season interactive video and lesson is used for 5 SE so if the verb says analyze and you are using an informal assessment item: include more situations. in which students can analyze for patterns.	accept	We have other resources to specifically mention seasons and have other images. We also wrote a new activity asking students to find and analyze patterns from data gathered on light reaching Earth in different seasons that include diagrams with different views of Earth's orbit. https://drive.google.com/file/d/1yMXfPeADiZ1aXA6COe2NT7O2y1sxUKcG/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	2 to 4	Reader and formative assessment questions	View Link	To clarify, is the model being used in this activity the beaker where you combined the oil and water and again the soil and sand to show that the mass of the objects was conserved even after being combined?	accept	Yes. The open-ended choice can be any example, but the Zoom-in strategy has 2 specific examples (oil and water and sand and water). Upon review, we also noticed that the pdf document lost its formatting. We have corrected this.
2024 EduSmart Science Grade 4	9781939511171G4	3 to 4	Graphic organizer and journal prompt	View Link	Questions 2 & 4 might go outside of the scope and sequence and the ability to differentiate between the two a little more than 4th graders need to know, but question 4 hits the nail on the head by getting kids to consider the need for particles in order for sound energy to transfer.	reject	We feel that students need language to describe how sound waves travel, so we just used the correct terms. Everything is explained in the instructional module, and then also addressed in the note taking activity. We do not have any other activities or assessment items that use these terms.
2024 EduSmart Science Grade 4	9781939511171G4	3 to 4	Graphic organizer and journal prompt	View Link	Visuals of actual food webs and not just food chains would be helpful. Kids need to learn to read and comprehend those diagrams like they do a data table or graph or chart.	reject	This is meant to focus on food chains. We wanted to scaffold this by covering food chains before talking about food webs. We have another Instructional Module and IM companion that focuses on food webs and includes visuals of food webs: <i>IM Companion - Energy Flow through Food Webs</i> . https://d3lvq8fjtpoawu.cloudfront.net/sci_content/en/imc/NTN4M6L09B2-IMC-Energy%20Flow%20through%20Food%20Webs/NTN4M6L09B2-IMC-Energy%20Flow%20through%20Food%20Webs_Answer%20key.pdf
2024 EduSmart Science Grade 4	9781939511171G4	4	text below the space shuttle graphic	View Link	Excellent!	reject	Thanks for the positive feedback! We are selecting reject here only because there is not a change to be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 4	9781939511171G4	4 to 10	Information, procedure, data collection and analysis	View Link	This activity compares relationships but does not include mathematical calculations. It only includes observations recorded as data that are used to compare, which is valid but does not align to the SE and its requirement for mathematical calculations.	accept	We added in calculating the difference in temperatures, rather than just a general comparison. https://drive.google.com/file/d/1sE2t_42C3vu5m2plqDXV7D1zjJ2I6ti/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	5-9	Data table, reflection question 5, group discussions	View Link	This citation will work only if the noted content errors defining these very important processes; weathering, erosion and deposition, are corrected from page 1.	accept	These changes have been made. https://drive.google.com/file/d/1bNI-WSaLtx9DYx2PzTlpXphq95dpH3wl/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	6	Extension activity	View Link	I think the disadvantages of using models would be presented more clearly in models were not graphic organizers but rather items like a globe.	accept	<p>We want to emphasize that models do not have to be three dimensional. Making a model is a way to make thinking visible. Models can be drawings with explanations or an actual object that students make to show what something looks like or how it works.</p> <p>Models do not have to be 3D objects. A Framework for K-12 Science Education says, "Models of a system can range in complexity from lists and simple sketches to detailed computer simulations or functioning prototypes." (p. 92)</p> <p>We used your feedback to add analysis of the disadvantages of a model to another activity where students analyze the the limitations of the wave models.</p> <p>https://drive.google.com/file/d/1gGEM0ePI6EOMPGzH-hAQjMiSPKEhwDyE/view?usp=drive_link</p>
2024 EduSmart Science Grade 4	9781939511171G4	6	Extension	View Link	This is a great area of science to share with students, one they would probably not thought of on their own. If it could be incorporated into the actual activity and not just as an extension. (my experience is that teachers have a hard time getting to extension activities with all of the students due mostly to time constraints)	accept	We moved the information to an essential reflection question instead of an extension activity. https://drive.google.com/file/d/1GBbb5I8Xf5OXaXlrnwQpg0keDvrom9YS/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	7	extension concept map	View Link	Provide exemplar templates of concept maps that teacher or students. Provide a choice templates.	accept	We added sample concept map templates to this activity. https://drive.google.com/file/d/1ZsUapcVd-nwS9Gd76w5FiH0Yx9O7oVLM/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	all	Hands on activity	View Link	A little more definitive material on the agent wind and its roles in weathering, erosion and deposition would be suggested.	accept	We added construction, data collection, and analysis for a model sand dune. https://drive.google.com/file/d/1p_6kZ78xR04YIJuPml2kx2axXScOh_Z/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 4	9781939511171G4	Digital Activity	Follow the prompts throughout the student review until completion	View Link	Again-LOVE the use of quizzing to drive home key information. So well done!	accept	Thank you so much for the positive feedback! We selected reject feedback only because a change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	Digital Activity	Press play and follow the prompts throughout the interactivity until completion	View Link	It is suggested to allow any conductors inserted in the circuit to be considered correct. Kids are trying to identify materials (metal) that items are made of that will conduct electricity. Because a switch is not need but only included for convenience, it could be eliminated from this activity so it does not look like a required piece of the circuit. Or, it could be offered in the on position and in the off position so kids can identify when it is acting as a conductor or when it is acting as an insulator. That would actually be a great addition to this interactive.	accept	We have used your suggestions to edit the activity.
2024 EduSmart Science Grade 4	9781939511171G4	Digital Activity	Please click play and work through the activity	View Link	Kids love to draw and because this SE uses the verb "illustrate" this is a perfect standard to give them the opportunity to do so. It could easily be added to one of your reading activities.	accept	The interactivity does not support having students illustrate. We wrote a new activity that does include making illustrations on this topic. https://drive.google.com/file/d/1g57dky5b5QSzN3uCi56rraToWIO34ofg/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	Digital Activity	Follow the prompts throughout the student review until completion	View Link	Love the use of quizzing to reiterate key ideas from instruction. Well done!	reject	Thank you so much for the positive feedback! We selected reject feedback only because a change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	page 1-2	Page 1- Information, directions 1 Page 2- data table, step 2, data table, question #3	View Link	Insert opportunites in the verification activity for students to compare. This activity is still having students to recognize mixture/ solution	accept	We added a comparison section. https://drive.google.com/file/d/1Xs1geR8x4SeBe8D25VHDAggzjeDcct8f/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	page 1-3	Modeling Slow Changes to Earth's Surface (paragraph) Reflection: Evaluating Your Model #3 and #4	View Link	Scale is so important when using models to be able to observe something impossible to see without the model, (eg. solar system) and to allow students to grasp the greatness of what the model represents. I am not sure using scale the way it is being used in this activity is as valuable as it could be in other scenarios. Erosion is observable in its original state in so many different ways, large and small, that it seems to be a less useful way to demonstrate to kids the importance of using scale to appreciate and observe something almost unmeasurable, unobservable without it.	accept	We used your feedback to write a new activity to better address scale. The new activity has been recorded in the LCEC. https://drive.google.com/file/d/1kE4bO9bX6oPEeBXAlnVKoSWL9QJHf27A/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	Page 1-3	Scenario cause and effect table Reflection question #1 and #2	View Link	Excellent way to apply this standard!	reject	We are selecting reject only because there is nothing to change. Thank you for the positive feedback!

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 4	9781939511171G4	page 2 and 3	Pages 2-3 reader (in its entirety)	View Link	Love the quizzing that follows your nonfiction text. So good for kids to support key ideas.	reject	Thank you so much for the positive feedback! We selected reject feedback only because a change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	page 2 and 3	page 2-3 in its entirety	View Link	Great information, that aligns perfectly to the SE.	reject	Thank you so much for the positive feedback! We selected reject feedback only because a change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	page 2-3	Page 2- begin at paragraph 6 (text beside the filament light bulb) through the end of the page page 7- first 3 paragraphs	View Link	In your other activities I have seen the concept of a closed path clearly identified in order to transfer electrical energy into heat energy but this article does not really highlight that lingo. It's great information but maybe an additional paragraph that emphasizes the closed circuit involved in allowing the electrical energy to flow in the first place would align it more with the SE.	accept	We added text to compare open circuit (broken filament) and closed circuit (working bulb) When the filament in a bulb breaks, it opens the circuit and electric current will not move. https://review.edusmart.com/authenticated/content/previewResource/643930
2024 EduSmart Science Grade 4	9781939511171G4	page 4	Journal prompt	View Link	Insert more check for understanding for the role of the sun.	accept	We added an additional criterion to use in the journal prompt. https://drive.google.com/file/d/1-Ch1Rk4BiytdyQ5q5Es_PAy0nw912oNz/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	page 4	Journal prompt	View Link	Perfect. Here are the food webs I was looking for.	reject	We selected reject only because there no changes to be made. Thanks for the positive feedback!
2024 EduSmart Science Grade 4	9781939511171G4	slides	Follow the prompts to work through the interactivity in its entirety	View Link	I would be careful about the uniform appearance of the cake batter confusing the kids about what constitutes a mixture from a solution. When the chocolate chips are added, it definitely demonstrates a mixture. The cake batter is tricky because the individual ingredients are not able to be seen.	accept	We have used your suggestions to edit the activity. https://review.edusmart.com/authenticated/content/previewResource/631660
2024 EduSmart Science Grade 4	9781939511171G4	video	please click play and watch instructional module in its entirety	View Link	Excellent demonstration of the Earth and moon system and the patterns that result.	reject	Thank you so much for the positive feedback! We selected reject feedback only because a change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	video	Please press play and watch the instructional module in it's entirety	View Link	Please add more content regarding the cycling of water continuously with stronger focus on surface water / Watercycle.	accept	We added more content to address this issue. https://drive.google.com/file/d/1g57dky5b5QSzN3uCi56rraToWIO34ofg/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	video	Please click play and watch the instructional module in its entirety	View Link	Great information on advantages of nonrenewable resources.	reject	Thank you! We selected reject feedback only because a change was not requested to be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 4	9781939511171G 4	video	Please press play and watch in its entirety.	View Link	Again all of these patterns are happening and predictable because of the sun, earth and moon system.	reject	We have more content to address this issue. Instructional Modules for <i>Patterns of the Sun</i> , and <i>Patterns Caused by the Moon</i> .
2024 EduSmart Science Grade 4	9781939511171G 4	video	please click play and watch instructional module in its entirety	View Link	Please include ways for students to collect data prior to analyze pattern	reject	We have more content to address this issue, including explore hands-on activities that would come before the explanatory instructional module.
2024 EduSmart Science Grade 4	9781939511171G 4	Video	Click play, then skip to omit intro music. Press forward button 3 times to see zebra and giraffe	View Link	Awesome!	reject	Thank you so much for the positive feedback! We selected reject feedback only because a change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G 4	video	please press play and watch the video in its entirety	View Link	This lesson is not sufficient if instruction is not provided on the sun, earth and moon system. This is very important fundamental knowledge the kids need to begin to master.	reject	We have additional IMs - <i>Patterns of the Sun</i> , and <i>Patterns Caused by the Moon</i> .
2024 EduSmart Science Grade 4	9781939511171G 4	video	after 1st click (sound energy) after 4th click (compression and rarefaction)	View Link	This material is outstanding!	reject	Thank you so much for the positive feedback! We selected reject feedback only because a change was not requested to be made.

Science, Grade 4

2024 EduSmart Science Grade 4: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 4	9781939511171G 4	pg. 4	Differentiation	View Link	With differentiated stations, please not when students will speak using learning strategies. List acceptable learning strategies and or add discussion stems for each breakout.	reject	We are not sure how to respond. There is no mention of stations on page 4, or on adjacent page 3 or page 5. We have an additional ELPS Strategies document to specifically address learning strategies for speaking with sentence stem suggestions. On page 9 when it does list stations, it is listing resources that have already been covered with their own differentiation strategies. Listing specific strategies under stations on pages 9 and 10 would be redundant.

Publisher: Great Minds

Science, Grade 4

PhD Science Texas Level 4 Texas Program Bundle (Modules 1-3): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level 4 Module 2 Teacher Edition</i>	9798885885287	p. 423	Teacher Edition; Module 2 Earth and Space Spotlight Lessons, End-Of-Spotlight Assessment: Item 1b, Page 423; PDF page 427	View Link	We do not see the graph that students are required to observe in order to answer this question.	reject	Teachers are directed (in the TE Lesson) to distribute a copy of the End-of-Spotlight Assessment and a copy of the day length and temperature data (Lesson 6 Resource D p. 471-472) to each student before the End of Module Assessment.

Publisher: Houghton Mifflin Harcourt

Science, Grade 4

HMH Into Science Texas Hybrid Classroom Package Grade 4: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 4</i>	9780358860228	G4 skills bank, Item 13	G4 skills bank, Item 13	View Link	students could justifiably argue that there is more than one correct answer	accept	HMH will change answer choice A to "A. if you research weather maps on a computer," so that the correct answer can only be D.
<i>HMH Into Science Texas Teacher License Digital Grade 4</i>	9780358860228	G4 skills bank, Item 17	<p>G4 skills bank, Item 17</p>	View Link	<p>This food pyramid is beyond the SEs for 4th grade.</p>	accept	HMH will revise this item to remove the pyramid shape. Students will have to match the organism to the producer or consumer label in a sample flow chart.
<i>HMH Into Science Texas Teacher License Digital Grade 4</i>	9780358860228	TEKS 4.10 Test, Item 7	TEKS 4.10 Test, Item 7	View Link	it would be good to make the question a little more focused on the interdependence in the parts of the system so it more closely meets the SE	accept	HMH will change the item stem to begin with "All parts of the water cycle are connected." HMH will also change answer choice C to "All parts of the water cycle depend upon the sun's energy. Warmth from the sun causes water to evaporate."
<i>HMH Into Science Texas Teacher License Digital Grade 4</i>	9780358860228	TEKS 4.10.C Quiz, Item 6	TEKS 4.10.C Quiz, Item 6	View Link	the answer choices are measuring whether the students can match the data table labels to the axis labels, not whether the points are correctly placed on the line graph. suggestion would be that all 4 answer choices have correct x and y axis labels and the points within the line graph are what changes. this way students are matching the data table to the graph that has correctly plotted the points.	accept	HMH will change Answer choices A and D to match the axis labels of B and C. Data points will be changed as requested. C will remain the correct answer.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 4</i>	9780358860228	TEKS 4.6.A Quiz, Item 2	TEKS 4.6.A Quiz, Item 2	View Link	also would like to note that the item is not aligned to the SE. Answer choice A would be better if it was worded "be less dense than water" so students are having to use academic vocabulary to answer the question	reject	This feedback suggests academic vocabulary that is beyond the scope of Grade 4. TEKS 4.6.A is "Classify and describe matter using observable physical properties, including temperature, mass, magnetism, relative density (*the ability to sink or float in water*), and physical state (solid, liquid, gas)". The relative density with water as a reference point is introduced in the Grade 5 TEKS 5.6.A "compare and contrast matter based on measurable, testable, or observable physical properties, including mass, magnetism, relative density (*sinking and floating using water as a reference point*), physical state (solid, liquid, gas), volume, solubility in water, and the ability to conduct or insulate thermal energy and electric energy". Instead, HMH will change answer choice B to "B. be magnetic" in order to remove the mismatched language.
<i>HMH Into Science Texas Teacher License Digital Grade 4</i>	9780358860228	TEKS 4.8.A Quiz, Item 1	TEKS 4.8.A Quiz, Item 1	View Link	rigor is too low	accept	HMH will change letter D to "an alarm clock rings" so students must select two examples of sound transfer from four choices. The item remains a DOK Level One, in order to retain balance of DOKS in the quiz.
<i>HMH Into Science Texas Teacher License Digital Grade 4</i>	9780358860228	TEKS 4.9. Test, Item 8	TEKS 4.9. Test, Item 8	View Link	wording of the assessment item is faulty. the moon does not get larger or smaller unless its appearance is refracted at the horizons or the orbit brings it temporarily closer to the Earth (as we see with super moons). Neither of these situations would be appropriate for an assessment question for a 4th grader. Suggesting to students that the appearance of the moon SEEMS to get larger or smaller will lead to significant misconceptions. My suggestion is to reword the item so say something like "predict if the appearance of light on the moon will increase or decrease over the next two weeks"	accept	HMH accepts the criticism, but proposes a different solution. The phrasing "appearance of light on the moon" presents a similar challenge and the potential for students to believe that the moon produces its own light, another common misconception. HMH will change "Predict if the moon will seem smaller or larger over the next two weeks AND explain how you know that the moon will change like you predicted." to "Predict if the illumination of the moon will increase or decrease over the next two weeks".
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	TEKS Lesson 4.10.B, Day 5, Screen 2	TEKS Lesson 4.10.B, Day 5, Screen 2 (Also see Student Edition p. 317)	View Link	the question that students answer gives them a choice of whether to write about weathering, erosion, or deposition. It would be better for TEKS coverage if students had to write about all 3. That way the teacher would have more complete data about student's understanding of all three.	accept	HMH will change "Write about one photo you just saw. Explain how a river caused weathering, erosion, or deposition." to "Explain how a river can cause weathering, erosion, and deposition." The sample answer will be edited to reflect the inclusion of all three phenomena: "Sample answer: In the photo with the oxbow lake, I noticed that there are small strips of land dividing the lake from the main river. I think those strips of land came from deposition of sediments carried by the river. In the photo of the striped rock landform, I think the stripes come from water weathering the walls of the landform, forming the curved shape. In the photo of the weathered canyon walls, the material that is weathered is eroded by a river and carried away."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	TEKS Lesson 4.10.B, Day 5, Screen 2	TEKS Lesson 4.10.B, Day 5, Screen 2 (Also see Student Edition p. 317)	View Link	the student response question should require them to explain all three (weathering, erosion, and deposition) rather than giving them a choice of which one to write about	accept	HMH will change “Write about one photo you just saw. Explain how a river caused weathering, erosion, or deposition.” to “Explain how a river can cause weathering, erosion, and deposition.” The sample answer will be edited to reflect the inclusion of all three phenomena: “Sample answer: In the photo with the oxbow lake, I noticed that there are small strips of land dividing the lake from the main river. I think those strips of land came from deposition of sediments carried by the river. In the photo of the striped rock landform, I think the stripes come from water weathering the walls of the landform, forming the curved shape. In the photo of the weathered canyon walls, the material that is weathered is eroded by a river and carried away.”
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	TEKS Lesson 4.10.B, Day 7, Screen 2	Video and Interactivity	View Link	suggestion: require students to include academic vocabulary along with the adjectives :)	accept	HMH will change “Describe the directions the wind and dune move. Use comparing adjectives to make your narrative exciting.” to “Describe the directions the wind and dune move. Use comparing adjectives to make your narrative exciting. Be sure to use some of the vocabulary words, erosion, weathering, deposition, and sediment in your narrative.” The sample answer becomes “Sample answer: I’m standing here at the edge of a yellow sea of sand. The strong wind is blowing right at me. The wind causes the dunes to become weathered. The tiny sand particles are also blowing toward me. They feel like tiny bee stings when the sand hits my skin. The wind deposits the sand in new places.”
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	TEKS Lesson 4.11.A, Day 6, Screen 4	Paragraph 1	View Link	focus of the standard is for the LISTENER to identify the evidence they hear, not the SPEAKER to give evidence. the cited activity calls for the listener to prompt the speaker to give evidence. We accepted the citation because it is "close enough" but we recommend that the activity be adjusted so it more closely aligns to the intent of the SE.	accept	HMH will change the paragraph to “Turn and talk to a partner. Listen actively and respectfully as your partner shares their report card. Describe the evidence you heard they used to give grades. Ask questions if anything you heard was unclear. Then, share your grades with your partner. Answer any questions they have about the evidence they heard from your report card.”

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	TEKS Lesson 4.11.B, 4.11.C, Day 2, Screen 3	Step 1, 4, 5, and 6 (Also see Student Edition pp.405-409)	View Link	We strongly recommend that you expand the scope of how you're covering this SE so that it includes the many many many other resources besides water that are stored in rocks and between rock layers	accept	<p>The "Modeling Rock Properties" investigation is designed to show two properties: how well rocks can hold liquids and how liquids can move through rocks, through the application of the Recurring Theme of structure and function (TEK 4.5.F). Students use the knowledge gained through this investigation and apply it to the discussion of how oil and gas are stored in rocks (Day 3, Screen 2), how scientific knowledge of extracting these resources benefits society (Day 3, Screen 4), how extraction of aluminum from rocks impacts the environment (Day 5, Screen 4), and research on the effects of resource use (Day 5, Screen 6). Teacher support for the "Modeling Rock Properties" investigation includes a discussion about a limitation of the sponges as a model for rock, as it only includes water and "not any other earth materials". HMH will add additional language to Day 3, Screen 2.</p> <p>[head] Other Resources</p> <p>Most of the resources extracted from rocks are not energy resources. Nonmetal resources like salt, clays, and cement come from mining rocks. Building materials like marble, sandstone, and limestone also are resources that come from rocks. Metals like iron ore, copper, platinum, gold, and lead are extracted from rocks.</p>
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	TEKS Lesson 4.6.A, Day 5, Screen 3	Step 4 (Also see Student Edition pp. 21-24)	View Link	Please reword the activity so that instead of sink/float language, it uses relative density language. For example, for column headings for the data table should say "more dense than water" and "less dense than water." And the classification in step 6 should also use this language instead of sink/float.	reject	This feedback suggests academic vocabulary that is beyond the scope of Grade 4. TEKS 4.6.A is "Classify and describe matter using observable physical properties, including temperature, mass, magnetism, relative density (*the ability to sink or float in water*), and physical state (solid, liquid, gas)". The relative density with water as a reference point is introduced in the Grade 5 TEKS 5.6.A "compare and contrast matter based on measurable, testable, or observable physical properties, including mass, magnetism, relative density (*sinking and floating using water as a reference point*), physical state (solid, liquid, gas), volume, solubility in water, and the ability to conduct or insulate thermal energy and electric energy".
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	TEKS Lesson 4.6.A, Day 6, Screen 4	TEKS Lesson 4.6.A, Day 6, Screen 4 (Also see Student Edition pp. 25-30)	View Link	student's analysis should include WHY they classified each item as either a solid, liquid, or gas. students need to provide evidence to prove their classification.	accept	HMH will add this language to each of the three bullets. The first bullet will read "What can you conclude about solids? Describe some examples of solids. Why did you classify your examples as solids? Include your evidence." The second bullet will read "What can you conclude about liquids? Describe some examples of liquids. Why did you classify your examples as liquids? Include your evidence." The third bullet will read "What can you conclude about gases? Describe some examples of gases. Why did you classify your examples as gases? Include your evidence."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	TEKS Lesson 4.8.A, Day 2, Screen 3	Steps 2 and 3 (Also see Student Edition p. 118)	View Link	investigation is not very rigorous for 4th graders	accept	HMH respectfully disagrees. This is only one part of a two-part activity to address TEKS 4.8.A is “investigate and identify the transfer of energy by objects in motion, waves in water, and sound”. The second part of this activity includes an analysis section (Day 3, Screen 4) where students look for patterns in the data from each of their trials and determine how energy moved through the marble system. Students then take this background knowledge into the second activity and use the engineering design process to design an energy transfer game, complete with prototype. Taken as a whole, this is a rigorous multi-part activity.
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	TEKS Lesson 4.8.A, Day 4, Screen 3	Step 2 (Also see Student Edition pp. 125-129)	View Link	I'm not sure that a designing a game solves an authentic problem	accept	Because the activity is very open ended, the complexity of the model, as well as its purpose can vary, as can the problem to be solved. HMH will add potential scenarios on p. 99 of the Teacher Guide, at the end of the “Lead a Class Discussion” guidance. to provide more directed guidance about the design of the problem-solving game. “Possible problem/solution scenarios could include: design a game to make a sound that can be heard from the teacher’s desk ten feet away but not from outside the classroom, or design a game to transfer energy from water waves across a small tub of water at a rate of 10 a minute, or something else.”

Publisher: Savvas Learning

Science, Grade 4

Texas Experience Science Grade 4 (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 4 Digital Components</i>	9781428553804	Slides 4-5	SEPs and Themes Preview Presentation: Plan and Conduct an Investigation, Slides and Teacher Support		The standard states to plan descriptive investigations which do not include variables. The sample given includes variables.	reject	Thank you for your feedback. This powerpoint presentation is intended to fit a wide variety of science and engineering practices, so variables are included. The accompanying Grade 4 "Plan and Conduct an Investigation" activity guides students to plan investigations that do not include variables.

Publisher: Studies Weekly

Science, Grade 4

Texas Science Studies Weekly: Fourth Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Science Studies Weekly: Fourth Grade Student Edition with Online Access</i>	9781649783837SE8	2	Student Edition, Unit 1, Week 1, Activity 3, Teamwork (PDF pg 2)	View Link	Teamwork is one word.	accept	We will make this change.

Publisher: Summit K12 Holdings

Science, Grade 4

Dynamic Science 4th Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 4th Grade Student/Teacher Resources</i>	9781616180270	1	<p>4.10A Student Lab - Safety</p>	View Link	<p>Students do not need goggles, aprons, gloves for this particular lab (this is not appropriate safety equipment for the investigation).</p>	accept	Thank you. We will make this change.

Publisher: TPS Publishing

Science, Grade 4

STEAM into Science - Grade 4 Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Grade 4 Science</i>	9781788057684	p103	p103	View Link	The content in this activity does not align with Texas.	reject	TEA confirmed that additional content, in addition to content for all TEKS, is acceptable. STEAM programs offer extensions. The content extends knowledge of chemical reactions.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEAM Activity Guide - Grade 4 Teacher Edition</i>	9781788057691	p213-214 activity 2	Students are set a problem to solve about the amount of hydrostatic pressure pushing on a human who is 66 feet underwater; Classroom or lab	View Link	This content does not meet the Texas SE	reject	The content has passed at 100%.
<i>Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition</i>	9781788057660	p78-83	Chapter 6 -reader story	View Link	This reader is very long and some parts are above the SE.	reject	A STEAM program provides for students from far below grade to advanced. The content, at grade, for each TEKS, is included. The content may therefore be a little longer. However, STEAM program content should reduce any reteaching time.

Publisher: Accelerate Learning Inc.

Science, Grade 5

STEMscopes Science TX - Grade 5: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 5 (Online)</i>	9798888266885	Explore, step 2	Click on the following Scope: Changing Earth's Landforms. Scroll the top banner to Explore. Then click in the dropdown for Explore: Earth's Landforms Stations	View Link	Field investigations take students out of the classroom. There are different procedures and sometimes equipment required to protect students.	reject	Additional citation was provided to address standard, no change needed.
<i>STEMscopes Science TX - Grade 5 (Online)</i>	9798888266885	Page 5, Paragraph 2	Click on the following Scope: Properties of Matter. Scroll the top banner to Explain. Then click in the dropdown for STEMScopedia. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	View Link	"Sugar will dissolve in water quickly, but oatmeal will not." This gives the impression that oatmeal will dissolve -- perhaps slowly.	accept	change will be made

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 5 (Online)</i>	9798888266885	Q 9	Activity Earth's Rotation Scope Assessment Q 9 See the document titled ""Grade 5_2.C.i_Activity_Citation 2""	View Link	I am not sure that students are actually comparing patterns here. It is plausible that students with the assistance of their teachers could apply this concept... comparing several days to see the pattern of daylight hours lengthening or shortening.	reject	Subjective opinion.

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 5

Texas ADI Learning Hub for Science, 5th Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas ADI Learning Hub for Science, 5th Grade</i>	9798987754825	N/A	This citation comes from the lesson "Wild-life Crossing in Piney-woods." Read the directions to students under the heading "Generate a concept - Page 1."	View Link	Sentence number 3 should read, "Finally, draw a model," as opposed to, "Finally, draw model."	accept	We have made this change
<i>Texas ADI Learning Hub for Science, 5th Grade</i>	9798987754825	N/A	Read the text for students under the heading "Read about a core idea you can use - Page 2."	View Link	The term biodiversity is introduced in the 7th grade. The term species richness is not listed in the 5th-grade science TEKS.	reject	While these terms are not included in the 5th grade TEKS, other sources suggest these topics are grade level appropriate. Biodiversity and species richness are not included in the mastery requirements for this investigation, nor are students assessed on these ideas.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas ADI Learning Hub for Science, 5th Grade</i>	9798987754825	N/A	This citation comes from the lesson "Trampoline Double Bounce." Read the section beginning with "Read about a third core idea you can use - page1." Continue reading until you reach the heading "talk about a third core idea you can use - Page 4."	View Link	Acceleration is not taught till 6th grade.	reject	While acceleration is not included in the TEKS until 6th grade, other sources suggest that acceleration is an appropriate topic for 5th grade students. Also, acceleration is not part of the mastery requirements for this investigation, not are students assessed on acceleration. Finally, students can answer the guiding question without using ideas around acceleration.
<i>Texas ADI Learning Hub for Science, 5th Grade</i>	9798987754825	N/A	This citation comes from the lesson "Sand Dunes." Read the text for students under the section heading "Read about a final core idea you can use - Page 2." The specific language for this breakout begins with the text "All models have advantages and limitations..."	View Link	Topography and topographic maps are not introduced till 8th grade.	reject	While those topics are not introduced until 8th grade in the TEKS, other sources suggest topographic maps are grade level appropriate for students in 5th grade. Also, the mastery requirements for this investigation do not include topographic maps, nor are students assessed on topographic maps. Finally, the use of topographic maps is optional in this investigation, and students do not need to use a topographic map to answer the guiding question.

Publisher: Discovery Education Inc

Science, Grade 5

Science Techbook for Texas by Discovery Education - Grade 5: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 5 (Digital)</i>	9781616296513	https://app.discoveryeducation.com/learn/player/65FAC0BF-EA23-4290-969B-B0A4937CA1AD	Unit: Earth, Weather, and Land > Concept: Changing Landforms > 5E: Explore > Lesson 2: Modeling How Water Changes Earth > Section: Hands-on Activity > Phenomenon Check-In	View Link	This citation would more effectively cover the SE if it explicitly discussed deltas.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade 5 (Digital)</i>	9781616296513	https://app.discoveryeducation.com/learn/player/82F15E60-A7D7-4298-BA1D-4D749C110491	Unit: Earth, Weather, and Land > Concept: Changing Landforms > 5E: Explore > Lesson 3: Shapes of Earth's Surface > Section: Read-Together > Deltas, Canyons, and Sand Dunes	View Link	This lesson would be more effective if there was a model of a sand dune rather than a picture.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.
<i>Science Techbook for Texas by Discovery Education - Grade 5 (Digital)</i>	9781616296513	https://app.discoveryeducation.com/learn/player/E075D125-10F2-4D28-BE06-47AE6EFA418A	Unit: Environmental Relationships > Concept: Ecosystem Changes > 5E: Explore > Lesson 5: Upsetting the Balance > Section: Intro and Objectives > Educator Notes	View Link	A food web should be included here to model the process.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Prior to this lesson, students would have already created food webs, in lesson 3 of the concept. The opportunity in this lesson is a circle back to that earlier idea. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 5 (Digital)</i>	9781616296513	https://app.discoveryeducation.com/learn/player/EDA19CD0-0229-4562-892C-162A84590940	Unit: Investigating Force and Energy > Concept: Effects of Forces > 5E: Explore > Lesson 2: Creating a Catapult > Section: Hands-on Activity > Part 1	View Link	The students are not designing an investigation. They are only designing a catapult.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 5 (Digital)</i>	9781616296513	https://app.discoveryeducation.com/learn/player/EDA19CD0-0229-4562-892C-162A84590940	Unit: Investigating Force and Energy > Concept: Effects of Forces > 5E: Explore > Lesson 2: Creating a Catapult > Section: Hands-on Activity > Part 1	View Link	This lesson would better meet the depth of the SE if students were designing their own investigation.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Science, Grade 5

Science Techbook for Texas by Discovery Education - Grade 5: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 5 (Digital)</i>	9781616296513	https://app.discoveryeducation.com/learn/player/604809A3-8422-4E31-8C13-D941429AD657	Unit: Earth, Weather, and Land > Concept: Sun, Oceans, and Weather > 5E: Explore > Lesson 2: Water Cycle > Section: What Did You Figure Out? > Educator Notes > English Language Proficiency Support	View Link	where are students writing?	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.

Publisher: EduSmart

Science, Grade 5

2024 EduSmart Science Grade 5: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 5	9781939511195G5	1 to 4	directions	View Link	I can see on the last page where students could be doing an input/output table. To make this fit the SE better, you could add a table for them to fill out.	reject	We have other examples of input-output tables. We do not want to put two graphic organizers in this document. We apologize for not providing a better correlation example.
2024 EduSmart Science Grade 5	9781939511195G5	1 to 7	Throughout student activity and teacher support documents	View Link	On page 1 in the instructions section it says, "You many....." it should read "You may....."	accept	Correction has been made to the document. https://drive.google.com/file/d/1WoLFLzs4jpZwv6Skzp0rLVJ3h6-5I4-j/view?usp=drive_link

Publisher: Great Minds

Science, Grade 5

PhD Science Texas Level 5 Texas Program Bundle (Modules 1-3): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
PhD Science Texas Level 5 Module 1 Teacher Edition	9798885885300	228	SE is only met on top of page 228 before Check for Understanding	View Link	In the section on self-reflection, include the statement about communicating solutions.	accept	<p>Citation updated with new content 7/13/23 and submitted to State Review Panel.</p> <p>Based on new content added in the following location: Teacher Edition, Module 1 Earth Processes, Lesson 21 Learn: Share Solutions, last paragraph on p. 228; Includes Science Lesson 21 Activity Guide B: Reflect on the Share Stage; p 74; NEW CONTENT ADDED</p> <p>At the end of the Share Solutions portion of the Engineering Challenge, students self-reflect on their leaning. During this reflection, students communicate their solution for how to conserve water when they respond to the prompt in their Science Logbook. This work is done individually, in writing, in the Science Logbook. Then, students verbally share their solutions during an Inside-Outside Circles routine.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level 5 Module 1 Teacher Edition</i>	9798885885300	503	only top of page 503	View Link	It needs to have more opportunities for students to learn about stem careers.	reject	<p>Students have opportunities throughout the curriculum to learn about different STEM careers. For example, in Level 5, Module 1 students explore resources that provide more information about scientists and engineers who work in water conservation, as well as scientists at McMurdo Station in Antarctica. In Module 2, students learn about arborists. In Module 3, students learn about Galileo and astronomer Henrietta Levitt through reading texts. Within the Capstone project, students learn how engineers designed DART Rail to help people move from place to place.</p> <p>In each module, students explore investigations conducted by scientists related to the content of the module and the role of engineers in the engineering challenge lessons.</p>
<i>PhD Science Texas Level 5 Module 3 Teacher Edition</i>	9798885885324	627	Lesson begins under Launch on page 627 where the experiment is introduced.	View Link	Increase the Launch time to teach students how to evaluate the engineering design in case they have never learned or have forgotten.	reject	<p>Teachers are instructed to review the engineering design process with students in the Learn section of Lesson 11. Students explicitly review each stage of the engineering design process as they engage in the stages throughout the lesson set.</p> <p>A more significant amount of time is spent reviewing the engineering design process during Module 1, Lessons 17-21, the first time students engage in the engineering design process in Level 5.</p>
<i>PhD Science Texas Level 5 Module 3 Science Logbook</i>	9798885885508	p. 107	Science Logbook; Module 3 Forces, Motion, and Energy Spotlight Lessons, Lesson 2 Activity Guide B: Investigate Forces and Motion, Data section, Page 107; PDF page 113	View Link	Change the word "middle" to the term mean or average.	reject	<p>The Great Minds' development team used content area TEKS to determine when to introduce other content-specific terms. The terms "mean" and "average" are not included in student expectations for Mathematics until later levels (Mathematics TEKS 6.12C, 8.11B).</p>
<i>PhD Science Texas Level 5 Module 3 Teacher Edition</i>	9798885885324	p. 111-115	Teacher Edition; Module 3 Sun, Earth, and Moon System, Lesson 9 Learn: Model Space-View Sundial, Pages 111-115; PDF page 115	View Link	There needs to be more reference to the word axis. The teacher needs to review the vocabulary words or, if it is the first time students are listening to it, present the words that address the breakout.	reject	<p>Students are explicitly introduced to the term axis in Lesson 6 (Pages 86 and 87). Students have multiple opportunities to use the term in lessons before Lesson 9.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level 5 Module 3 Teacher Edition</i>	9798885885324	p. 121	Teacher Edition; Module 3 Sun, Earth, and Moon System, Lesson 10 Learn: Prepare to Share Models, Page 121; PDF page 125 (3)	View Link	More teacher led to make sure students learn that scientific discoveries impact science such as a presentation, video, and/or demonstration.	reject	Prior to sharing their models, in Lesson 9 Land, students discuss how scientific discoveries related to sundial influenced the development of time zone maps. In Lesson 6, students read an article about Galileo and learn how his discoveries impacted science. In Lesson 21 student's read a text about Henreitta Levitt where they learn about her important discoveries in measuring the Solar System.
<i>PhD Science Texas Level 5 Module 1 Teacher Edition</i>	9798885885300	p. 141-143	Teacher Edition; Module 1 Earth Processes, Lesson 12 Conceptual Checkpoint, page 141-143 PDF pages 145	View Link	Lesson 12 Activities listed in the teacher edition are not in the Student Science Logbook Module 1	reject	The Conceptual Checkpoint response pages are found in the Teacher Resources in the Teacher Edition (Lesson 12 Resource C p. 348-350).
<i>PhD Science Texas Level 5 Module 3 Teacher Edition</i>	9798885885324	p. 151-153	Teacher Edition; Module 3 Sun, Earth, and Moon System, Lesson 13 Learn: Conceptual Checkpoint. Entire subsection. Pages 151-153; PDF page 155	View Link	Science Logbook does not have a Lesson 13 Resource B In Module 3	reject	The Conceptual Checkpoint response pages are found in Teacher Resources in the Teacher Edition (Lesson 13 Resource B p. 374-375).
<i>PhD Science Texas Level 5 Module 3 Science Logbook</i>	9798885885508	p. 17-18	Science Logbook; Module 3 Sun, Earth, and Moon System, Lesson 3 Activity Guide B: Investigate Shadows, Page 17. to the top of Page 18, Pages 17-18; PDF page 23	View Link	Change "Record the class investigation plan" to "group" or "partner".	reject	Prior to recording the class investigation plan in the Science Logbook, students work in groups to develop an initial investigation plan which they record on scratch paper. Students use these initial plans to come to a consensus as a class on an investigation plan. The plan recorded in the Science Logbook is the final investigation plan as determined by the class. See Teacher Edition pages 57-58

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level 5 Module 3 Teacher Edition</i>	9798885885324	p. 179-182	Teacher Edition; Module 3 Sun, Earth, and Moon System, Lesson 15 Learn: Analyze Moonrise and Moonset Times, Pages 179-182; PDF page 183	View Link	Great job incorporating rounding into this activity. Could you increase rigor by adding another opportunity to integrate math, such as comparing by finding the difference?	reject	<p>There is an additional opportunity to integrate math in Lesson 15 as students use the class data table to analyze the differences between moonrise and moonset for several different days. From this data analysis students determine that the Moon is visible in the sky for about 10 hours each day.</p> <p>Students engage in math activities as they relate to science content in various lessons throughout Level 5. More information about cross content connections made in PhD Science Texas are found in the Cross-Content Standards Addressed document found on the reviewer landing page under Reviewer Resources. Additionally, PhD Science Texas provides cross-curricular connections, instructional strategies, or additional activities that align with topics of study in mathematics within the Content Area Connections sidebar notes.</p>
<i>PhD Science Texas Level 5 Module 1 Teacher Edition</i>	9798885885300	p. 220	Teacher Edition; Module 1 Earth Processes, Lesson 20 Learn: Improve and Retest Solutions. Students share solution in a Gallery Walk, page 220; PDF page 224	View Link	We can see why this is acceptable; however, it needs to state that students need to communicate their findings explicitly individually.	accept	<p>Updated with new content 7/13/23 and submitted to State Review Panel.</p> <p>Based on new content added in the following location: Teacher Edition, Module 1 Earth Processes, Lesson 21 Learn: Share Solutions, last paragraph on p. 228; Includes Science Lesson 21 Activity Guide B: Reflect on the Share Stage; p 74; NEW CONTENT ADDED</p> <p>At the end of the Share Solutions portion of the Engineering Challenge, students self-reflect on their leaning. During this reflection, students communicate their solution for how to conserve water when they respond to the prompt in their Science Logbook. This work is done individually, in writing, in the Science Logbook. Then, students verbally share their solutions during an Inside-Outside Circles routine.</p>
<i>PhD Science Texas Level 5 Module 1 Teacher Edition</i>	9798885885300	p. 225-27	Teacher Edition; Module 1 Earth Processes, Lesson 21 Learn: Prepare to Share Solutions. Entire subsection, pages 225-227; PDF page 229	View Link	Have students been exposed to tree maps? Where in the teacher edition/Launch does it direct the teacher to refer back to a tree map or the differentiation component?	reject	<p>Students have been exposed to tree maps in Levels 3 and 4, as required in the Level 3 and 4 TEKS for Science (3.1F, 4.1F). The Implementation Guide directs teachers to make instructional decisions around the use of graphic organizers based on student needs.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level 5 Module 2 Teacher Edition</i>	9798885885317	p. 24-26	Teacher Edition; Module 2 Ecosystems, Lesson 1 Learn: Entire section, pages 24-26; PDF page 28	View Link	Maybe provide cards that have pictures on them as opposed to having students draw. On page 7 of the Student Logbook, the cards provided are blank.	reject	The cards from Lesson 1 Activity Guide are meant to provide students with an opportunity to record observations from the reading of the text. After reading the text and completing the Science Logbook page, students are provided cards with pictures of the organisms (Lesson 1 Resource B: Mangrove Tree Ecosystem Organism Cards). These cards are used to show interactions between the organisms in their Science Logbooks and the organisms in the provided resource.
<i>PhD Science Texas Level 5 Module 2 Teacher Edition</i>	9798885885317	p. 313	Teacher Edition; Module 2 Ecosystems, End-of-Module Assessment: Item 1d, page 313; PDF page 317	View Link	Could there have been an activity for this instead of a test question? This really doesn't do a good job of knowing whether or not students can explain what a healthy ecosystem entails.	reject	Prior to completing this assessment, students participate in an Engineering Challenge to investigate the impact invasive species have on an ecosystem. Students have the opportunity to demonstrate their understanding of what constitutes a healthy ecosystem in their activities during the Engineering Challenge.
<i>PhD Science Texas Level 5 Module 3 Science Logbook</i>	9798885885508	p. 39& ;41	Science Logbook; Module 3 Sun, Earth, and Moon System, Lesson 10 Activity Guide C & D: Ask Questions and Reflect on Presentations, Page 39 and 41; PDF page 45	View Link	Make sure it states that they need to respond to the questions posed as a group.	reject	The structure of most of the Engineering Challenge work is done within groups in levels K-5.
<i>PhD Science Texas Level 5 Module 3 Science Logbook</i>	9798885885508	p. 43	Science Logbook; Module 3 Sun, Earth, and Moon System, Lesson 11 Activity Guide: Compare Sundials Around the World, Page 43; PDF page 49	View Link	Include a question asking students to answer how it impacts society.	reject	In addition to this activity, students also discuss how scientific discoveries impact society within Physical Properties of Matter Spotlight Lessons in Lesson 5 (p. 502) when students answer the question "How could Warren's new method to clean up oil spills impact society? "
<i>PhD Science Texas Level 5 Module 2 Science Logbook</i>	9798885885492	p. 47	Science Logbook; Module 2 Ecosystems, Lesson 13 Activity Guide A: Observe Raspberries, Page 47; PDF page 53	View Link	Push for more rigor on this model. Maybe have them choose what they want to observe or include criteria such as tools/safety, graphs, etc.	reject	This citation references the Activity Guide in which students record what they notice and wonder about raspberries. More context for this activity is provided in the Teacher Edition on p. 159 and 160

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>PhD Science Texas Level 5 Module 3 Teacher Edition</i>	9798885885324	p. 558-561	Teacher Edition; Module 3 Forces, Motion, and Energy Spotlight Lessons , Lesson 6 Learn: Explore Energy Sources, Page 558-561; PDF page 562	View Link	DART link on page 558 gives this Error Message - Error loading media: File could not be played	accept	PhD Science Texas is working on this issue to make links work more consistently. Try opening link with Google Chrome and clearing browsing history.
<i>PhD Science Texas Level 5 Module 3 Teacher Edition</i>	9798885885324	p. 571	Teacher Edition; Module 3 Forces, Motion, and Energy Spotlight Lessons , Lesson 7 Land: Entire section, Page 571; PDF page 575	View Link	Double-check links as they are not working well.	accept	PhD Science Texas is working on this issue to make links work more consistently. Try opening link with Google Chrome and clearing browsing history.
<i>PhD Science Texas Level 5 Module 1 Science Logbook</i>	9798885885485	p. 81-83	Science Logbook; Module 1 Earth Processes, Lesson 23 Activity Guide A: Key Terms About Earth Processes, pages 81-83; PDF page 87	View Link	In addition to the key terms, can you provide the statement for student to cut out? Students need to match the statement to the key term. They are considering Special Education and ELL students who might find it challenging to create the concept map.	reject	This task is intentionally open ended with the intent to support all students to draw on their learning from the module. Students are not meant to match key terms to definitions in this activity, but rather make connections and describe relationships between the terms.
<i>PhD Science Texas Level 5 Module 2 Science Logbook</i>	9798885885492	p. 87	Science Logbook; Module 2 Ecosystems, Lesson 24 Activity Guide B: Engineering Challenge, Ask, Page 87; PDF page 93	View Link	Activity is not specific or rigorous enough. Model/previous knowledge to refer back to is not referenced.	reject	This citation references the Activity Guide in which students define the problem. More context for this activity is provided in the Teacher Edition on p. 277 and 278. During this section of the lesson, students are being asked to use information from texts (Lesson 23 article “Emerald Ash Borer Invasion of North American Forests” and the sections of <i>The Mangrove Tree</i>) to define a problem that the emerald ash borer causes in an ecosystem.
<i>PhD Science Texas Level 5 Module 2 Science Logbook</i>	9798885885492	p. 87-92	Science Logbook; Module 2 Ecosystems, Lesson 24 Activity Guide B: Engineering Challenge, Pages 87-92; PDF page 93	View Link	Increase rigor by decreasing or condensing the number of steps needed, as well as including the need for a table or graph. Directions could be more suited for 5th grade if written as multi steps to increase rigor of activity.	reject	By completing the Activity Guide pages, students have the opportunity to demonstrate their understanding of the engineering design process and engineering practices to design solutions to problems. In this Engineering Challenge, students are following the process of Ask, Imagine, and Plan to create an action plan to reduce the impact of the emerald ash borer on an ecosystem and help restore the health of the ecosystem. Students do not test their solution in this Engineering Challenge, but use tables and graphs in other Level 5 lessons.

Publisher: Houghton Mifflin Harcourt

Science, Grade 5

HMH Into Science Texas Hybrid Classroom Package Grade 5: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	G5 skills bank, Item 26	G5 skills bank, Item 26	View Link	More information is needed for kids who may not know what penicillin is.	accept	HMH will add a sentence at the beginning of the prompt: "Penicillin is a medication used by doctors to treat people with specific illnesses and infections."
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	G5 skills bank, Item 26	G5 skills bank, Item 26	View Link	Add background stimulus information regarding, penicillin.	accept	HMH will add a sentence at the beginning of the prompt: "Penicillin is a medication used by doctors to treat people with specific illnesses and infections."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	TEKS 5.11 Test, Item 3	TEKS 5.11 Test, Item 3	View Link	The impact on society could be negative by making man-made parts for the guitar that could end up in a landfill. (not biodegradable) Due to the subjectiveness of this scenario, it will be hard to determine right and wrong in student answers. How will credit be given for this question? Again, too subjective and based on opinion, not scientifically factual where students can acquire and use fundamental knowledge to form an accurate answer that is definitively correct.	accept	<p>HMH will edit item 3 to delete solution 3 “3. Use human-made materials to make the guitar neck instead of using ebony.”</p> <p>HMH will change the question to “Explain how Solutions 1 and 2 minimize the environmental impact of making guitars AND how that might impact society.”</p> <p>HMH will remove solution 3 from the rubric and edit solutions 1 and 2 as follows:</p> <p>“To obtain full credit, the student will correctly explain solutions to minimize environmental impact from the use of natural resources (TEKS 5.11.A) and how an innovative solution might impact society (TEKS 5.4.A). Exemplar response:</p> <ul style="list-style-type: none"> TEKS 5.11.A: Solutions 1 and 2 will minimize environmental impacts. Planting more ebony trees and minimizing wood waste protects the rainforest ecosystem and minimizes the environmental impact of cutting down ebony trees. This ensures that ebony trees which are important to the rainforest ecosystem continue to be available in the rainforest. TEKS 5.4.A: Solutions 1 and 2 will impact society because planting more trees makes sure that ebony trees continue to be available for people to make and sell guitars. <p>Additionally, rubrics are provided for these items. To obtain partial credit, the student correctly explains that replacing the trees and using fewer trees will mean more ebony trees growing in the future OR correctly explains that society will be impacted by having more trees available for future use.</p> <p>Student will receive 0 points if they are unable to explain that replacing the trees and using fewer trees will mean more ebony trees growing in the future and explain that society will be impacted by having more trees to use in the future.”</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	TEKS 5.11 Test, Item 3	TEKS 5.11 Test, Item 3	View Link	Same feedback as previously stated.	accept	<p>HMH will edit item 3 to delete solution 3 “3. Use human-made materials to make the guitar neck instead of using ebony.”</p> <p>HMH will change the question to “Explain how Solutions 1 and 2 minimize the environmental impact of making guitars AND how that might impact society.”</p> <p>HMH will remove solution 3 from the rubric and edit solutions 1 and 2 as follows:</p> <p>“To obtain full credit, the student will correctly explain solutions to minimize environmental impact from the use of natural resources (TEKS 5.11.A) and how an innovative solution might impact society (TEKS 5.4.A). Exemplar response:</p> <ul style="list-style-type: none"> TEKS 5.11.A: Solutions 1 and 2 will minimize environmental impacts. Planting more ebony trees and minimizing wood waste protects the rainforest ecosystem and minimizes the environmental impact of cutting down ebony trees. This ensures that ebony trees which are important to the rainforest ecosystem continue to be available in the rainforest. TEKS 5.4.A: Solutions 1 and 2 will impact society because planting more trees makes sure that ebony trees continue to be available for people to make and sell guitars. <p>Additionally, rubrics are provided for these items. To obtain partial credit, the student correctly explains that replacing the trees and using fewer trees will mean more ebony trees growing in the future OR correctly explains that society will be impacted by having more trees available for future use.</p> <p>Student will receive 0 points if they are unable to explain that replacing the trees and using fewer trees will mean more ebony trees growing in the future and explain that society will be impacted by having more trees to use in the future.”</p>
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	TEKS 5.12.C Quiz, Item 3	TEKS 5.12.C Quiz, Item 3	View Link	This question shows a nice balance.	reject	HMH thanks the panelists for this comment.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	TEKS 5.12.C Quiz, Item 4	TEKS 5.12.C Quiz, Item 4	View Link	Why not include the fish ladders that have been added to dams for decades so that the standard is more balanced in representing its position on how humans do things that are beneficial as well?	accept	HMH will add a new sentence after the first sentence. "Some dams include fish ladders or fishways which allow fish to move over or around the dam, which can _____." A new answer option will also be added "E. let fish continue migrating" to be the answer for that sentence.
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	TEKS 5.7. Test, Item 2	TEKS 5.7. Test, Item 2	View Link	Why isn't this being taught as energy transfer and motion due to unbalanced forces? Balanced and unbalanced forces were your highlighted vocabulary words.	accept	HMH will edit the answer options to read as follows: "A. The forces are unbalanced. The teacher has more force than the students, causing a transfer of energy and the motion of the teacher. B. The forces are unbalanced. The students have more force than the teacher, causing a transfer of energy and the motion of the teacher. C. The forces are balanced. Energy is transferred from the teacher to the students, causing the motion of the students and the teacher. D. The forces are balanced. The motion and energy of the teacher is the same as the motion and energy of the students."
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	TEKS 5.7. Test, Item 4	TEKS 5.7. Test, Item 4	View Link	This is a good question but clearly showing with the size of the arrows, balanced forces, no motion, and unbalanced forces with movement to the right and unbalanced forces with movement to the left. This terminology should be explicitly used for the kids to show their knowledge of this concept. The size of the arrows represents the secondary idea of the unequal sizes of the forces and is repetitive to have them answer using that same terminology. It's like giving them the answer and then asking them to repeat it.	reject	See response to Citation #3949836. In this item, students show that they understand the models, that they can identify situations with balanced and unbalanced forces from information in models, and that they can describe how balanced and unbalanced forces cause patterns of motion. The models show the forces but they do not show the resulting movement. Students have other opportunities to identify and analyze balanced and unbalanced forces without models, such as in TEKS 5.7.A Quiz, item 4.
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	TEKS 5.7. Test, Item 4	TEKS 5.7. Test, Item 4	View Link	Same feedback as previously given.	reject	See response to Citation #3949836. In this item, students show that they understand the models, that they can identify situations with balanced and unbalanced forces from information in models, and that they can describe how balanced and unbalanced forces cause patterns of motion. The models show the forces but they do not show the resulting movement. Students have other opportunities to identify and analyze balanced and unbalanced forces without models, such as in TEKS 5.7.A Quiz, item 4.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	TEKS 5.7. Test, Item 9	TEKS 5.7. Test, Item 9	View Link	Same notation as previously entered referring to balanced forces in this situation.	accept	<p>HMH will change all references to “equal” to “balanced” and all references to “unequal” to “unbalanced” throughout the content.</p> <p>HMH will not add discussions of balanced forces maintaining constant motion that is already in progress. The absence of motion is a pattern of motion caused by balanced forces, which is presented in the lesson and addresses the G5 TEKS. Newton’s Laws of Motion are not covered until Grades 6–8. The understanding of constant motion under the influence of balanced forces relies on background knowledge of Newton’s Laws of Motion. Understanding concepts that rely on Newton’s Laws of Motion is beyond the scope of the Grade 5 TEKS and not pedagogically appropriate at Grade 5.</p>
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	TEKS 5.7.A Quiz, Item 1	TEKS 5.7.A Quiz, Item 1	View Link	The vocabulary interchanges unequal forces from the SE to unbalanced forces on the quiz item. Is that what you meant to do? Are these two ideas interchangeable or separate learning targets? Why do they both have their own SE if they are?	accept	<p>HMH will retain “unbalanced” language in the quiz for scientific accuracy and to match the changes being made to the student lesson in response to Citation #3949836.</p>
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.10.B, Day 2, Screen 2	TEKS Lesson 5.10.B, Day 2, Screen 2 (Also see Student Edition p. 341-342)	View Link	The disadvantages could be discussed when suggestions are made about adding another book. The change in the layers will be so minimal overnight that the kids may not even notice it. This should be explicitly stated so that they look for and make that important connection. The equally important limitations are the amount of time and pressure needed to actually produce a noticeable change.	accept	<p>HMH will make changes to the Teacher Guide supporting this activity to help students understand the full advantages and disadvantages of the model. On Teacher Guide, p. 268, column 2, the paragraph entitled “Set Goals” will be deleted and replaced with this new text: “Lead a Group Discussion: As a class, read the steps of the activity to preview the model students will build and use. For steps 5 and 6, lead a group discussion about the advantages and limitations of the models. Some examples of advantages are that students can observe phenomena in a short term and at a small scale using the model. Some disadvantages of the model are that the phenomena students observe will not perfectly parallel the formation of sedimentary rocks since models include much less pressure over much less time.”</p> <p>To help students observe the change, HMH will add “marker” to the materials list on Day 2, Screen 3 (Student Edition p. 340) and related materials lists on Teacher Guide, p. 263 and 268. On Day 2, Screen 5 (Student Edition p. 342), HMH will add a sentence to the end of Step 4 to say “Use a marker to mark the level of the chalk on the side of the cup.” Also on Day 2, Screen 5 (Student Edition p. 342), HMH will add a sentence to the end of Step 5: “Use a marker to mark the level of the chalk on the side of the cup again, now that the book has been added.”</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.10.C, Day 3, Screen 4	TEKS Lesson 5.10.C, Day 3, Screen 4 (Also see Student Edition p. 382-383)	View Link	Distinctly add opportunity for students to learn limitations within this activity. Include probing question at step 5.	accept	<p>HMH will separate the Develop Explanations Short Answer interactivity into two separate items (Day 3, Screen 4 and Student Edition p. 383).</p> <p>“Develop Explanations What are some advantages of your model? What changes did the model help you see?” and “Develop Explanations What are some disadvantages of your model? How did your model differ from what happens in nature?”</p> <p>For the advantages question, the Sample Answer will be “My model helped me see how water weathered and eroded a channel in the packed sand. An advantage to my model is I can explore how water forms canyons in a short time on a small scale.”</p> <p>For the disadvantages question, the Sample Answer will be “In my model, I used packed sand, which wears away more easily than rock would in nature. This is a disadvantage in my model because it limits how accurate the model is.”</p>
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.10.C, Day 4, Screens 3–6	NEW CONTENT for TEKS Lesson 5.10.C. Day 4 Screens 3–6 provided to Review.adoption@tea.texas.gov		Based on the narrative I read, the emphasis on a river forming the delta through the processes of erosion and then deposition at the mouth of the river, should be realized by the students in this investigation. I hope it is noted in the teacher materials that the continual dropping of the sediment at the mouth of the river is due to the loss of force as the river enters the larger body of water and the reason for a land mass to form right there (delta). This SE targets "formation" of the delta. The reason for this occurrence being shared explicitly with the students helps stick the learning.	reject	<p>HMH will not make a change, as this program is intended to be student-centered, rather than having the teacher always being the provider of “the correct answers.” With that said, the proposed answer for the “Claims, Evidence and Reasoning” in the Teacher’s Guide already mentions this connection: ‘Sample answer: As water slowed down and pooled near the end of my ‘river,’ it formed a delta because it would deposit sand from near the top of my pan. This is evidence to support that the slowing down of rivers near oceans forms deltas on Earth’s surface.</p>
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.12.A, Day 2, Screen 4	Step 3 (Also see Student Edition p. 444)	View Link	Highlighting biotic/biotic interactions in order to survive would be preferred over just counting them.	reject	<p>HMH respectfully disagrees with this suggestion. Step 4, sentence 2 already directs students to “Think about and describe how the organisms interact with other biotic and abiotic factors in this scaled ecosystem.” Students also observe interactions on Day 5, Screen 3 (Student Edition p. 456), Step 5, sentence 4.</p>
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.12.A, Day 2, Screen 4	Step 4 (Also see Student Edition p. 444)	View Link	Go a step further and get kids to realize interactions and not just identify that abiotic and biotic exist together.	reject	<p>HMH respectfully disagrees with this suggestion. Step 4, sentence 2 already directs students to “Think about and describe how the organisms interact with other biotic and abiotic factors in this scaled ecosystem.” Students also observe interactions on Day 5, Screen 3 (Student Edition p. 456), Step 5, sentence 4.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.12.A, Day 2, Screen 5	TEKS Lesson 5.12.A, Day 2, Screen 5 (Also see Student Edition p. 444)	View Link	This drives home why the use of scale is important.	accept	HMH thanks the panelists for this comment.
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.12.B, Day 2, Screen 3	TEKS Lesson 5.12.B, Day 2, Screen 3 (Also see Student Edition p.474)	View Link	Great example of tree map and manipulatives	accept	HMH thanks the panelists for this comment.
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.12.C, Day 3, Screen 3	Step 3 (Also see Student Edition p.511-512)	View Link	In step 3 have students to collaborate to practice the concept of determining if human activity is harmful or beneficial.	accept	HMH will add a sentence at the end of Step 3, paragraph 1: “With a partner, discuss and organize your findings based on whether the activities are harmful or beneficial to the ecosystem.”
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.12.C, Day 3, Screen 3	Step 3 (Also see Student Edition p.511-512)	View Link	Highlighting preventative measures humans are taking that benefit the ecosystem could be included. The only mention of this part of the SE is as a solution to something harmful that has already been done.	reject	HMH respectfully disagrees. Step 3, paragraph 1 already highlights preventative measures that benefit the ecosystem: “Research at least three ways human activities have caused harm or been beneficial to this ecosystem.” This activity also refers to preventative measures that include human activities that help an ecosystem “remain or become healthy” (Step 3, paragraph 2). Later in the lesson, preventative and protective measures are discussed on Day 6, Screen 6 (Student Edition p. 529) as students consider ways to make sure ecosystems stay healthy.
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.6.D, Day 3, Screen 4	student response box (Also see Student Edition p. 112)	View Link	add pg 110- 112 so that the student learning can be included in the student ability to show their understanding (exit ticket). Needs more detailed content and examples on page 110	reject	HMH respectfully disagrees with this suggestion. There are several examples shown on screen 3 (corresponding to Student Edition p. 111) that provide the detail needed for student to respond to this Exit Ticket, so no changes are needed on page 110.
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.7.A, Day 4, Screen 6	TEKS Lesson 5.7.A, Day 4, Screen 6 (Also see Student Edition p. 133-135)	View Link	I see that the text allows leeway in accuracy while trying to record this data, but taking measurements on the distance between bounces can be extremely difficult for 5th graders trying to complete this investigation in a classroom with many other students doing the same thing. (trying to measure a bouncing ball across the room) I think you can visualize the chaos. There are other options where the kids can receive the same learning with more attention to the validity of their data and without interfering with other students who are also completing the investigation at the same time. (a simple car down the ramp from different exact points) Driving home the learning has to be the most important element.	accept	HMH will add additional support for the teacher. In the Teacher Guide, p. 109, top of column 2, HMH will add “PAGE 135 Step 10 This step works best if students work in groups of three. Each student can then be responsible for observing the location for one of the bounces: first, second, or third. Remind students that their measurements do not need to be exact as they are mostly looking for patterns. If students struggle with pressure to achieve exact measurements, have them pay attention to only the multiples of 5 on the meterstick, noting the location of each bounce to the nearest 5 cm.”

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.7.A, Day 5, Screen 3	Steps 6-7 (Also see Student Edition p. 139-141)	View Link	Again, on this activity, unbalanced forces cause this energy transfer and motion. The use of unequal and unbalanced are getting tangled up, especially for 5th graders. Refer to your instruction on p. 123.	accept	<p>HMH will change all references to “equal” to “balanced” and all references to “unequal” to “unbalanced” throughout the content.</p> <p>HMH will not add discussions of balanced forces maintaining constant motion that is already in progress. The absence of motion is a pattern of motion caused by balanced forces, which is presented in the lesson and addresses the G5 TEKS. Newton’s Laws of Motion are not covered until Grades 6–8. The understanding of constant motion under the influence of balanced forces relies on background knowledge of Newton’s Laws of Motion. Understanding concepts that rely on Newton’s Laws of Motion is beyond the scope of the Grade 5 TEKS and not pedagogically appropriate at Grade 5.</p>
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.7.A, Day 5, Screen 7	student response box (Also see Student Edition p. 139-141)	View Link	This is better explained as an energy transfer from potential energy (growing in size with the continued stretching of the balloon to kinetic energy (upon the release).	reject	<p>HMH respectfully disagrees. Energy changing forms from potential energy to kinetic energy is usually referred to as “energy transformation,” not “energy transfer.” Not only does this Student Expectation specifically refer to “energy transfer” and not “energy transformation,” but also in the new TEKS, a change in vertical alignment from the old TEKS reserves the topic of potential and kinetic energy and energy conservation until Grade 6. In the new TEKS for elementary grades, the emphasis is on conservation of matter. Consequently, the feedback to address energy transformation is beyond the scope of the Student Expectation for Grade 5.</p>
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.7.A, Day 6, Screen 7	Claim, Evidence, and Reasoning (Also see Student Edition p. 146)	View Link	Confusing. Do you mean during trials? Applied at the same time?	accept	<p>HMH will change "equal" to “unbalanced”. HMH will change the sample answer to “My claim is that unbalanced forces transfer energy to objects. My evidence is that I put a force on the balloon when I stretched it, and the balloon put a force on the ball that caused the ball to move. My reasoning is that the energy of the ball moving came from the force of the balloon which came from the force of my hand.” These changes will also be made in the Student Edition p. 146 and Teacher Guide p. 117.</p>
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.8.B, Day 3, Screen 5	diagram (Also see Student Edition p. 217-218)	View Link	This SE discusses different formats. The example uses only diagrams. Additional formats, (eg. student constructed circuit, the use of an actual car circuit at home with the parents) might make this question align better.	reject	<p>HMH respectfully disagrees with the suggestion. Students already use two formats in their explanation: diagrams and words. While teachers may certainly pursue these additional formats, HMH is concerned that such materials and opportunities may not be available to all students using the curriculum.</p>
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.8.C, Day 2, Screen 4	Step 3 (Also see Student Edition p. 241)	View Link	Because this is a safety standard, students should be provided some bulleted examples of safety practices that students need to adhere to while in the field. Step 3’s action by the students asks them to observe and record what they see when the light interacts with the prism. It does not give them anything specific to do to meet safety requirements.	reject	<p>No change needed. Specific bulleted safety practices are included on Day 2, Screen 2 in the Safety instructions section at the start of this activity.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.8.C, Day 2, Screen 4	Steps 3 and 4 (Also see Student Edition p. 242-243)	View Link	A combination of both narratives would cover all the behaviors of light.	reject	HMH thanks the panelists for this comment. While the Texas Adoption process requires identification of granular breakouts, this approach to analyzing curriculum does not always reflect best practices in the classroom. HMH’s intent is that teachers and students should use all of the parts of all of the TEKS lessons to fully cover the TEKS, so both narrative citations should be used in the classroom, along with the rest of the lesson. No change required.
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.9.A, Day 2, Screen 3	Step 2 (Also see Student Edition p. 276-277)	View Link	In the Step 2 instruct to make at least 3 sketches for their prototype and then in step 3 have them to communicate to choose the best model for the prototype, before the build. This allows students to ideate more before building a prototype.	reject	HMH respectfully disagrees with this suggestion. Because of varying classroom situations across Texas, HMH has carefully constructed each “Day” of a lesson so that it should take 30 instructional minutes. These additions would result in the activity taking more than the allotted 30 instructional minutes. Also, in order for students to evaluate which model is best, they would need to have data about the models, which would likely require another round of building and testing.
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.9.A, Day 2, Screen 3	Step 2 (Also see Student Edition p. 276-277)	View Link	Because these are young students who are just learning to apply and use these different processes; the engineering SE’s could include more steps that included analyzing and improving the design of the prototype agreed upon to solve the problem.	reject	HMH respectfully disagrees with this suggestion. Engineers improve prototypes based on data which are the result of testing investigations. So prototypes should not be changed part way through the test. Doing so would interfere with collecting valid data.
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.9.A, Day 3, Screen 3	Steps 4-5 (Also see Student Edition p. 279-280)	View Link	Because this SE focuses on engineering standards and is embedded in a scientific investigation, the use of the prototype as a control item in an investigation is too similar for 5th graders to differentiate between an engineering process were refinement or improvement of something that already exists (prototype) to solve a problem and the use of the scientific method itself. The students were not asked to observe and refine or improve the prototype, they were only asked to draw conclusions from the results of the use of the prototype. This is textbook scientific investigation, not engineering.	reject	HMH does not intend to make a change. In this activity, students use many different engineering practices including researching the problem (Day 2, Screen 3, Step 1), modeling solutions (Day 2, Screen 3, Step 2), communicating about possible solutions (Day 2, Screen 3, Step 3), building prototypes (Day 3, Screen 3, Step 4), and testing solutions (Day 3, Screen 3, Steps 5–7 and Day 4, Screen 3, Step 8). The characteristics of valid engineering tests are similar to those of valid scientific investigations, including repeated measurements and observations, defined and controlled conditions, and limited variables.
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.9.A, Day 5, Screen 3	Based on the URL example, TEKS Lesson 5.9A, Day 5 Screen 3	View Link	It is suggested to take out the language that tells the kids to put on their eye protection. In 5th grade science safety standards, that would mean goggles, not sunglasses.	accept	The Safety instructions on Day 5, Screen 2 (Student Edition p. 287) call for “tinted eye protection,” which would include sunglasses. HMH will add “tinted eye protection” to the activity materials on Screen 2 as well, as they are necessary safety equipment. HMH will also add the word “tinted” to “eye protection” in Step 3 of Screen 3.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.9.A, Day 5, Screen 3	Earth's Movement (Also see Student Edition p. 288-289)	View Link	Add scenario that presents a problem.	reject	<p>HMH respectfully disagrees with this suggestion. The Student Expectations for 1.G.i and 1.G.v state that the models can be used EITHER to represent phenomena or objects OR to design a prototype for a solution to the problem. In this activity, students are developing and using models to represent phenomena and objects, not designing prototypes for solutions to problems, as is appropriate given the construction of the breakouts.</p> <p>With that said, narrative examples of students designing prototypes can be found at these locations elsewhere in the program:</p> <p>TEKS Lesson 5.9.A, Day 2, Screen 3 (Student Edition p. 276), Step 2</p> <p>TEKS Lesson 5.9.A, Day 3, Screen 3 (Student Edition p. 279), Step 4</p> <p>TEKS Lesson 5.11.A, Day 3, Screen 4 (Student Edition p. 424), Step 5</p> <p>TEKS Lesson 5.11.A, Day 4, Screen 3 (Student Edition p. 427), Steps 1–4</p>
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	TEKS Lesson 5.9.A, Day 5, Screen 4	Use Models (Also see Student Edition p. 288-289)	View Link	Lacks problem and solution. If the effect was a negative effect that the model helped the kids solve, then it would align	reject	<p>HMH respectfully disagrees with this suggestion. The Student Expectations for 1.G.i and 1.G.v state that the models can be used EITHER to represent phenomena or objects OR to design a prototype for a solution to the problem. In this activity, students are developing and using models to represent phenomena and objects, not designing prototypes for solutions to problems, as is appropriate given the construction of the breakouts.</p> <p>With that said, narrative examples of students designing prototypes can be found at these locations elsewhere in the program:</p> <p>TEKS Lesson 5.9.A, Day 2, Screen 3 (Student Edition p. 276), Step 2</p> <p>TEKS Lesson 5.9.A, Day 3, Screen 3 (Student Edition p. 279), Step 4</p> <p>TEKS Lesson 5.11.A, Day 3, Screen 4 (Student Edition p. 424), Step 5</p> <p>TEKS Lesson 5.11.A, Day 4, Screen 3 (Student Edition p. 427), Steps 1–4</p>

Publisher: McGraw Hill

Science, Grade 5

McGraw Hill Texas Science, Grade 5: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188	120–121	Entire spread (pages 120-121)	View Link	It would improve the flow of the reading to move the section on "sound energy" to before "energy of motion." The section on "energy of motion" finishes with the example of the refrigerator and begins to discuss thermal energy. Then we move to sound energy, and then back to thermal.	accept	<p>Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided and agree an adjustment could be made to improve readability.</p> <p>We have moved the Sound Energy paragraph to the top of the page, above the Energy of Motion section.</p> <p>CHANGES MADE: Student Edition, p. 121</p>
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188	16	Paragraph 1, starting with "During an investigation…"	View Link	This breakout could be further clarified to students by adding additional examples/pictures of each type of graph.	accept	<p>Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided.</p> <p>Teachers and students can access examples of printable graphic organizers at point of use in the EXPLAIN section of every lesson. Rereview Teacher Edition, page 16 with the link provided. Note: "Download the Concept Circle Graphic Organizer."</p> <p>https://my.mheducation.com/secure/reviewer/2a6ebf45-fa27-42c5-8bbb-7b683d2575c1/e22393eb-2d81-48b3-8e07-f78542575d9d/2cf4d838-401c-48b5-ba6e-0b2ead3462c5/epub?cfi=epubcfi(%2F6%2F80%5Bdata-uuid-1db311d6009344ed9c1df9ae202dbb98%5D!%2F4%2F2%5Bpage0040-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p40%5D%2F12%2F10%5Bp40-tex-tid12%5D%2C%2F2%5Bword23%5D%2F1%3A0%2C%2F4%2F1%3A1)&epubid=1366673a290c4b8d848b450d40d02568</p>
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188	183	Student Edition pg. 183; Balloon Rocket Investigation TE pg. 184C-184D		really good investigation!	accept	<p>Thank you for your feedback and thorough review of Grade 5 Texas Science.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Science, Grade 5 Teacher Edition</i>	9781265518684	276–277	Entire Follow the Light investigation (Teacher Edition pages 130C-130D)	View Link	possibly suggest using a colored index card to help reinforce the absorption of other colors except the one seen	accept	<p>Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further.</p> <p>A note has been added in the teacher support to suggest the use of index cards of various colors to reinforce the absorption of colors except the one seen:</p> <p>Use index cards of various colors to demonstrate that when light hits an object, some colors are absorbed. Explain that the color our eyes see has been reflected back to us.</p> <p>CHANGES MADE: Teacher Edition, p. 130A</p>
<i>McGraw Hill Texas Science, Grade 5 Student Edition</i>	9781265560188	308	Entire page	View Link	love the analogy of of the merry-go-round!	accept	Thank you for your feedback and thorough review of Grade 5 Texas Science.
<i>McGraw Hill Texas Science, Grade 5 Student Edition</i>	9781265560188	326	Apply It Activity	View Link	This is more of a learning piece for students who may have never seen a tree map before. Many students and teachers may not be familiar with this organizer, especially early in the implementation of the new TEKS. It would be very helpful to include another learning opportunity for tree maps before the students first opportunity to create their own on pg. 98.	accept	<p>Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided and agree there are adjustments that could be made to support students and teachers.</p> <p>We have added the following support to help both students and teachers on page 98 of the Teacher Edition:</p> <p>In addition, have students create a tree map with three branches. Explain that a tree map will help them classify states of matter. Each branch should represent a different state of matter. Have students record descriptions of each state in the spaces below each branch.</p> <p>Also note, the tree map graphic organizer is available to the teacher at point of use. Teachers will be able to determine if students need more support and can easily print the tree map and walk them through it.</p> <p>CHANGES MADE: Teacher Edition, p. 98</p> <p>https://my.mheducation.com/secure/reviewer/2a6ebf45-fa27-42c5-8bbb-7b683d2575c1/e22393eb-2d81-48b3-8e07-f78542575d9d/39fca350-92cd-4ce2-b4e3-88db062ff992/staticasset?absassetid=ef3e3da3f351400897bca71f83845c4a</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684	458–459	Entire Grooving Glaciers investigation (Teacher Edition pages 218C-218D)	View Link	This investigation addresses how ice changes landforms, but does not address the formation of canyons. Glaciers form u-shaped valleys.	accept	<p>Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided and agree there are other examples that could support them further.</p> <p>Students identify how changes to Earth's surface by water result in the formation of canyons in the activity Make Your (River) Bed. Students revisit the investigation on Day 2 of Explain to apply lesson vocabulary (delta and canyon) to the sketches of their models.</p> <p>We have added to the sample answer for #15 of Make Your (River) Bed to explicitly mention both deltas and canyons on page 208D of the Teacher Edition. As well as the Investigation Connection on page 209 of the Teacher's Edition:</p> <p>Revisit Students will revisit the investigation after learning the lesson vocabulary. Students should identify and label where a canyon and delta formed in their models.</p> <p>ADDITIONAL EXAMPLES: TE pages 208A-208D TE page 209, Investigation Connection</p> <p>CHANGES MADE: Teacher Edition, p. 208D Teacher Edition, p. 209</p> <p>https://my.mheducation.com/secure/reviewer/2a6ebf45-fa27-42c5-8bbb-7b683d2575c1/cfdecdfd-1c1b-42ae-a6ff-2e3c795f9503/063a52ba-e64c-454f-a070-a8753b1a4e9a/epub?cfi=epubcfi(%2F6%2F872%5Bdata-uuid-ab5bb97315d74fe7a5425adcdeb6a531%5D!%2F4%2F2%5Bpage0436-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p436%5D%2F8%2F2%5Bp436-tex-tid7%5D%2C%2F2%5Bword16%5D%2F1%3A0%2C%2F4%2F1%3A1)&epubid=1366673a290c4b8d848b450d40d02568</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Science, Grade 5 Teacher Edition</i>	9781265518684	587	Under "Interactive Word Wall," first question/answer prompt that begins "How did you propose…" (Teacher Edition page 282B)	View Link	This was very difficult to understand in context without looking at the investigation pages too. The wording for the teacher is vague.	reject	<p>Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided.</p> <p>The support cited is meant to be used concurrent with the Hands-On Investigation Sort Your Disposables. Because this is an open-ended, student-driven investigation, support is purposefully broad.</p> <p>https://my.mheducation.com/secure/reviewer/2a6ebf45-fa27-42c5-8bbb-7b683d2575c1/cfdecdfd-1c1b-42ae-a6ff-2e3c795f9503/aa1ffcc4-78e9-4ec0-8312-cc9415cd20b5/epub?cfi=epubcfi(%2F6%2F1176%5Bdata-uuid-5dd13b0a82604f559538efdbaa11095b%5D!%2F4%2F2%5Bpage0588-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p588%5D%2F6%2F2%5Bp588-tex-tid%5D%2C%2F2%5Bword12%5D%2F1%3A0%2C%2F4%2F1%3A1)&epubid=1366673a290c4b8d848b450d40d02568</p>
<i>McGraw Hill Texas Science, Grade 5 Student Edition</i>	9781265560188	95	Student Edition pg. 95; The Air Out There Investigation Teacher Edition pg. 96C		Really simple investigation that helps illustrate this concept.	accept	Thank you for your feedback and thorough review of Grade 5 Texas Science.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Science, Grade 5 Student Edition</i>	9781265560188	98	Investigation Connection	View Link	The outcome of this tree map are unclear in the directions provided when adding in solids and liquids. Is this the creation of a larger tree map for the states of matter the end goal?	accept	<p>Thank you for your feedback and thorough review of Grade 5 Texas Science. We have met the TEKS through the citations provided and agree there are adjustments that could be made to support students and teachers.</p> <p>We have added the following support to help both students and teachers on page 98 of the Teacher Edition:</p> <p>In addition, have students create a tree map with three branches. Explain that a tree map will help them classify states of matter. Each branch should represent a different state of matter. Have students record descriptions of each state in the spaces below each branch.</p> <p>Also note, the tree map graphic organizer is available to the teacher at point of use. Teachers will be able to determine if students need more support and can easily print the tree map and walk them through it.</p> <p>CHANGES MADE: Teacher Edition, p. 98</p> <p>https://my.mheducation.com/secure/reviewer/2a6ebf45-fa27-42c5-8bbb-7b683d2575c1/e22393eb-2d81-48b3-8e07-f78542575d9d/39fca350-92cd-4ce2-b4e3-88db062ff992/staticasset?absassetid=ef3e3da3f351400897bca71f83845c4a</p>

Publisher: Savvas Learning

Science, Grade 5

Texas Experience Science Grade 5 (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 5 Digital Components</i>	9781428553811	10-13	Slides 10 and 11 are good but need more examples to fulfill the SE breakout	View Link	Use these slides to engage in a teacher-led demonstration discussion by examining the properties of the salad as opposed to explaining the reasoning. Teachers can achieve this by using images or the actual ingredients.	reject	Thank you for the feedback. The presenter notes in Key Ideas Presentations are designed to be used as discussion-starters, even outside of the "Discussion" heading. The presenter notes for slides 10-11 (How does mixing affect the properties of substances?) set the tone for property examination. Students can then carry what they learned about properties of matter in Experience 1 into their analysis of properties before, during, and after mixing in Experience 3.
<i>Grade 5 Student Activity Companion Volume 2</i>	9781428513860	153	Topic 6 Experience 1 Key Ideas Activity: Organisms in Ecosystems	View Link	It needs to be reworded to meet the need of the SE. For example, Describe the impact the plants have in the ecosystem when interacting with an abiotic factor to survive.	reject	Thank you for the feedback. This activity is focused on students learning and describing how organisms survive by interacting with biotic and abiotic factors in of ecosystems. Students do have the chance to study the impacts by organisms on biotic and abiotic parts of ecosystems in the following assets: - Topic 6, Experience 1 Everyday Phenomenon: How do beavers change the environment to build their homes? - Topic 6 Experience 1 Key Ideas Presentation: Organisms in Ecosystems (slides 20-22) - the Topic 6 Experience 2 Everyday Phenomenon: What happens to ecosystems in Texas if insects are removed? - most activities in Topic 6 Experience 3 Human Impact on Ecosystems

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 5 Teacher Guide</i>	9781323223369	53	Topic 2 Forces and Motion page 53 under Explain/Elaborate Key Ideas Video	View Link	Have the teacher discuss the Key Ideas Video on page 53 of TE to teach about designing a simple experiment to investigate the effect of force on an object.	reject	Thank you for the feedback. This is a good suggestion that some teachers may apply when facilitating "a classroom discussion about the video," as recommended in the Key Ideas Video note on page 58 of the Teacher Guide. By this point in the Experience, students have already approached designing and conducting simple experiments about forces in the Hands-On Station: How does a change in a system affect the forces on an object? and the Virtual Lab: Forces on a Race Car, and they will again in the STEAM Activity: Design a Balloon Rocket.
<i>Grade 5 Station Cards</i>	9781323222911	See Link	Topic 3 Experience 2 Hands-On Station Card: How can a circuit light two bulbs?	View Link	Under "What You Need", safety goggles and gloves should be included in the list of required materials.	accept	Thank you for the feedback. Goggles are listed in this station's Teacher Guide safety note and gloves are being added to that note.
<i>Grade 5 Digital Components</i>	9781428553811	See Link	SEPs and Themes Preview Activity: Plan and Conduct an Investigation, 1 Ask Questions	View Link	Thank you for creating this investigation. To increase rigor, could it be better to have students come up with their questions and determine the independent variable instead of being provided with this? Have it set up in a way that goes through the scientific method process and critical thinking.	reject	Thank you for the feedback. This set of SEPS activities is meant to provide straightforward guided practice for students so they can investigate independently on their own at a higher level of rigor throughout the rest of the program. Students will be coming up with their own questions and determining variables in Hands-On Stations and STEAM Activities throughout the program.
<i>Grade 5 Station Cards</i>	9781323222911	See Link	Topic 2 Experience 1 Hands-On Station Card: How do forces affect marbles in a system?	View Link	The picture of the student shows he is wearing goggles, but it can also be confused with eye glasses.	reject	Thank you for the feedback. We will consider this possible confusion when selecting photos in the future.
<i>Grade 5 Digital Components</i>	9781428553811	See Link	SEPs and Themes Preview Activity: Use Models and Analyze Data, 2 Analyze and Interpret Data	View Link	"You might look for patterns in the data..." can be rewritten to explicitly tell the students to create a bar graph to represent the data.	accept	Thank you for the feedback. We are changing the Science and Engineering Practices and Recurring Themes and Concepts Activity: Plan and Conduct an Investigation Activity Question 5 steps B and C so that students are prompted to construct a bar graph to first represent data and then analyze the data. The particular prompt referenced in your feedback is intentionally broad to allow for students to choose what type of graph they would prefer to make in order to look for patterns in the data.
<i>Grade 5 Digital Components</i>	9781428553811	See Link	SEPs and Themes Preview Activity: Plan and Conduct an Investigation, 3 Use Science Tools	View Link	There is only one question related to safety and it is not specific enough regarding the use of safety equipment.	accept	Thank you for the feedback. We are adding a new Safety During Field Investigations activity that prompts students in Question 1 steps A-G to describe proper uses of safety equipment.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 5 Station Cards</i>	9781323222911	See Link	Topic 5 Experience 2 Hands-On Station Card: How can we model the formation of a river delta?	View Link	"What you need" should include goggles, or should be listed next to "wipe up spills immediately", OR can be included as a guiding question to which safety tools the students should use during the lab.	accept	Thank you for the feedback. Goggles are being added to this station's Teacher Guide safety note.
<i>Grade 5 Digital Components</i>	9781428553811	Slides 10-11	Topic 6 Experience 1 Key Ideas Presentation: Organisms in Ecosystems, Slides and Teacher Support	View Link	Change the question/activity to state, "Based on your observation of the picture below, is the soil biotic, abiotic, or both?"	reject	Thank you for the feedback. This slide can be used either as described in the feedback to discuss the soil depicted or as an open-ended question about any soil.
<i>Grade 5 Digital Components</i>	9781428553811	Slides 12-13	Topic 1 Experience 1 Key Ideas Presentation: Properties of Matter, Slides and Teacher Support	View Link	Include the Everyday Phenomenon Demo before the Explore, along with the slides.	reject	Thank you for the feedback. This is a good suggestion, and teachers may choose to show the Everyday Phenomenon assets along with the slides. The program overview content at the beginning of each Teacher Guide encourages flexibility when mixing and matching assets to use during class, while the Topic- and Experience-level pages are written from the perspective that classes will use the assets in the order they're listed.
<i>Grade 5 Digital Components</i>	9781428553811	Slides 12-13	Topic 1 Experience 1 Key Ideas Presentation: Properties of Matter, Slides and Teacher Support	View Link	Use the demo video before the Explore in addition to the slides.	reject	Thank you for the feedback. This is a good suggestion, and teachers may choose to show the Everyday Phenomenon assets along with the slides. The program overview content at the beginning of each Teacher Guide encourages flexibility when mixing and matching assets to use during class, while the Topic- and Experience-level pages are written from the perspective that classes will use the assets in the order they're listed.
<i>Grade 5 Digital Components</i>	9781428553811	Slides 2-3	SEPs and Themes Preview Presentation: Ask Questions, Slides and Teacher Support	View Link	Under support from the teacher, for students to define the problem with the given model, there needs to be either further prompting questions or various pictures to get students to define the problem.	reject	Thank you for the feedback. Slides 6-7 and 14-15 of this presentation include more instruction and practice surrounding defining and solving problems. We want to keep slides 2-3 focused on asking questions generally for the eventual purpose of defining problems (that can be explored through investigations, which are covered on the next slides).
<i>Grade 5 Digital Components</i>	9781428553811	Slides 26-27	SEPs and Themes Preview Presentation: Scientific Contributions, Slides and Teacher Support	View Link	See previous feedback we provided on 4.B.i	reject	Thank you for the feedback. The purpose of these slides is to introduce students to scientist contributions and careers and the presenter notes encourage students to research science careers. Students do learn what STEM stands for and dive deeper into STEM career research in Question 3 of the Science and Engineering Practices and Recurring Themes Activity: Contributions of Scientists.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 5 Digital Components</i>	9781428553811	Slides 26-27	SEPs and Themes Preview Presentation: Scientific Contributions, Slides and Teacher Support	View Link	Can you be specific by including STEM in the presentation? What it stands for, what different careers there are, a slide dedicated to STEM, etc.	reject	Thank you for the feedback. The purpose of these slides is to introduce students to scientist contributions and careers and the presenter notes encourage students to research science careers. Students do learn what STEM stands for and dive deeper into STEM career research in Question 3 of the Science and Engineering Practices and Recurring Themes Activity: Contributions of Scientists.
<i>Grade 5 Digital Components</i>	9781428553811	Slides 4-7	Slides 4 - 7 are necessary to fulfill the breakout SE	View Link	Rewording the title to include the keyword "interaction" will be helpful to students. For example, "How does the interaction of sunlight affect the water in the ocean?"	reject	Thank you for the feedback. The presenter notes on slides 8-11 prompt classes to have discussions about the sun's effect on ocean water. Since this is such an advanced concept for Grade 5 students, we decided to narrow their focus here to the sun's effects of raising the temperature of ocean water and causing evaporation.
<i>Grade 5 Digital Components</i>	9781428553811	Slides 6-9	Slides 6 and 7 are needed for the teacher to teach the SE but slides 8 and 9 are good teacher led opportunities to provide more clarification as needed and the student to learn the SE before practicing on their own.	View Link	Use slides 8 and 9 teacher-led discussions to compare and contrast insulators and conductors.	reject	Thank you for the feedback. The presenter notes in Key Ideas Presentations are designed to be used as discussion-starters, even outside of the "Discussion" heading. The presenter notes for slides 8-9 (Conductors and Insulators) mention three insulators and two conductors as well as details about them that can be compared and contrasted.
<i>Grade 5 Digital Components</i>	9781428553811	Slides 8-11	Starts on slide 8, ends on slide 11 to meet requirements of the SE breakout	View Link	Slides 10 and 11 should be teacher-led discussions.	reject	Thank you for the feedback. The presenter notes for slides 10-11 (Equal and Unequal Forces) indicate that this is intended to be a teacher-led discussion.
<i>Grade 5 Digital Components</i>	9781428553811	Slides 8-9	Topic 1 Experience 3 Key Ideas Presentation: Mixtures and Solutions, Slides and Teacher Support	View Link	Increase rigor by changing the activity to include more substance to classify the solubility property and pair it with a lab.	reject	Thank you for the feedback. These slides are intended to have flexible rigor depending on class progress. The Experience 1 STEAM Station: What materials are best to make pool toys? (which occurs before this power-point in the recommended learning model) provides students with an opportunity to investigate and classify the solubility of objects.

Science, Grade 5

Texas Experience Science Grade 5 (Print with digital): ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Grade 5 Teacher Guide	9781323223369	169	ELPS Targeted Support note	View Link	For A/AH students, include support for grasping language support by providing options to teachers such as a word wall, dictionary, root word graphic organizer, etc.	reject	Thank you for your feedback. This ELPS Targeted Support note encourages teachers to help students develop basic sight vocabulary through the support of written terms (ELPS 4C), and also encourages teachers to use visual supports to increase understanding (ELPS 4F). On pages 129 and 153, teachers can support students by directing them to connect prior knowledge and personal experiences with certain terms in order to better comprehend vocabulary used routinely in written classroom materials (ELPS 4C and 4F).
Grade 5 Teacher Guide	9781323223369	174	ELPS Targeted Support note	View Link	Provide a typed copy of a word bank for teachers and B students and a blank sentence stem for note-taking. Also, include AH students, as they are not listed.	reject	Thank you for your feedback. The overarching note for this ELPS Targeted Support encourages students of all levels to take notes.
Grade 5 Teacher Guide	9781323223369	22	ELPS Targeted Support note	View Link	For the A students, can it state that the teacher needs to provide questions for the students to answer during pair sharing?	reject	Thank you for your feedback. This ELPS Targeted Support Advanced note encourages students to ask their own questions. The ELPS Targeted Support note on p. 174 gives examples of questions that students of all levels can ask and answer during pair share.
Grade 5 Teacher Guide	9781323223369	27	ELPS Targeted Support note	View Link	Include ways in which teachers can help students monitor and use self-corrective techniques such as sentence stem, a progress chart, recording themselves, etc.	reject	Thank you for your feedback. The overarching note for this ELPS Targeted support provides guidance for ways in which teachers can help students monitor and use self-corrective techniques. Additional examples for ways to monitor student learning can be found in the ELPS Targeted support on page 150.
Grade 5 Teacher Guide	9781323223369	70	ELPS Targeted Support note	View Link	For B students, there needs to be a collaboration activity.	reject	Thank you for your feedback. The overarching note for this ELPS Targeted Support note encourages collaboration for students at all levels. The ELPS Targeted Support overarching note on p. 174 also encourages student collaboration at all levels.
Grade 5 Teacher Guide	9781323223369	78	ELPS Targeted Support note	View Link	Include sentence stems or techniques the teacher can share with the students that give them ways to ask for clarification.	accept	Thank you for the feedback. Sentence stems will be added to this ELPS Targeted Support note.
Grade 5 Teacher Guide	9781323223369	91	ELPS Targeted Support note	View Link	For B students, it needs to specify that they are in a collaborative group setting while doing this activity.	reject	Thank you for your feedback. The overarching note for this ELPS Targeted Support note encourages collaboration for students at all levels.

Publisher: Studies Weekly

Science, Grade 5

Texas Science Studies Weekly: Fifth Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844T E	1.74	Teacher Edition, Unit 1, Week 4, Activity 1, "Whole Group" Steps 1-7 (PDF pg. 9)	View Link	Even though this does cover the SE, this activity seems simplistic for 5th grade. This may not engage the students fully.	reject	We've made a note of this and appreciate your feedback. This is being rejected only because we can't promise a revision, but we will look into it.
<i>Texas Science Studies Weekly: Fifth Grade Student Edition with Online Access</i>	9781649783851S E8	2	<p>Unit 1, Week 3, Activity 4, "Collecting Data" paragraph (PDF pg. 2)</p>	View Link	<p>We would like to see an example of a tree map along with the other types of organizers to accompany the brief explanation of each.</p>	accept	Thank you! Great idea. A tree map and brief explanation was added to the printable.
<i>Texas Science Studies Weekly: Fifth Grade Student Edition with Online Access</i>	9781649783851S E8	3	Student Edition, Unit 2, Activity 3, Directions and Chart (PDF pg. 2)	View Link	This is a great activity. We suggest adding the word "descriptive" before investigation so students continue to understand the differences in the types of investigations.	accept	We are so glad you enjoyed the activity. We've added "descriptive" before "investigation" in the student edition for Activity 3. Thank you for this feedback!

Publisher: Summit K12 Holdings

Science, Grade 5

Dynamic Science 5th Grade : TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	1	5.7B Student Lab -- Procedures and table - pages 1-2		Students are not actually designing the experiment. They are following already designed instructions.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion of students designing the investigations.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	1	5.10C Teacher Lab -- Key Concepts		Key concept does not mention deltas. However, the lab does.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion of adding deltas to the key concepts.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	1	5.6A Student Lab -- Results		Students are not actually constructing the table.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion of students constructing tables.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	1	5.8C Formative Assessment 2 -- Question 7	View Link	It might be good to label the diagrams since in the question they are identified as A and B.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	1	5.7A Video -- 5:29		Videos are not students conducting experiments.	accept	Thank you for your feedback. We will update our resources to incorporate more hands-on student investigations.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	1	5.9A Video -- 2:02	View Link	It may not be clear to students or teachers that scale is being used. It might be helpful to be more explicit.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion of making scale more explicit.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	1	5.7B Study Guide --- Apply	View Link	The materials in the Apply portion of the study guide for 5.7B (including vocabulary) do not support descriptive investigations. Testing variables and having controls is experimental design. The indicator says use scientific practice to plan descriptive investigations	reject	Thank you for your feedback. The TEKS 5.7B requires students to conduct a simple experimental investigation.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	1	5.9A Student Lab -- Part 1 Illustrate		It may not be clear to students or teachers that scale is being used. It might be helpful to be more explicit.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion of making scale more explicit.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	2	5.12A Study Guide -- Wrap Up		Use the vocabulary - biotic and abiotic in the prompt.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	2	5.10C Student Lab -- Changes caused by wind - Procedures - Step 4		no step 4, but lab aligns	accept	Thank you for your feedback. We will update our resources to incorporate your correction.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	3	5.6B Lesson Guide -- Engage - Question 2	View Link	Planning investigations do not occur during engage - this citation may be better at the student lab sheet	reject	Thank you. We appreciate your feedback on improving our citations.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	3	5.12A Student Lab -- Reflection		Since advantages and disadvantages of models is not the standard, it might be better to have - What are the parts of the terrarium systems and how does it represent the natural world. (or something similar)	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	3	5.9A Lesson Guide -- Teach and Discuss- Day and Night Cycle and Shadows		It may not be clear to students or teachers that proportion is being used. It might be helpful to be more explicit. Teachers will not know to cover proportion or how.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	4	5.12C Lesson Guide -- Teach and Discuss - Check for Understanding #2		Teachers may not pull out factors or conditions that impact stability in the organisms.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion to be more explicit with the content provided for teachers.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	4	5.8C Lesson Guide -- Teach and Discuss - Check for Understanding - Activity 1	View Link	The lesson guide lacks support for guiding teachers to understand that students will plan a descriptive investigation. The student page also includes a hypothesis which is not included in a descriptive investigation. There is no cause and effect relationship.	accept	Thank you for your feedback. We will update our resources to incorporate supports to guide teachers in assisting students in planning and conducting descriptive investigations.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	4	5.11A Lesson Guide -- Teach and Discuss - Solutions to Protect Our Natural Resources		No data used to make decisions	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion of students using data to make decisions.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	4	5.7B Lesson Guide -- Teach and Discuss- Friction- Last paragraph after the bullets	View Link	This implies that a conversation is sufficient. There is no evidence that students actually design the investigation.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion of students designing the investigations.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	4	5.12C Lesson Guide -- Teach and Discuss- Check for Understanding #3		It might be helpful to say describe one human activity that harms the stability of an ecosystem.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	4	5.6D Lesson Guide -- Teach and Discuss - Particles Around Us - Bullet 5	View Link	Students do use the microscope. However, the lesson is beyond the standard. Bacteria and viruses are not covered in 5th grade.	accept	Thank you for your feedback. We will update our resources to incorporate your correction.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	4	5.7B Lesson Guide -- Teach and Discuss - Friction - Question - "How would you design...."		no problem presented or identified by students	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion of students identifying the problem in a phenomena or scenario.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	4	5.10A Lesson Guide -- Teach and Discuss - Quick Demo	View Link	May want to add - Compare temperatures to better meet the standard	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	4	5.10B1 Lesson Guide -- Teach and Discuss -- Check for Understanding - #1	View Link	It is not clear that students will work collaboratively to present.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion to make it clearer that students are to work collaboratively to present their learning.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	5	5.12A Lesson Guide -- Teach and Discuss - Check for Understanding- Bullet 1 and Relevancy		May add some reference to stability - use the word so teachers know to have students address it.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	6	5.11A Lesson Guide -- Connect to Art		The solutions do not seem to be based on collecting data. This is implied for some, but not explicit.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion of students collecting and using data to make decisions and design solutions.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	6	5.12C Lesson Guide -- Apply/Extend- Bullet 2		It isn't clear how students will address the factors or conditions that impact a change in organisms. -	accept	Thank you for your feedback. We will update our resources to incorporate your revision to make it more clear for students to address the factors or conditions that impact a change in organisms.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	7	5.10A Lesson Guide -- Apply/Extend - Bullet 3 - Toss the Cube		Bullet 3 and toss the cube are two different things	reject	That you for the feedback. We appreciate your feedback on improving our citations and curriculum.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	7	5.8A Student Lab -- Procedures # 5	View Link	In procedure #5, students may or may not ask questions during the discuss and identify portion. The material is lacking accountable talk or feedback structures to support asking questions.	accept	Thank you for your feedback. We will update our resources to incorporate more accountable talk and feedback structures to support student questions.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	7	5.10B1 Lesson Guide -- Apply/Extend - Bullet 3		It would benefit teachers to be explicit with what safety precautions/procedure to use when using clay.	accept	Thank you for your feedback. We will update our resources to incorporate explicit safety precautions/procedures when using clay.

Science, Grade 5

Dynamic Science 5th Grade : ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	1	5.10A Student Lab Procedures. New Content will be added here.	View Link	Visuals would be better for linguistic accommodations in addition to the clarified wording in the lab directions.	accept	Thank you for your feedback. We will update our resource to incorporate your suggestion.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	1	5.6C Student Lab -- Procedures	View Link	The sentence frame in the hypothesis would be a better example of routinely used.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	8	5.10A Lesson Guide -- Connect to Reading	View Link	Prereading structures such as "backwards scan" for vocabulary, going over words included in reading prior to, or some other sheltered instruction strategy.	accept	Thank you for your feedback. We will update our resources to incorporate your suggestion.

Publisher: TPS Publishing

Science, Grade 5

STEAM into Science - Grade 5 Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Assessment Guide - Grade 5 Student Edition</i>	9781788058124	10	<p>p10</p>	View Link	<p>This is a reading review and does not require students actually asking questions.</p>	reject	This is a narrative explaining that scientists asks questions and advising students why and how.
<i>STEAM Activity Guide - Grade 5 Teacher Edition</i>	9781788057783	272	Performing arts; group	View Link	Students are creating their scripts does this not qualify as a student creating activity?	reject	TPS believe this is a student creating activity.
<i>Learn By Doing STEAM Activity Reader Book - Grade 5 Student Edition</i>	9781788057752	3-12	Chapter 1 -reader story	View Link	This is strictly a narrative that is very passive; while the information is good there isn't an opportunity for the students to take an active role in the read aloud.	reject	Students can read the content. In the teacher version Idea Boxes appear such as the two that appear on page 17 in Chapter 1 and students respond.
<i>Learn By Doing STEAM Activity Reader Book - Grade 5 Teacher Edition</i>	9781788057745	9-11	Scientific Method	View Link	This provides the best information for creating inquiry.	accept	Thank you for this positive feedback.
<i>Learn By Doing STEAM Activity Reader Book - Grade 5 Teacher Edition</i>	9781788057745	9-11	<p>Scientific Method</p>	View Link	<p>Excellent presentation of Scientific Inquiry/Research method.</p>	accept	Thank you for this positive feedback.

Publisher: Accelerate Learning Inc.

Science, Grade 6

STEMscopes Science TX - Grade 6 : TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 6 (Online)	9798888266908	all	<p>See document titled Grade "6 6.C.vii_narrative". New reading passage, specifically paragraph 4.</p>		<p>Metalloids, also known as semi-metals, metalloids possess properties that are a cross between those of metals and non-metals. (Remove the second "metalloids"</p>	accept	Grammar error addressed in final document.
STEMscopes Science TX - Grade 6 (Online)	9798888266908	para 6-8	Click on the following: Resource Management, Elaborate (top left), Reading Science (drop down under Elaborate), View Files (open book icon on top right side), Student Handout-On Level, in paragraph 6-8 students read about how technology helps manage resources through controlled environmental agriculture	View Link	recommend adding additional examples	reject	Not necessary.
STEMscopes Science TX - Grade 6 (Online)	9798888266908	procedure	Click on the following: Organism Relationships, Explore (top left), Explore: Ecosystem Events and Relationships (drop down under Explore), View Files (open book icon on top right side), Student Handout, students investigate how organisms in an ecosystem depend on biotic factors	View Link	It would be helpful if you add the terms Abiotic and Biotic in the actual lesson instead of living and nonliving	reject	Not necessary in the Explore phase.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 6 (Online)</i>	9798888266908	procedure	Click on the following: Organism Relationships, Explore (top left), Explore: Ecosystem Events and Relationships (drop down under Explore), View Files (open book icon on top right side), Student Handout, students investigate how organisms in an ecosystem depend on biotic factors	View Link	It would be helpful if you add the terms Abiotic and Biotic in the actual lesson instead of living and nonliving	reject	Not necessary in the Explore phase.

Publisher: Carolina Biological Supply Company

Science, Grade 6

Science Bits, Grade 6 program: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 6</i>	9781435029965	See DescriptionOfLocation	Unit: The Sun-Earth-Moon System, Lesson 2	View Link	This would have been useful for the pattern questions.	accept	This can be an additional citation for the student expectation of 5.A.iii.
<i>Science Bits, Grade 6</i>	9781435029965	See DescriptionOfLocation	Unit: Mass, Volume, and Density, Lesson 2, Slide 9	View Link	The "Concentration" of Matter lesson would have been a better example to address this breakout of the standard.	accept	This can be an additional citation for the student expectation of 5.A.ii.
<i>Science Bits, Grade 6</i>	9781435029965	See DescriptionOfLocation	Unit: Mass, Volume, and Density, Lesson 2, Slides 1-8	View Link	Lesson the "Concentration" of Matter would have been better to use.	accept	This can be an additional citation for the student expectation of 5.A.ii.

Publisher: Discovery Education Inc

Science, Grade 6

Science Techbook for Texas by Discovery Education - Grade 6: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 6 (Digital)</i>	9781616296520	https://app.discoveryeducation.com/learn/player/f127a832-e7da-4517-b2f3-6542daa6160d	Unit: Earth and Space Systems > Concept: Natural Resources > 5E: Explore > Lesson 3: Resource Management > Section(s): Gather Information > Media	View Link	Accepted with reservations...be sure to add conservation to the lesson.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Publisher: EduSmart

Science, Grade 6

2024 EduSmart Science Grade 6: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2024 EduSmart Science Grade 6</i>	9781939511218G6	1	introduction	View Link	May want to rethink the focus of this lab and whether it fits the phrasing of the new SE.	reject	We have other resources that are a better fit for this SE.
<i>2024 EduSmart Science Grade 6</i>	9781939511218G6	1	safety section	View Link	Double check your consistency of text formatting and color of text.	accept	We are not sure what happened with the formatting. The original document has correct formatting. We exported a new pdf and it looks fine. Thanks for bringing it to our attention.
<i>2024 EduSmart Science Grade 6</i>	9781939511218G6	1	information	View Link	May want to add some text that points students and teachers to consider sunlight as an abiotic factor, for clarity and better focus.	accept	We have edited text per your suggestions. https://drive.google.com/file/d/1pyz0XB6mJoO4JE3ZuwCScCglpu0GJR/view?usp=drive_link
<i>2024 EduSmart Science Grade 6</i>	9781939511218G6	2	performance task	View Link	It would be nice to have a bit more detail in the directions helping the teacher and/or students understand that they can create their presentations in a variety of formats.	accept	We have added new text about types of presentations formats that can be used. https://drive.google.com/file/d/1fANrCNZ-R2liRj1_V0xfkOE-93ayDDD/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 6	9781939511218G6	2	first paragraph	View Link	In the future, please make it easier on the reviewers to find the correct information as it relates to each standard. Please check your citations and the detail included in each of them to ensure accuracy.	accept	We are so sorry that the citation was not clear for you. Sometimes the conversion to a pdf document moved content to a different page number. We must have missed this one in the proofreading process.
2024 EduSmart Science Grade 6	9781939511218G6	3	argumentation session	View Link	Probably need to correct the following from "Is the issue with experimental design?" to "Is there an issue with experimental design"	accept	This edit has been made. https://drive.google.com/file/d/1P3gef886W5pEqp3G7X2zwD0mYeggDEc5/view?usp=drive_link
2024 EduSmart Science Grade 6	9781939511218G6	3	argumentation session	View Link	Suggestion to provide suggestions on the variety of formats that you are looking for students to use in their argumentation.	accept	We have added new text about types of presentations formats that can be used. https://drive.google.com/file/d/132_mCSyXJSV-CCWv8LNM5s1kzOFUYhz6/view?usp=drive_link
2024 EduSmart Science Grade 6	9781939511218G6	6	answer to question 10	View Link	Review and edit the text of question 10. It starts with "Question13..." as part of the text. Also, it uses the word "chance" instead of "change" of seasons. Also, add a reference to the model in question #9, to help the reader know where to look.	accept	These changes have been made. https://drive.google.com/file/d/1raT0munHBUvq5edK1iHA8bqkyjIQM3IS/view?usp=drive_link
2024 EduSmart Science Grade 6	9781939511218G6	8 to 9	questions 1, 2, 4	View Link	Do not feel that these questions are at a true 6th grade level but more 3rd to 4th grade. Suggestion to up the DOK by creating more constructed response questions.	reject	We have a specific format for these readers to have consistency across our platform, so we cannot include more constructed response questions. This is a reader intended to introduce the recurring theme and concept of energy and matter. It is not intended to teach content, only to see that the theme of energy and matter can be seen across science disciplines. Readers aligned with content standards have questions at higher DOKs.

Publisher: Green Ninja

Science, Grade 6

Green Ninja Middle School Science - Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Online Teacher Portal	9781948845663	N/A	Refer to: the jigsaw in lessons 34-37. Students will conduct internet research to obtain the required information. Basic information about the resource is in: a-research-resource-management-part-two-presentation.pptx.; located in Grade 6, Unit 4, Lesson 35, Section 2 (Begin New Research) of the Lesson Plan	View Link	All the information we want for TEKS 11B are in the slides, activity/research, and graphic organizer. It might be in the teacher notes, but if not, at least for our "newbies" to the profession I think in might be a good idea to make sure they explain to the students through the research that they understand students need to be giving information on how conservation, increased efficiency, and technology, all three help manage air resources, water resources, soil resources, and energy resources.	accept	Great idea. We added more background for teachers based on your suggestion: Please see the Teacher Background in Lesson 34 on our mirror curriculum website, https://tx2.greeninja.org/lesson/11/29/819/4/34
Online Teacher Portal	9781948845663	N/A	Refer to: Slides 12-14 of a-smartphone-lifecycle-presentation.pdf; located in Grade 6, Unit 1, Lesson 19, Section 2 (Sustainable Smartphones) of the Lesson Plan	View Link	Great narrative/citation... making sure to refer back to the cost of things and sustainability!	accept	Thanks!
Online Teacher Portal	9781948845663	N/A	Please see our new content here: https://docs.google.com/document/d/1k5O8dJEB-isCg9eN29xqyZCIGPUtH0GDQJmQej5MKth0/edit	View Link	Thank you so much for taking the time to address the ages of students that would be using this product. The way that you simplified the meaning of cost-benefit in this citation will benefit the students, but it will also benefit that new teacher as they try to figure out how they were supposed to teach this concept to 11 year olds. Hat's off to you!	accept	Thanks :-)

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Online Teacher Portal	9781948845663	N/A	Please see our new content here: https://docs.google.com/document/d/1k5O8dJEB-isCg9eN29xqyZCIGPUtHOGDQImQej5MKth0/edit	View Link	Again, I appreciate the added components of having the students think about TIME as a commodity in the cost-benefit analysis. They may hear the phrase "time in money" without really understanding that time could equate to years with development and perseverance, not just a quick turn around.	accept	Thanks :-)
Online Teacher Portal	9781948845663	N/A	Refer to: the Lesson plan, which introduces a strategy for communicating solutions effectively using mock-ups to formulate your message; located in Grade 6, Unit 1, Lesson 20, Section 2 (Guidelines for Sustainable Smartphones Pamphlet) of the Lesson Plan	View Link	The TEK mentions this is for "individually" but under materials it states per group. Please specify that this narrative and activity is for individuals. Then it is perfect for 3Bv and 3Bvi Thanks	accept	We revised the lesson: "Teachers may request that students work in groups to do their research to increase collaboration and reduce the need for 1-to-1 technology if it is not available. See the teacher note in Lesson 1.19 about individual versus group work."
Online Teacher Portal	9781948845663	N/A	Refer to: b-sink-or-float-activity-tx.pdf, specifically, the Background section.; located in Grade 6, Unit 1, Lesson 17, Section 2 (Sink or Float?) of the Lesson Plan	View Link	wish you would use SI units on the lab materials since that is part of our TEKS and Science classrooms/labs	accept	Good point. We will adjust to SI throughout.
Online Teacher Portal	9781948845663	N/A	Refer to: a-tips-for-a-science-interview-presentation.pptx; located in Grade 6, Unit 2, Lesson 30, Section 1 (Science Communication) of the Lesson Plan	View Link	I'm accepting because in the slide show you do have pictures of different formats (news interview, radio, in the field, presentation with others, and 1 on 1). Hopefully the teacher knows to include this in the discussion to cover the TEK at hand .. communicate explanations individually in a variety of formats	accept	Yes, our intention is to have students present using a range of mediums.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Online Teacher Portal	9781948845663	N/A	Refer to: b-change-is-the-only-constant-data-sheet.pdf; located in Grade 6, Unit 2, Lesson 9, Section 2 (Graphing the Data) of the Lesson Plan	View Link	I am accepting this citation only because your Ecosystems 101 power point discusses the A, B, C's which explains abiotic and biotic factors. This citation does not give clear direction for the expectation of abiotic and/or biotic factors.	accept	Thanks. We added a citation to this TEK for the lesson with the Ecosystem 101 presentation based on your suggestion (Lesson 6.2.16.2)
Online Teacher Portal	9781948845663	N/A	Refer to: b-stations-instructions.pdf. Station instructions contain directions for collecting quantitative data.; located in Grade 6, Unit 3, Lesson 12, Section 2 (Stations) of the Lesson Plan	View Link	had to really search to find b station... I'm glad to see pour 2 teaspoons (10 mL) since the TEK is for SI units!	accept	Thanks for searching!

Science, Grade 6

Green Ninja Middle School Science - Texas: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Online Teacher Portal	9781948845663	N/A	Refer to: language strategies to help students in a discussion; located in Grade 6, Unit 1, Lesson 18, Section 3 (Analysis) of the Lesson Plan	View Link	Thank you so much for providing the sentence stems to guide the group discussions. If not already mentioned in your teacher section, I would recommend they print-out and laminate these on cards that can be held by students to minimize distractions and help them to stay on task without having to look up at the board.	accept	Excellent suggestion. We added the teaching tip: "For the sentence stems in Section 3, some teachers like to print them out on laminated cards that students can hold themselves. This strategy helps students stay on task by minimizing times when they need to look up at the board and are more likely to be distracted."

Publisher: Houghton Mifflin Harcourt

Science, Grade 6

HMH Into Science Texas Hybrid Classroom Package Grade 6: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 6</i>	9780358860907	G6 skills bank, Item 36	Skills bank	View Link	Please consider adding the theory referred to specifically instead of just having it implied. It would tie into the standard better. You have many others that hit the nail on the head. This only sort of does that.	accept	HMH will add a reference to the theory of Plate Tectonics to this Skills Bank item.
<i>HMH Into Science Texas Teacher License Digital Grade 6</i>	9780358860907	G6 skills bank, Item 39	Skills bank	View Link	This technically meets the breakout. I don't like it. What's it a sample of? Why do you even need the model?	reject	As described in some earlier comments on Feedback from the panelists, at times the very granular nature of the breakouts can seem to require an awkward solution to fulfill "the letter of the law." This test item was written specifically to meet TEKS breakout TX.G6.3.A.xii: "propose solutions supported by models and consistent with scientific theories." The model is intended to serve as a reminder of cell theory to help contextualize the question. It is challenging to do all of these aspects in a single item at the 6th grade level: develop an appropriate test item that involves a scientific theory covered in 6th grade, provide a model to support it, and have students proposing a solution.
<i>HMH Into Science Texas Teacher License Digital Grade 6</i>	9780358860907	TEKS 6.10.C Quiz, Item 2	TEKS Quiz	View Link	This looks very hard for lower students. Just an observation.	reject	HMH respectfully disagrees with the suggestion to change the difficulty of the TEKS Quiz items. TEKS Quizzes include items with a variety of difficulty levels. The answer key for the quizzes can help teachers assess which items to assign, because, for each one, a Depth-of-Knowledge ("DOK") rating is provided. The answer key also contains hints to address student understanding if they have difficulty with an item. In addition, all TEKS Quizzes and Tests are available in two formats, A and B. The B format has a reduced difficulty level and reading load, so it can be used in case the A version is too difficult.
<i>HMH Into Science Texas Teacher License Digital Grade 6</i>	9780358860907	TEKS 6.6 Test, Item 9	Unit Test	View Link	This is a good question for the breakout. How will students have an opportunity to learn this when it isn't in the narrative?	accept	HMH believes there are opportunities to learn this. In the lesson, students learn that objects sink in fluids when they are more dense. They learn how to calculate density given mass and volume. They also compare quantitative measures of density to identify relative density and whether an object will sink or float. In STEP 4 of the Hands-On Lab: Will It Float? Part 2, it is noted that 1 mL = 1 cm ³ . Students can apply their knowledge in another context where they are given the mass and volume of an object and the density values of various fluids. That being said, it is worth adding a reminder to this item. HMH will change the item stem to read, "A solid object has a mass of 24 grams and a volume of 20 cubic centimeters. One cubic centimeter is equal to one milliliter."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 6</i>	9780358860907	TEKS 6.6.D Quiz, Item 1	TEKS Quiz	View Link	Please consider creating short scenario where selecting the material is part of a reasonable solution (model needs to float versus sink) etc	accept	HMH will edit this Quiz item to include sunflower oil and water as liquids, and students will need to choose a material based on density for a solution that identifies a solid that will float in both liquids.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.10.C, Exploration 1, Screen 5	STEP 10 (Also see Student Edition p. 274)	View Link	I don't understand why the rock cycle would be put at the end of the unit. I also don't understand how students would be able to answer complex questions from the quiz based on a crayon demonstration. I would move the rock cycle to the front.	reject	HMH does not intend to make changes. HMH has made the pedagogical decision to design lessons to focus on a single TEKS and follow the TEKS order specified by the TEA, with only very rare exceptions. This approach allows teachers to reorder lessons to suit their needs. Another hallmark of HMH's approach is "activity-first-when-ever-possible" in keeping with the latest thoughts on effective STEM teaching. The inquiry-based investigation that students perform with crayons to model the formation of rocks is intended to provide first-hand experience with an analogous phenomenon that is supported by additional reading and interactions about the rock cycle later in the lesson. For example, Exploration 2 describes how igneous rocks form and Exploration 3 describes how sedimentary and metamorphic rocks form. In Exploration 4, the sources of energy that power the rock cycle are discussed, and students have an opportunity to analyze different pathways in the rock cycle and build on the crayon model that they developed in Exploration 1.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.10.C, Exploration 1, Screen 6	STEP 15 (Also see Student Edition p. 275)	View Link	I don't understand why the rock cycle would be put at the end of the unit. I also don't understand how students would be able to answer complex questions from the quiz based on a crayon demonstration. I would move the rock cycle to the front.	reject	HMH does not intend to make changes. HMH has made the pedagogical decision to design lessons to focus on a single TEKS and follow the TEKS order specified by the TEA, with only very rare exceptions. This approach allows teachers to reorder lessons to suit their needs. Another hallmark of HMH's approach is "activity-first-when-ever-possible" in keeping with the latest thoughts on effective STEM teaching. The inquiry-based investigation that students perform with crayons to model the formation of rocks is intended to provide first-hand experience with an analogous phenomenon that is supported by additional reading and interactions about the rock cycle later in the lesson. For example, Exploration 2 describes how igneous rocks form and Exploration 3 describes how sedimentary and metamorphic rocks form. In Exploration 4, the sources of energy that power the rock cycle are discussed, and students have an opportunity to analyze different pathways in the rock cycle and build on the crayon model that they developed in Exploration 1.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.10.C, Exploration 1, Screen 6	STEP 16 (Also see Student Edition p. 275)	View Link	I don't understand why the rock cycle would be put at the end of the unit. I also don't understand how students would be able to answer complex questions from the quiz based on a crayon demonstration. I would move the rock cycle to the front.	reject	HMH does not intend to make changes. HMH has made the pedagogical decision to design lessons to focus on a single TEKS and follow the TEKS order specified by the TEA, with only very rare exceptions. This approach allows teachers to reorder lessons to suit their needs. Another hallmark of HMH's approach is "activity-first-when-ever-possible" in keeping with the latest thoughts on effective STEM teaching. The inquiry-based investigation that students perform with crayons to model the formation of rocks is intended to provide first-hand experience with an analogous phenomenon that is supported by additional reading and interactions about the rock cycle later in the lesson. For example, Exploration 2 describes how igneous rocks form and Exploration 3 describes how sedimentary and metamorphic rocks form. In Exploration 4, the sources of energy that power the rock cycle are discussed, and students have an opportunity to analyze different pathways in the rock cycle and build on the crayon model that they developed in Exploration 1.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.10.C, Exploration 2, Screen 3	ANALYZE AND EXPLAIN interaction plus related text about the formation of igneous rocks	View Link	It seems like this should be more explicit. The volcanic process and all the steps connecting it to a cycle...it's sort of there.	accept	HMH does not intend to make a change. This concept is revisited multiple times in this lesson (and in other lessons) implicitly and explicitly. The screen following this citation (Exploration 2 Screen 4) addresses the idea of igneous rocks possibly being reformed into magma where the cycle continues. The idea is revisited in Exploration 4 with respect to sedimentary rocks, and again in the Elaborate section with a rock of student's choosing.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.10.C, Exploration 4, Screen 2	IDENTIFY and DISCUSS interactions plus related text and image about sources of energy in the geosphere	View Link	This one is much better than the other two at explaining everything. It should have been the first one.	reject	While no action is required, HMH thanks the panelists for this feedback.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Elaborate, New Screen 9	NEW CONTENT for TEKS Lesson 6.11.A, Elaborate, New Screen 9 provided to Review.adoption@tea.texas.gov		I would consider the Texas Gulf when writing the textbook. There have been many conservation measurements for fishing and none of it has benefitted "normal" or poverty stricken people, only the fishing companies. Everyone else is hit with smaller fishing windows and different size variations.	accept	A note will be added to the Teacher's Guide page (either p. 460 or p. 461) that will support the new screen 9 to suggest conservation efforts in the Texas Gulf Coast region as an option for student research.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Elaborate, New Screen 9	NEW CONTENT for TEKS Lesson 6.11.A, Elaborate, New Screen 9 provided to Review. adoption@tea.texas.gov		Again, I'm concerned that this is in an ELABORATE. Not all students will be likely to be assigned an elaborate. That means not all students will get experience with this standard.	reject	HMH has chosen to follow a variation of the 5E model, which considers "Elaborate" to be an essential part of the learning journey. Teachers are provided with correlations so they can be aware of items in the Elaborate that may support specific TEKS breakouts. That way, they can plan their curriculum to best meet their students' needs. Finally, while the Adoption Process breaks out every TEKS into all its component parts, student learning concerning a TEKS Student Expectation is often more effective as a holistic experience, rather than at such a granular level.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Exploration 2, Screen 4	STEP 8 (Also see Student Edition p. 296)	View Link	If I were a new teacher, I would really want more explicit information exchange with students regarding what accuracy means and how to assess it. Also, what do they do if accuracy is an issue?	accept	We will add more support for Step 8 facilitation in the Teacher's Guide on either p. 444 or p. 445 as follows: "Accuracy is how close data or a measurement is to its true value. If multiple independent investigations or sources produce similar data, the values are more likely to be accurate. If the values vary widely, lead a class discussion about possible sources of error."
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Exploration 3, Screen 4	DESCRIBE interaction and related case study information	View Link	I would say more about poverty specifically, especially how it relates to tourism. Some kids will not connect them unless it's more explicit.	accept	HMH will add the following content to the end of the last (4th) paragraph of text on Screen 4: "Tourism brings money to an area when tourists purchase goods and services, such as food and lodging. Tourism can help reduce poverty by providing employment and business opportunities. This can be especially helpful in areas that have fewer ways for people to support themselves."
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Exploration 4, Screen 4	Language SmArts Guided Research plus MAKE INFORMED DECISIONS interaction	View Link	On the first page of Exploration 4, a graph appears to connect population increases to having less farmland (overpopulation). There could be other reasons...like technology allowing for larger crop production with less land. Very simplistic.	reject	HMH does not intend to make a change. At the bottom of the first screen of Exploration 4, which the panelists reference in this comment, the ANALYZE and PREDICT interactions below the graph allow for more thought and discussion about other factors that influence land use. In addition, the fourth screen of this exploration includes a Guided Research project on the connections between resource management and reducing malnutrition. The scaffolding questions for the project include having students carefully consider many related issues, just as the panelists request.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Exploration 4, Screen 4	Language SmArts Guided Research plus MAKE INFORMED DECISIONS interaction	View Link	On the first page of Exploration 4, a graph appears to connect population increases to having less farmland (overpopulation). There could be other reasons...like technology allowing for larger crop production with less land. Very simplistic.	accept	<p>HMH will make a change to the Teacher Guide, (either p. 451 or p. 453) under an “Elicit Student Thinking” heading to read “Have students consider other ways that having less farmland may be able to still support a population, for example through improved farming techniques, or different technology.”</p> <p>With that said, there are plenty of opportunities already within the student-facing materials to scaffold the sort of critical thinking the panelists request. For example, at the bottom of the first screen of Exploration 4, which the panelists reference in this comment, the ANALYZE and PREDICT interactions below the graph allow for more thought and discussion about other factors that influence land use. In addition, the fourth screen of this exploration includes a Guided Research project on the connections between resource management and reducing malnutrition. The scaffolding questions for the project include having students carefully consider many related issues, just as the panelists request.</p>
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Exploration 4, Screen 4	Language SmArts Guided Research plus MAKE INFORMED DECISIONS interaction	View Link	More sources would be better. The students could then assess the info they're given or learn other information that helps them get a bigger picture of the problem.	accept	<p>HMH will add a sentence to the end of the second paragraph in the COLLABORATE prompt: “Other government (.gov), education (.edu), and non-profit (.org) websites may also be credible resources for this topic.”</p> <p>Furthermore, the New Content HMH has provided to revise the “Make Informed Decisions” prompt, which has already been accepted by the panelists, asks students to list three or more credible sources they used in their research.</p>
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Exploration 5, Screen 2	NEW CONTENT for TEKS Lesson 6.11.A, Exploration 5, Screen 2 to replace "Explain" box at bottom of screen provided to Re-view.adoption@tea.texas.gov		This is a conflict of interested since the UN already has their own curriculum under the IB program. Students are not electing to be enrolled in the IB program, but are being required to consider their viewpoints. Local districts have to vote to bring in the IB program and this oversteps. Also, out of step with Texas Education Code 28.0022 since it doesn't show how policy has positive and negative impacts on societies.	accept	<p>HMH will remove the two sentences at the end of the second paragraph. In addition, the New Content “EXPLAIN” interaction referenced above was rejected by the panel and a new "EXPLAIN" interaction has already been written and approved by the panel that does not reference policy, but rather identifies issues in access to energy.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Exploration 5, Screen 2	NEW CONTENT for TEKS Lesson 6.11.A, Exploration 5, Screen 2 to replace "Explain" box at bottom of screen provided to Re-view.adoption@tea.texas.gov		The infographic does not even reference the word poverty anywhere even though the word poverty is in the TEKS. Yes, the heading says "affordable," but there's no connection in the infographic or in the text in Exploration 5 to explain how poverty would be alleviated with more efficient cooking systems, for example. There is no information about how areas that don't even have electricity would even be able to get renewable energy...which seems to be the focus of the #7 UN sustainable goal. There should be an infographic more directly related to the breakout of the TEK if it is being used for that purpose. I also question the use of the UN infographic that promotes a certain viewpoint in a regular (non-IB) classroom. A more apt, data-driven table or graph that directly links good resource management with anti-poverty efforts would be more appropriate for this TEKS.	reject	HMH does not intend to make a change. The Student Expectation is meant to be covered by the entire lesson taken as a whole, not by a single screen or individual graphic within Exploration 5. An explanation of the meaning of poverty, and its connection to a different forms of resource management, was already examined earlier in the lesson during Exploration 3. At this point in the lesson, Exploration 5, it is not unreasonable for students to be expected to apply what came before to the information here. Making such a connection is explicitly asked of the students in the interactive "Explain" question below the infographic, which asks students to explain the connection between poverty and unequal distribution of resources. In addition, later in this exploration, students will be doing further research on energy use and resource management to follow up even more on this topic.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Exploration 5, Screen 4	Guided Research activity	View Link	would be more balanced if it included other countries and their energy uses to put this into better perspective	accept	As described in the New Content HMH submitted to the panel, and which the panel approved, this research prompt will be revised so students are asked to pick a country to research, with the following countries given as examples: United States, Russia, China, Iceland, Saudi Arabia, or Brazil.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Exploration 5, Screen 4	Guided Research activity	View Link	This whole unit really misses what could be a real investigative bent. The TEKS are "global." Yet, the guided research from this exploration is very narrow in scope to the US and what the US is and isn't doing. Additionally, the sources offered in the guided research are all similar. Research should always be undertaken to provide a good foundation of information from a variety of sources. It would have been instructive for students to re-research India and China, for example. What about a long discussion on the rare earth mining? There were so many places to go with this instead of what was provided. Maybe have a bank of possible sources and possible research topics?	reject	New Content to address this point has already been submitted by HMH and accepted by the panel, so no further action is needed. The new content is a Guided Research activity in which students choose a country to research, with the following countries given as examples: United States, Russia, China, Iceland, Saudi Arabia, or Brazil. Students are prompted to use a variety of credible sources such as government or education websites and peer-reviewed journals.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.11.A, Exploration 5, Screens 4 and 5	NEW CONTENT for TEKS Lesson 6.11.A, Exploration #5, to replace content on Screens 4 and 5, provided to Re-view.adoption@tea.texas.gov		"because the united states consumes to much energy..." appears to be an unsupported claim in the narrative, which neglects to give alternative information in accordance with 28.0022 and thus, is out of compliance with Texas State Law.	reject	HMH will not be making this change, for it would result in altering content the panel has already approved, in violation of Texas Education Agency process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.13.A, Exploration 2, Screen 7	Analyze and Explain prompt	View Link	I think this would be more successful if there were several examples in a slideshow on that page that give more examples of structure and function. It would be easy, and students would get it when they were actually having to explain.	reject	HMH respectfully disagrees with this suggestion, given the ample support already provided that addresses this concern. In this particular lesson, students are first prompted to think about the structure and function of cells at the beginning of lesson on Engage Screen 10, prior to this Analyze and Explain prompt in Exploration 2. Students can further practice with a structure and function thinking routine in Elaborate Screens 4-6. Additionally, there is a Structure and Function "Science Themes Organizer" which can be used throughout the year to help reinforce this recurring theme in science.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.13.A, Exploration 2, Screen 7	ANALYZE and EXPLAIN interaction plus related text about cells as the basic unit of structure and function in living things	View Link	Structure and function were addressed perfectly.	reject	While there is no change to be made, HMH thanks the panelists for this comment.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.13.A, Exploration 3, Screen 5	Analyze prompt		There's nothing here about structure and function. This would be appropriate AFTER a real lesson.	accept	To clarify the connection to structure and function, HMH will revise the ANALYZE prompt to say, "Review the text and images about the structure and function of a microscope. What function does a microscope's structure help it to perform?" This revision better connects to the EXPLAIN prompt that follows.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.13.B, Elaborate, Screen 6	NEW CONTENT for TEKS Lesson 6.13.B, Elaborate, Screen 6 to replace existing Step 4 provided to Review.adoption@tea.texas.gov		My concern is that an ELABORATE may not get entire class participation. Elaborate is often used for extension activities that only some students get to do.	reject	HMH has chosen to follow a variation of the 5E model, which considers "Elaborate" to be an essential part of the learning journey. Teachers are provided with correlations so they can be aware of items in the Elaborate that may support specific TEKS breakouts. That way, they can plan their curriculum to best meet their students' needs. Finally, while the Adoption Process breaks out every TEKS into all its component parts, student learning concerning a TEKS Student Expectation is often more effective as a holistic experience, rather than at such a granular level.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.13.B, Exploration 2, Screen 6	STEP 7 & 8 interaction at the bottom of the screen (Also see Student Edition p. 415)	View Link	I would really have an explicit reminder of cell theory since it is the focus of the explore 2.	accept	HMH will add a reminder of cell theory before Step 8 on this screen.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.13.B, Exploration 3, Screen 4	ANALYZE interaction at the bottom of the screen.	View Link	I would be very explicit to include the word function in that first sentence. Second language kids or poor readers might not connect that intuitively without that.	accept	HMH will change the first sentence to read "A Venus flytrap has specialized structures that help the plant with functions such as detecting, trapping, and digesting insects."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.6.A, Exploration 3, Screen 4	articles in Solid animation; Particles in a Liquid animation; Particles in a Gas animation	View Link	using term molecule would be helpful here-great animations	reject	HMH respectfully disagrees with the suggestion to use the term molecule in this situation. The use of the word particle is intentional throughout the lesson, because these particles may represent either atoms, ions, or polyatomic molecules. The paragraph introducing the animations refers to atoms and molecules to help make the connection to “particles.” What is shown in the animations is intended to be generic enough to be instructive whether a material is composed of molecules, atoms, or ions. An example would be solid NaCl, which is made of atoms in a crystalline structure, and the differences between it in the solid state and the liquid state are still well-illustrated by the animations.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.8.B, Exploration 2, Screen 9	ANALYZE interaction	View Link	I would still feel more comfortable if there were explicit connections made to justify the "variety of systems."	reject	HMH does not believe a change is needed, because analysis of energy conservation is something students do multiple times in this lesson. For example, on Exploration 2 Screen 9, the system is a Newton’s cradle. On Exploration 2, Screen 11 students analyze and explain energy conservation in a battery-powered flashlight system. In Exploration 3, students consider energy conservation in body systems and ecosystems. There are also additional systems that students may analyze in the Elaborate section.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	TEKS Lesson 6.9.B, Exploration 4, Screen 2	Step 5 (Also see Student Edition p. 226)	View Link	There's nothing about how to argue well with others like there was on the last breakout. It seems like it should be front and center if that TEKS is included in the Exploration.	accept	<p>HMH will add the following tip about respectful argumentation, immediately before Step 5.</p> <p>“TIP: Make an Argument</p> <p>A scientific argument consists of making a claim and using evidence and reasoning to support the claim. Scientific arguments may be presented in many ways, and argumentation is a process scientists use to analyze data and explain phenomena.</p> <ul style="list-style-type: none"> To defend a claim, cite the evidence that supports your claim and the reasoning you used. If another person is making an argument, you may ask for clarification by repeating what they say in your own words, or by asking them to explain how the evidence supports their claim.”

Science, Grade 6

HMH Into Science Texas Hybrid Classroom Package Grade 6: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	ELPS Mini-lesson to go with TEKS 6.6.A Comparing States of Matter	Comparing States of Matter	View Link	It seems like narrative should have included the teacher teaching portion and the activity should have been the student one. It is the opposite throughout.	reject	HMH thanks the panelists for this comment. The nature of the TEKS and ELPS being active-learning oriented makes the old distinction of “narrative” vs. “activity” not as clear-cut as it was when textbooks were books meant to be read, with questions to be answered at the end of each lesson, which was the origin of these adoption rules. In the case of the ELPS minilessons in particular, the student and teacher-facing pages complement each other to cover the Narrative and Activity aspects of the breakouts.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	ELPS Mini-lesson to go with TEKS 6.6.A Comparing States of Matter	Comparing States of Matter	View Link	Did you switch the narrative and the activity? It seems like the explicit teacher directions and the words to go over should be in the narrative?	reject	HMH thanks the panelists for this comment. The nature of the TEKS and ELPS being active-learning oriented makes the old distinction of “narrative” vs. “activity” not as clear-cut as it was when textbooks were books meant to be read, with questions to be answered at the end of each lesson, which was the origin of these adoption rules. In the case of the ELPS minilessons in particular, the student and teacher-facing pages complement each other to cover the Narrative and Activity aspects of the breakouts.

Publisher: Kiddom

Science, Grade 6

OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 6th grade Science powered by Kiddom</i>	9781960634528	[115]	Unit 6.4 Plate Tectonics & Rock Cycling > Lesson 4 > Lesson 4: Day 1: - What is happening to Earth's surface and the material below it during an earthquake? > 5: ARGUE FOR WHAT HAPPENED TO BEDROCK UNDER THE SURFACE AT RIDGECREST	View Link	In my opinion, I would choose another word to replace "argue"	accept	We will replace the word "argue" with the word "justify"

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 6th grade Science powered by Kiddom</i>	9781960634528	[147]	Unit 6.3 Weather, Climate, & Water Cycling > Lesson 7 > Lesson 7: Day 1: - Where did all that water in the air come from, and how did it get into the air? > Safety Precautions	View Link	ORIGINAL: se appropriate safety practices during classroom investigations as outlined in texas education agency-approved safety standards RE-VISED: se appropriate safety practices during classroom investigations as outlined in Texas education agency-approved safety standards	accept	We will capitalize the word "Texas."
<i>OpenSciEd 6th grade Science powered by Kiddom</i>	9781960634528	[15]	Unit 6.3 Weather, Climate, & Water Cycling > Lesson 2: What are the conditions like on days when it hails? > 6.3.02 Analyze the frequency map data > In your notebook question 1	View Link	I love the fact that you took the time to fill out the description locator. It makes it easy to verify.	accept	We will continue to fill out the description locator.to make it easy to verify.

Science, Grade 6

OpenSciEd 6th grade Science powered by Kiddom - Online and Print: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
OpenSciEd 6th grade Science powered by Kiddom	9781960634528	[15]	Unit 5 Lesson 3 Section 3 · ANALYZE THE NOAA TSUNAMI MODEL Students are directed to listen to the teachers introduction in this segment of the lesson on the NOAA Tsunami Model. They are also watching a video the first time through and then making initial observations on their handout afterward. The teacher is sensemaking as a class, and it can be helpful to have volunteers come up and point out what they are explaining or referring to in the computational model. The Attending to Equity notes that the video should be played a few times and to pause it periodically for students understanding.	View Link	We can't hear the video	reject	This is not a video. It is not designed to make sound. It is a visualization where students make observations about the movement they are seeing.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 6th grade Science powered by Kiddom</i>	9781960634528	[15]	Unit 5 Lesson 3 Section 3 · ANALYZE THE NOAA TSUNAMI MODEL Students are directed to listen to the teachers introduction in this segment of the lesson on the NOAA Tsunami Model. They are also watching a video the first time through and then making initial observations on their handout afterward. The teacher is sensemaking as a class, and it can be helpful to have volunteers come up and point out what they are explaining or referring to in the computational model. The Attending to Equity notes that the video should be played a few times and to pause it periodically for students understanding.	View Link	ORIGINAL: demonstrate listening comprehension of increasingly complex spoken english by responding to questions and requests commensurate with content and grade-level needs REVISED: Demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	accept	We will capitalize the word "English"

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 6th grade Science powered by Kiddom</i>	9781960634528	[183]	Unit 4 Lesson 7 Section 4 & middot; GATHER INFORMATION FROM A READING Students are directed to discuss the term "destructive," "solidify" and "constructive" and work to come up with a definition for it by relating to prior knowlede with these words. The Attending to Equity notes guide teachers to engage students' prior knowledge by connecting the words soild, construct, and destroy to "destructive", "soildify" and "constructive."	View Link	Capitalize "English"	accept	We will capitalize the word "English"

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 6th grade Science powered by Kiddom</i>	9781960634528	[57]	Unit 2 Lesson 14 Section 7 & middot; REVISE THE CUP SYSTEM MODEL Students are directed to use their science notebook, the DQB for explaining how and why water warmed up in the cup system. Students work in groups to share their models and information. The Attending to Equity notes that students can be arranged in partners or heterogeneous small groups from the beginning of the modeling activity. Struggling students can work with more advanced students to coach each other in the modeling activity.	View Link	Images not loading.	accept	This is a user computer bandwidth issue. Please close browser tabs and consider hardwiring to the internet instead of using a wireless connection.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 6th grade Science powered by Kiddom</i>	9781960634528	[80]	Unit 3 Lesson 20 Section 4 · OBTAIN INFORMATION ABOUT OCEAN CURRENTS Students are directed to read an article on the differences of east and west coast ocean currents. On a whiteboard there are suggested prompts to read and to use close reading strategies to help them gather additional information about the ocean. The Attending to Equity notes that students can practice summarizing the main idea from a single paragraph and jotting this idea down in the margins of their reading. Partner emergent multilingual learners (EMLLs) with a reading buddy and cue the reading buddies to pause after each paragraph, discuss each paragraphs' main points, and write notes in the margins of their readings	View Link	Some images not loading	accept	This is a user computer bandwidth issue. Please close browser tabs and consider hardwiring to the internet instead of using a wireless connection.

Publisher: McGraw Hill

Science, Grade 6

McGraw Hill Texas Science, Grade 6 : TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Science, Grade 6, Student Edition</i>	9780077006747	132 and 133	Digital: 77 of 175 Print: 132 and 133 Question 2	View Link	Question 2 Digital does NOT match question 2 Print. Question 2 Print DOES NOT meet the standard.	reject	Thank you for your feedback. Our digital materials are the most up to date version of the Texas Science program. The Print and Digital materials will match in the Implementation version.
<i>McGraw Hill Texas Science, Grade 6, Teacher Edition</i>	9781265569174	1–4	Explore Simulation: Investigate Cells - entire lab, particularly under "Analyze and Conclude" question 3 (page 3)	View Link	Suggestion to add an analysis question tying the students' observations and conclusions back to the Cell Theory.	reject	Thank you for your feedback. We will consider adding an analysis question to this simulation in the future.
<i>McGraw Hill Texas Science, Grade 6, Student Edition</i>	9780077006747	334–335	Digital: 160 of 175 Print: 334 and 335 Under "Making Connections" the Propose Solutions question	View Link	What's in the digital is NOT consistent with the print version.	reject	Thank you for your feedback. Our digital materials are the most up to date version of the Texas Science program. The Print and Digital materials will match in the Implementation version.
<i>McGraw Hill Texas Science, Grade 6, Student Edition</i>	9780077006747	40 and 41	Digital: 38 of 175 Print: 40 and 41 Question 3	View Link	The digital Question 3 and Print Question 3 do NOT match.	reject	Thank you for your feedback. Our digital materials are the most up to date version of the Texas Science program. The Print and Digital materials will match in the Implementation version.
<i>McGraw Hill Texas Science, Grade 6, Student Edition</i>	9780077006747	40 and 41	Digital: 38 of 175 Print: 40 and 41 Question 2	View Link	Question 2 Digital does NOT match Question 2 Print.	reject	Thank you for your feedback. Our digital materials are the most up to date version of the Texas Science program. The Print and Digital materials will match in the Implementation version.
<i>McGraw Hill Texas Science, Grade 6, Student Edition</i>	9780077006747	SEP15	Digital: 5 of 175 Print: SEP 15 Under "Analyze and Interpret Results" paragraphs 1-2	View Link	Suggested to fully develop more information on constructing graphs.	reject	Thank you for your feedback. We will consider a supporting math handbook in the future to include this information.
<i>McGraw Hill Texas Science, Grade 6, Student Edition</i>	9780077006747	SEP20	Digital: 6 of 175 Print: SEP20 Under "Apply It" the Distinguish question	View Link	Please include Hypothesis in this chart.	reject	Thank you for your feedback. This chart already includes the information about a hypothesis in the digital version of our program. Our digital materials are the most up to date version of the Texas Science program. The Print and Digital materials will match in the Implementation version.

Publisher: Savvas Learning

Science, Grade 6

Texas Experience Science Grade 6 (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 6 Student Activity Companion</i>	9781418398620	17	Entire page	View Link	Please add static friction. I usually use that as the 3rd one instead of fluid friction.	accept	We will add a short description of the term static friction to the Read About It.
<i>Grade 6 Student Activity Companion</i>	9781418398620	198	Question 4	View Link	please consider adding the map for students to utilize	accept	We will add a map to our digital platform that teachers can access and provide to students.
<i>Grade 6 Student Activity Companion</i>	9781418398620	21	Question 1	View Link	I would like to see a lab with magnetism activities available to students.	reject	Texas Experience Science Grade 6 does provide a lab with magnetism activities. For an example, see https://us-school.pk12ls.com/school/4a0b20fb-9e0f-4153-a54e-a11346e77522/TX_2025_G6_SE/TX_2025_G6_SE/html/html5forpc.html?page=20
<i>Grade 6 Student Activity Companion</i>	9781418398620	269	Upper half of page	View Link	When talking about how it forms bands or can be arranged randomly, I suggest adding the terms foliated and non-foliated.	accept	We will add the terms foliated and non-foliated at point of use in the Read About It so that the terms are there for teachers who would like to introduce them.
<i>Grade 6 Student Activity Companion</i>	9781418398620	64	Step 4	View Link	please consider providing a table for the students.	reject	We generally do not provide tables for students in the Open Inquiry labs as TEKS 1F asks that students "construct appropriate tables." In addition, if we provide the table then students are also provided with a strong direction for a lab that they are supposed to plan. However, we do provide sample tables in the Teacher Support documents and teachers could provide those table structures to students who need scaffolding for this skill.
<i>Grade 6 Digital Components</i>	9781428553880	Slide 9	Slide and Teacher Support in notes section, slide 15	View Link	Mines have to extract raw materials to produce the batteries. This is out of compliance with 28.0022.	reject	We have reviewed Section 28.002, but are unable to determine how the slide is out of compliance.
<i>Grade 6 Digital Components</i>	9781428553880	Worksheet link	left page, Step 4; right page, Step 6	View Link	would be good to offer details regarding all parts of Africa so students don't think the entire continent is one way	accept	We do see how the activity as written may set up students to assume that every country in Africa is the same in regards to energy use. We will adjust the Teacher Support document and the Student STEAM Activity so that students will likely choose two countries in Africa that differ in their overall energy use.
<i>Grade 6 Digital Components</i>	9781428553880	Worksheet link	left page, Hook and Inspire: Career Connections question	View Link	Students should be presented the opportunity to review many careers. While i appreciate using the 2, consider providing the entire source for Hook & Inspire for student activities.	reject	We appreciate the feedback. We do provide two career examples per topic in each grade, which is 54 different careers throughout their Middle School experience. If students go to the Occupational Outlook Handbook there is a tab for Similar Occupations which they can use to research other related careers.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 6 Digital Components</i>	9781428553880	Worksheet link	right page, Hook and Inspire: Career Connections question	View Link	I don't particularly like this. I would like to see multiple resource options or examples provided to students. Using Hook & Inspire is 1 and Labor Stats linked within that page isn't necessarily at grade level.	reject	We appreciate the feedback. We do provide two career examples per topic in each grade. If students go to the Occupational Outlook Handbook there is a tab for Similar Occupations which students can use to research other related careers.

Publisher: Summit K12 Holdings

Science, Grade 6

Dynamic Science 6th Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 6th Grade Student/Teacher Resources</i>	9781616180317	1	6.9B Video -- Ocean Tides (~ 7:02- 7:31)	View Link	Standard needs to be modified. It says Describe how predict how and it should read either describe with a n "or" / "and" between the two.	reject	Thank you for your feedback. Unfortunately, Summit K12 cannot change errors in the TEA citation portal and can only make changes to our content.
<i>Dynamic Science 6th Grade Student/Teacher Resources</i>	9781616180317	1	6.9B Video -- Ocean Tides (~3:52- 4:42)	View Link	ORIGINAL: Describe how describe how the positions of the earth, sun, and moon cause spring cycles of ocean tides due to gravitational forces REVISED: Describe how the positions of the earth, sun, and moon cause spring cycles of ocean tides due to gravitational forces	reject	Thank you for your feedback. Unfortunately, Summit K12 cannot change errors in the TEA citation portal and can only make changes to our content.
<i>Dynamic Science 6th Grade Student/Teacher Resources</i>	9781616180317	Lesson Guide	6.6C Lesson Guide -- Under Apply/Extend -- Research Prompt: Finding the Elements	View Link	Page 2 needs to be corrected - "tmetals" needs to be corrected to "metals"	accept	Thank you for your feedback. We will make that correction.
<i>Dynamic Science 6th Grade Student/Teacher Resources</i>	9781616180317	Lesson Guide	6.8C Lesson Guide -- Under Key Concepts -- Gear Activity "Wave Stations"	View Link	Meets standard just need to add the SE to the activity.	reject	Thank you for your feedback. The activity includes both the TEKS and a learning objective.

Publisher: Accelerate Learning Inc.

Science, Grade 7

STEMscopes Science TX - Grade 7: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	2	Click on the following: Reproduction, Elaborate (top right), Engineering Connection (drop-down under Elaborate), Files (open book icon on top right side), Click on: student Handout. Instructions for creating model solutions is on this page, under "Plan"	View Link	We believe that this material is probably modeling something descriptive, not really solving a problem.	reject	no change needed
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	2	Click on the following: Reproduction, Elaborate (top right), Engineering Connection (drop-down under Elaborate), Files (open book icon on top right side), Click on: student Handout. Instructions for creating model solutions is on this page, under "Plan"	View Link	We believe that this material is probably modeling something descriptive, not really solving a problem	reject	Subjective opinion, materials appropriately cover the standard.
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	28	Page 28 bullets	View Link	We changed to audience to teacher/student so it would accept the approval.	reject	no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Data Table	Click on the following: Elements and Compounds, Explore (top left), Explore 2 Marshmallow Molecules (drop-down under Explore), Files (open book icon on top right side), Click on: student Handout, students will complete a Data Table	View Link	To really anchor the target, a question should be added asking students to compare and contrast two of the translations they did.	reject	Not necessary.
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	page 5	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students design a model and write about how the model helps to represent the problem	View Link	While we do see the last question as an "advantage" of the model, it's not explicitly explaining that the machine the student built is able to help them answer the question.	reject	Subjective opinion, materials appropriately cover the standard.
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Persuasive Speech	Click on the following: Aqueous Solutions, Elaborate (top right), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Click on: student Handout, students will complete an activity	View Link	A problem that requires a solution is not explicitly apparent. "Concentration of a solution" vs. a "solution" to a problem needs clarification.	reject	Subjective opinion, materials appropriately cover the standard.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	reflection question 2	Click on the following: Taxonomy, Explore (top left), Explore: Know Your Kingdoms (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, in reflection question 2 students describe how an ecosystem would be affected if there was a decrease in the protist population	View Link	ALL of the reflection questions meet this standard with a student activity.	reject	no change needed
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Reflections and Conclusions Question 1	Click on the following: Elements and Compounds, Explore (top left), Explore 2 Marshmallow Molecules (drop-down under Explore), Files (open book icon on top right side), Click on: student Handout, students will answer Reflections and Conclusions Question 1	View Link	Excellent activity, but missing "compare and contrast compounds using chemical formulas." Have students compare/contrast two of the compounds and it will be fully aligned.	accept	Added to have students compare/contrast for alignment.
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Reflections and Conclusions Question 1	Click on the following: Elements and Compounds, Explore (top left), Explore 2 Marshmallow Molecules (drop-down under Explore), Files (open book icon on top right side), Click on: student Handout, students will answer Reflections and Conclusions Question 1	View Link	Have students compare/contrast two compounds in terms of chemical formulas.	accept	Added compare/contrast two of the compounds to be fully aligned.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Step 4	Click on the following: Human Body Systems, Elaborate (top right), Engineering Connection (drop-down under Elaborate), Files (open book icon on top right side), Click on: student Handout, students will complete step 4	View Link	Asking for limitations is not explicit. The opportunity is presented [if] students answer no to some of the questions. If the students answer yes to all questions, no limitations will be addressed.	reject	addressed in a different activity

Science, Grade 7

STEMscopes Science TX - Grade 7: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Celestial Objects, Explore (Top Left), Explore: Celestial Objects Roundup (under Explore), Scroll down to Differentiation, English Language Support Strategies, Strategy: Think Alouds (various levels are on each tab)</p>	View Link	<p>Think Alouds could be used for this breakout, as long as the teacher is told to add "clarification" to their instruction.</p>	reject	Not needed to meet the standard

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Temperature and Kinetic Energy, Elaborate (top right), Science Connection (drop-down under Elaborate), Scroll down to Differentiation, English Language Support Strategies, Strategy: Reader/Writer/Speaker Response Trials (various levels are on each tab)</p>	View Link	<p>To meet this breakout, add specific instructions to these triads to include question/request - response components.</p>	reject	no change needed
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Temperature and Kinetic Energy, Elaborate (top right), Science Connection (drop-down under Elaborate), Scroll down to Differentiation, English Language Support Strategies, Strategy: Reader/Writer/Speaker Response Trials (various levels are on each tab)</p>	View Link	<p>Give specific instructions for the Writing portion of the Triad strategy.</p>	reject	Instructions are provided in the resources section. No change needed
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Aqueous Solutions, Engage (Top left), Scope Phenomenon (under Engage), Scroll down to Differentiation, English Language Support Strategies, Strategy: Structured Conversations (various levels are on each tab)</p>	View Link	<p>Now THIS is a great ELPS guide for teachers at any level using your content.</p>	reject	no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Temperature and Kinetic Energy, Explain (top left), Stem-scopedia (drop-down under Explain), Scroll down to Differentiation, English Language Support Strategies, Strategy: Keep, Delete, Substitute (various levels are on each tab)</p>	View Link	<p>For clarity, add a question/answer component to this strategy.</p>	reject	No change needed
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Temperature and Kinetic Energy, Explain (top left), Stem-scopedia (drop-down under Explain), Scroll down to Differentiation, English Language Support Strategies, Strategy: Keep, Delete, Substitute (various levels are on each tab)</p>	View Link	<p>Include note-taking as part of the KDS strategy to clearly meet this breakout.</p>	reject	Citation was accepted, no change needed
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Thermal Energy, Explore (top left), Virtual Explore: The Heat Is On (drop-down under Explore), Scroll down to Differentiation, English Language Support Strategies, Strategy: Creating Analogies (various levels are on each tab)</p>	View Link	<p>This a reading passage, not a writing passage.</p>	reject	no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Taxonomy, Explore (top left), Virtual Explore: Name It! (dropdown under Explore), Scroll down to Differentiation, English Language Support Strategies, Strategy: Chat Room (various levels are on each tab)</p>	View Link	<p>You do provide information for using Chat Room, but it is not intuitive from this citation.</p>	accept	additional support document will be included

Publisher: Carolina Biological Supply Company

Science, Grade 7

Science Bits, Grade 7 program: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 7</i>	9781435029972	See DescriptionOfLocation	Unit: Thermal Energy, Heat, and Temperature, Lesson 2, Slides 9-13 and 17: watch videos; read Slide 14	View Link	Word corpuscular is not needed for 7th grade	accept	We will revise and improve the texts eliminating the term "corpuscular-kinetic model of matter" and changing it to "kinetic molecular theory". This will occur throughout the Science Bits program.
<i>Science Bits, Grade 7</i>	9781435029972	See DescriptionOfLocation	Homepage: Resources for students: Open PDF The Adventure of Science, Career Pathways in Science, Pages 10 - 19	View Link	You could also reference this in the narratives for the diverse scientists SEPs	accept	Yes, this citation can also be used for the breakouts for the student expectations: 4.A.iii, 4.A.vi, 4.A.ix, and 4.A.xii.
<i>Science Bits, Grade 7</i>	9781435029972	See DescriptionOfLocation	Unit: Ecosystems II, Lesson 4, Slide 5, Activity 4, Slide 2	View Link	Links are not working in these citations	accept	We apologize that the link was not working properly. Here is the updated link: https://science-bits.com/seculogged/htmlapp/index.php?code=l1h7156_en&modo=3&A pag=l5e5903_ac10_ap2.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 7</i>	9781435029972	See DescriptionOfLocation	Unit: Earth's Internal Processes, Lesson 2, 1-6	View Link	how are students expected to know these are limitations?	accept	We will create a Discussing Contents section in the Teacher Guide. See the link for a draft of the Discussing Contents section: https://drive.google.com/file/d/1tFd2Sck8_pbtXdxsfIXq8dkdPW7X24_/view?usp=sharing .
<i>Science Bits, Grade 7</i>	9781435029972	See DescriptionOfLocation	Unit: Thermal Energy, Heat, and Temperature, Lesson 9, Slide 3: Click on Dossier, see page 8 of Dossier	View Link	give them a sheet of all safety equipment and have them identify what they should be using and why	accept	From Unit: Thermal Energy, Heat, and Temperature, Lesson 9, Slide 3: Click on Dossier, see page 8 of Dossier We will add a statement to page 7 of the dossier asking the student to go to Resources for Students and review all the safety documentation. The new directions on page 7 will say (this will be the second sentence)," Start by reviewing the Laboratory Safety Agreement, the Lab Safety: Dos and Don'ts; and the lab safety videos." The current dossier is at the link: https://learning-bits.com/seculogged/15e/15e5/15e5306/pdf/15e5306_dosier_en.pdf Safety measures are already include in the Rubric on Page 3 (Production Line 3) We will also add to the Teacher Guide that they should do a refresh on the specific teacher resources that they can share with students, such as the Infographic: Lab Safety Rules and the Lab Safety Worksheet. The teachers can also review the Lab Safety: Teacher Responsibilities for themselves.
<i>Science Bits, Grade 7</i>	9781435029972	See DescriptionOfLocation	Unit: Elements and Compounds, Lesson 3, Slide 3: also click on buttons to watch video; Slide 5: 1st paragraph	View Link	Title for video is in Spanish	accept	Title of video for Elements when clicking on Elements button will be changed to "Elements" and the video for Compounds when clicking on Compounds button will be changed to "Compounds".
<i>Science Bits, Grade 7</i>	9781435029972	See DescriptionOfLocation	Unit: Thermal Energy, Heat, and Temperature, Lesson 9, Slide 3: Click on Dossier, see page 8 of Dossier	View Link	accepted based on additional information provided by the publisher in regards to student resources on the main page, but this should be embedded into the the program students are using, not the homepage- which isnt easy to navigate to	reject	This cannot be added into the main program. All supporting documentation is included in the Homepage resources which is simple to find by clicking on the Science Bits logo and entering into the Resources for students or Resources for Teachers sections. The following documentation is included and should be referred to by the teachers at the beginning of the year, every beginning of semester and where lab work is being done. We will include more references by adding where lab work is suggested a Take it to the Lab section in the Teacher Guide. These are the specific contents included in the home: For Students, there are the following: 1) Student Laboratory Safety Agreement, 2) Lab Safety: Dos and Don'ts, and 3) Videos- Lab Safety Part 1 - General Rules; Video: Lab Safety Part 2 - Personal Safety; and Video: Lab Safety Part 3 - Laboratory Safety. For Teachers, there are the following: 1)Infographic: Lab Safety Rules, 2) Lab Safety Worksheet, and 3) Lab Safety: Teacher Responsibilities.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 7</i>	9781435029972	See DescriptionOfLocation	Unit: Human Nutrition, Lesson 6, Slide 2: Click on pencil icon on right to open Related Activities for the 5 Activities	View Link	Activity 4 does not require students to analyze	accept	We accept this feedback because activity 4 is a buildup activity for students who may need a review about air being matter.
<i>Science Bits, Grade 7</i>	9781435029972	See DescriptionOfLocation	Unit: Elements and Compounds, Lesson 6, Slide 13: Sulfur and silver examples	View Link	Words with the structures would be helpful for the students to understand the reason they sorted the images that way	accept	The previous slides (slides 9-12) show pictures and the chemical symbols or formulas of the elements and compounds shown on slide 13. If students answer the questions on the slides 9-12, it will help them with the pictures. We can add the chemical symbols and chemical formulas next to the name of the substance to help the students remember them from the previous 4 slides.
<i>Science Bits, Grade 7</i>	9781435029972	See DescriptionOfLocation	Unit: Human Nutrition, Lesson 11: Entire Lesson	View Link	The standard specifically says "urinary system" so there needs to be checks in place to ensure student groups actually model that system in particular.	accept	On slide 1, we will add a sentence to the end of the third paragraph that states, "Your explanation of nutrition should incorporate how the digestive, respiratory, circulatory, and urinary systems interact together." On slide 2, the new description for #6 Report will say, "Explain the part of the nutrition process you worked on and how it related to the other body systems to students from other courses in your school." On slide 3, you will find the dossier. On slide 1 of the dossier, we will repeat the new description for the #6 Report piece. In addition, you will also find a rubric on slide 3. On page 5 of the rubric (the Student Rubric), the script section will have an additional concept to evaluate; this question will be: "Did you explain how your system interacts with the other 3 systems?"
<i>Science Bits, Grade 7</i>	9781435029972	See DescriptionOfLocation	Unit: Elements and Compounds, Lesson 5, Slides 1-2	View Link	This is way beyond the scope that 7th students need. Possible confusion when they get to 8th grade on this topic	accept	We will revise the content for the final edition and simplify to compare and contrast compounds in terms of molecules.

Publisher: Discovery Education Inc

Science, Grade 7

Science Techbook for Texas by Discovery Education - Grade 7: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 7 (Digital)</i>	9781616296537	https://app.discoveryeducation.com/learn/player/7ebb2bfe-5f3f-49af-8253-bff98334c71c	Unit: Life System and Processes > Concept: Body Systems > 5E: Elaborate > Project: Sleepy Students > Section(s): What happens to your body when you don't get enough sleep? > Passage + Media	View Link	Loved this topic; very relevant to students (and teachers;)	accept	Thank you for your positive feedback and review of our custom program for Texas.
<i>Science Techbook for Texas by Discovery Education - Grade 7 (Digital)</i>	9781616296537	https://app.discoveryeducation.com/learn/player/a9d6f35d-1cc7-4346-937b-e4ad7b64e972	Unit: Dynamic Earth and Space > Concept: Plate Tectonics > 5E: Explore > Lesson 2: Investigating Plate Tectonics > Section(s): Analyze > Media	View Link	Would benefit from a more direct description, using the term found in the SE "ocean basin formation". Teachers may not be familiar with the phenomenon.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Publisher: Green Ninja

Science, Grade 7

Green Ninja Middle School Science - Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Online Lesson Plans</i>	9781948845670	N/A	Refer to: Grade 7, Unit 2, Lesson 7, Section 1 (Wrap-up Energy Transfer Graphing and Analysis) of the Lesson Plan	View Link	SE uses the term equilibrium. Would be good to add that term to this activity. Question 5, Analysis.	accept	We added thermal equilibrium as a new vocabulary word and added the following to Section 2 of this lesson: What happens when two objects are the same temperature, so neither one is hotter or colder? We call this thermal equilibrium.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Online Lesson Plans	9781948845670	N/A	Refer to: b-humans-and-ocean-systems-presentation.pptx; located in Grade 7, Unit 1, Lesson 21, Section 2 (Revisiting the Red Snapper Phenomenon) of the Lesson Plan	View Link	Your red snapper unit is a great unit but if you would just mention the cost-effectiveness of the red snapper/Gulf Dead Zone, this would be acceptable. We are accepting it if you will add the cost-effectiveness piece.	accept	Thanks - we have made this addition of a cost-benefit analysis and the new slides can be accessed here: https://docs.google.com/presentation/d/1p1fzzoaFOGRn6KfFxn8F1Z6WmibQfqy/edit#slide=id.p2
Online Lesson Plans	9781948845670	N/A	Refer to: b-humans-and-ocean-systems-presentation.pptx; located in Grade 7, Unit 1, Lesson 21, Section 2 (Revisiting the Red Snapper Phenomenon) of the Lesson Plan	View Link	Same as the last feedback comment, you just need to add the cost-effectiveness to this piece. We are accepting based on you making these changes.	accept	Thanks - we have made this addition of a cost-benefit analysis and the new slides can be accessed here: https://docs.google.com/presentation/d/1p1fzzoaFOGRn6KfFxn8F1Z6WmibQfqy/edit#slide=id.p2

Publisher: Houghton Mifflin Harcourt

Science, Grade 7

HMH Into Science Texas Hybrid Classroom Package Grade 7: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
HMH Into Science Texas Teacher License Digital Grade 7	9780358860914	G7 skills bank, Item 13	Skills bank	View Link	For this to accurately demonstrate modeling, the answer choices should have models or diagrams to go along with them.	accept	HMH will revise the text from, "She draws particulate models of cold, warm, and hot water to research the problem." to "She draws the following particulate models of cold, warm, and hot water to research the problem." HMH will also supply new diagrams to accompany each answer choice.
HMH Into Science Texas Teacher License Digital Grade 7	9780358860914	G7 skills bank, Item 23	Skills bank	View Link	There is not an obvious text/information strand we can find that relates Newton to his work in relation to gravity. Might need to provide some more clarification.	accept	Teachers are able to pull Skills Bank items into lesson quizzes and unit tests at their own discretion as they customize assessments, in a way that is most suitable for their students and allows for appropriate context. If teachers feel that their students don't have the necessary background knowledge for a given question, that question can be modified or not pulled into a given quiz or test.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Teacher License Digital Grade 7</i>	9780358860914	G7 skills bank, Item 27	Skills bank	View Link	2nd sentence has a typo. "does not get"	accept	HMH has confirmed that this was a typo. The revised sentence will read, "Another scientist repeats the study and does not get similar results."
<i>HMH Into Science Texas Teacher License Digital Grade 7</i>	9780358860914	G7 skills bank, Item 37	Skills bank	View Link	Grids are a distraction to the answers to the question. The grids do not seem to be needed to answer which arrows are longer.	reject	HMH respectfully believes no action is required. For accessibility purposes, the grids were added to allow students to count the number of squares each arrow passes, as another method beyond visual inspection to arrive at the correct answer.
<i>HMH Into Science Texas Teacher License Digital Grade 7</i>	9780358860914	TEKS 7.10 Test, Item 7	Unit Test	View Link	In the answer choices they should be broad selections such as: A. Ocean Ridge B. Fault/Earthquake C. Mountain Building	reject	HMH is concerned that the suggested revision would inadvertently introduce an error because earthquakes occur at all of the boundaries. The only way to make the answer choices broad would be to make B something like 'slip fault', but that would give away the answer. By using specific places, we can avoid introducing error and giving answers away. Therefore, HMH intends to keep the answer choices as they are.
<i>HMH Into Science Texas Teacher License Digital Grade 7</i>	9780358860914	TEKS 7.10.B Quiz, Item 1	TEKS Quiz	View Link	This is not a hot spot question, it is a continuation of the mid-Atlantic ridge	reject	HMH agrees that it is not a hot spot question. The TEKS is about how plate tectonics cause volcanic eruptions in general, also including the cases of hot spot. This case is not about hot spots, but it is still a valid item about plate tectonics causing volcanic eruptions.
<i>HMH Into Science Texas Teacher License Digital Grade 7</i>	9780358860914	TEKS 7.7.C Quiz, Item 5	TEKS Quiz	View Link	Segments on the graph need labels of some kind(A-D) (1-4)...	accept	The graph will be modified to include indicators that could be chosen/circled (rather than any point on the graph).
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	TEKS Lesson 7.10.B, Elaborate, Screen 7	COLLABORATE activity	View Link	This sentence needs editing: It may be include proposed solutions to improve upon systems already in place.	accept	HMH confirms this was a typo. The revised sentence will read, "It may include proposed solutions to improve upon systems already in place."
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	TEKS Lesson 7.10.B, Engage, Screen 3	Steps 1 and 2 (Also see Student Edition pp. 229-230)	View Link	Map is missing latitude and longitude lines to guide students in mapping volcanos. Without lines the students cannot do the activity.	accept	No action is needed. In this activity, students should be marking the locations of the volcanoes on the World Map Handout, which does include latitude and longitude lines. The Word Map Handout is separate/different from the map of major tectonic plate boundaries, which goes with Step 3 of the lab.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	TEKS Lesson 7.11.A, Exploration 1, Screen 6	STEP 7 (Also see Student Edition p.256)	View Link	Aquifer withdraw and recharge cards were very difficult to find in the materials. Might want to include them in an easier to locate option. Could even embed them in a "deck" interactively.	reject	All lab handouts will be directly hyperlinked at point of use in the online version of the Teacher’s Guide. In addition, “handout” can be used as a search term and as a filter on Ed to find all the handouts for a grade level. That being said, for clarity's sake, we will add the following text to the Setup section on p. 369 of the Grade 7 Teacher’s Guide: “Print and cut apart enough sets of cards for each group to have one complete set. Keep the Recharge Amount, Withdraw Amount, and Other Events cards separate.”
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	TEKS Lesson 7.11.B, Exploration 3, Screen 3	Decide and Evaluate interactions, along with screen text	View Link	Last option has a typo.	accept	HMH confirms that this was a typo. We will change, “My solution is benefits both the ocean and people.” to “My solution benefits both the ocean and people.”
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	TEKS Lesson 7.12.B, Exploration 3, Screen 3	Describe interaction	View Link	The hotspots when clicked on consume the entire image not allowing the student to view the selected text and image at the same time	reject	No action is required. This issue is a feature of the hotspot pattern. The pattern was recently updated because (1) it needs to be responsive (the content works on a range of devices PC, Chromebook, tablet and others) and (2) it needs to work with different browsers. This limits where we can place the window. From a user’s perspective, they can always open the hotspot to see the text/image and close again to see the background image. This hotspot approach allows us to make the learning more interactive and engaging than it would be with a simple static image with text and allows us to highlight important connections.
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	TEKS Lesson 7.13.C, Exploration 3, Screen 5	COMPARE interaction plus related text and image about reproduction and animal populations	View Link	#160; is at the end of the 3rd sentence. We think it is a typo	accept	HMH confirms that this is a typo and will be deleted.

Publisher: Kiddom

Science, Grade 7

OpenSciEd 7th grade Science powered by Kiddom - Online and Print: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
OpenSciEd 7th grade Science powered by Kiddom	9781960634535	[44]	Unit 7.1 Chemical Reactions & Matter >Lesson 11: How do Dalton’s models of the particles that change in a reaction compare to the ones we developed?>7.1.11 How do Dalton’s models of the particles that change... Part B: Follow this reading protocol for the remaining part of the text	View Link	This can be or should be more explicit, including referencing explicit current research with Atoms. I think this gives an opportunity for students to learn the concept and the teacher to teach the concept, but a clearer path would be helpful.	accept	<p>Add question 2</p> <p>Add question #3:</p> <p>Connecting to Current Research:</p> <p>Read the following passage. Look for connections between current research and Dalton’s research.</p> <p>A long time ago, Earth looked very different and didn't have any life. It was covered in water, and scientists think that life started in this watery environment. They've been trying to figure out how the building blocks of life, like proteins and DNA, first appeared. Now, a group of scientists at Scripps Research found some new chemical reactions that could explain how this happened.</p> <p>These reactions use simple ingredients like cyanide, which was around on early Earth, along with other substances like ammonia and carbon dioxide. These reactions help create amino acids and nucleic acids. Amino acids are like the building blocks of proteins, which are important for living things, and nucleic acids are like the building blocks of DNA, which carries genetic information.</p> <p>The scientists believe that these reactions are what might have happened on Earth a long time ago. This discovery not only helps us understand how life might have started, but it's also useful for making certain things in industries.</p> <p>Before this, scientists had some ideas about different reactions, but the new ones are different because they use ingredients that were probably available on early Earth. The scientists found out that if they mix cyanide, ammonia, and carbon dioxide with something called keto acid, amino acids start forming. This is important because amino acids are crucial for life as we know it.</p> <p>How does this research relate to Dalton’s research?</p> <p>How do these newly discovered reactions demonstrate particles breaking apart or joining together to form different types of particles?</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 7th grade Science powered by Kiddom</i>	9781960634535	[49]	Unit 7.5 Ecosystem Dynamics & Biodiversity > Lesson 12: What would happen if orangutans go extinct? > 7.5.12 Analyze Data from Andrea's Research	View Link	Make clear that Andrea is Dr. Andrea Blackburn and is a primatologist and refer to her as Dr. Blackburn.	accept	We will ensure that Dr. Andrea Blackburn is the title of the section and that we refer to her as Dr. Blackburn as we make editing revisions to the final copy.
<i>OpenSciEd 7th grade Science powered by Kiddom</i>	9781960634535	[95]	Unit 7.8 Plate Tectonics & Rock Cycling > Lesson 7: What happens at mountains where we see volcanic activity? > 6.4.07 Gather Information from a Reading > How are volcanoes formed?	View Link	Make more explicit connections between constructive and destructive processes to highlight conservation of matter.	accept	new content added. Add question #3: How do constructive and destructive volcanic processes conserve and recycle matter?

Publisher: McGraw Hill

Science, Grade 7

McGraw Hill Texas Science, Grade 7: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Science, Grade 7, Student Edition</i>	9781264902040	104	Digital: 60 of 186 Print: 104 Question 3	View Link	On the image of the graph showing the path of the student, suggest that the dashed arrow from Home to Ice cream shop be either removed, as in the student did not go home, or made to go from west to east and a solid line.	accept	Thank you for your feedback. Corrections have been made to question 3 and the associated diagram.
<i>McGraw Hill Texas Science, Grade 7, Teacher Edition</i>	9781265569853	53	Digital: 64 of 322 Print: 53 Prompt "Have students discuss the importance..."	View Link	The print version does not match the digital	reject	Thank you for your feedback. Our digital materials are the most up to date version of the Texas Science program. The Print and Digital materials will match in the Implementation version.

Publisher: Savvas Learning

Science, Grade 7

Texas Experience Science Grade 7 (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 7 Digital Components</i>	9781428553897	Virtual Lab link	Lab Notebook (top right corner of screen), Page 7, Redesign, Question 10	View Link	We can see the area for the redesign and when I was trying to work through the lab itself to reach the Redesign Tab, I was not able to type in the notebook for the design pages.	reject	The user must complete all the necessary steps in the Design section in order to interact with the Lab Notebook. We have tested the lab multiple times and found that that if all of the steps are followed, then the Lab Notebook works as intended.
<i>Grade 7 Digital Components</i>	9781428553897	Virtual Lab link	Lab Notebook (top right corner of screen), Page 7, Redesign, Question 10	View Link	Great lab. Consider allowing teachers to jump to the parts that we need to evaluate. We cannot get to the redesign unless we complete the whole lab.	reject	Thank you for the feedback and we will consider it as we continue to develop our virtual labs in the future. At this time, this is the functionality of this type of lab and the lab works as intended.

Publisher: Summit K12 Holdings

Science, Grade 7

Dynamic Science 7th Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 7th Grade Student/Teacher Resources</i>	9781433409509	1	7.13A E-Poster -- Functions of Human Body Systems	View Link	Provided the wrong poster for levels of organization	reject	Thank you for your feedback. The link to the citation seems to work and we cannot replicate the error.
<i>Dynamic Science 7th Grade Student/Teacher Resources</i>	9781433409509	Lesson Guide	7.13A Lesson Guide -- Under Key Concepts -- Gear Activity "' Hormonal Day' Endocrine System Board Game"	View Link	Endocrine board game is missing the board and the cards. Without those two pieces, the game cannot be fully visualized or evaluated.	accept	Thank you for your feedback. The cards were unintentionally left off the teacher's instructions. We will ensure the cards are restored.

Publisher: TPS Publishing

Science, Grade 7

STEAM into Science - Grade 7 Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Online Library - Reader Activity Books Library</i>	9781788057868	Olympic 1 pages 36-38	Olympic 1 pages 36-38	View Link	This book does not seem grade appropriate for 7th grade.	reject	STEAM programs provide for far below grade through advanced students. Readers are leveled to accommodate students. TPS also provide mixed ability reading where an advanced student can use aligned content to assist a fellow far below grade student, without stigma.
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition</i>	9781788058575	p107	Activity 1	View Link	We do not teach work in the 7th grade TEKS.	accept	Work is used to describe what the overall impact of force is. However we can understand the feedback and propose the following edit; Describe an activity that you carry out regularly using the words energy and force. Create a flow chart like the one in the chapter for this activity. It must show how energy goes through several transformations beginning with electromagnetic radiation from the Sun.
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition</i>	9781788058568	p12-13	Teacher guidance - design engineering	View Link	Accepting if the idea is the "theory of..." Reduce reuse	accept	Thank you for the feedback.
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition</i>	9781788058568	p145-146	Activity 4 Teacher edition	View Link	This can be excepted as THEORY of conservation!	accept	Thank you for the feedback.
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition</i>	9781788058575	p163-167	Activity 5	View Link	Accepting with the understanding that somewhere it is understood that to have "characteristics of life" is being considered a "theory" and this germinating lab supports this.	accept	Thank you for the feedback.
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition</i>	9781788058575	p224	Chapter 13 -reader story	View Link	accepting because it mentions in the narrative icy objects and comets come from which are descriptive properties... could be worded better to make sure students understand these are the physical properties	accept	Thank you for the feedback.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition</i>	9781788058575	p239	Activity 3	View Link	this activity is used throughout this TEK. As long as when students are writing about the specific parts of space when they discuss movement and location they differentiate these two the activity works well at summarizing the TEKS	accept	Thank you for the feedback.
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition</i>	9781788058575	p24-25	Chapter 2 -Reader story	View Link	The word agitation needs to be used in the paragraph. The concept is mentioned, but not the actual word.	accept	Add edit - Page 24, add to second to last line "You have to mix (agitate) the solution to make sure..." Add edit - Page 25, add to third line "...solvent, or stirring (agitating), or using..."
<i>STEAM Activity Guide - Grade 7 Student Edition</i>	9781788058612	p26-31	Mousetrap car; class and outside; collaborative	View Link	Thank you for using the word TEAMMATE	accept	Thank you for the feedback.
<i>STEAM Activity Guide - Grade 7 Student Edition</i>	9781788058612	p34-46	STEM project class or laboratory; Learning to communicate; includes results/evidence; individual and collaborative tasks	View Link	communication and groups. =) yes	accept	Thank you for the feedback.
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition</i>	9781788058575	p4-6	Chapter 1 -reader story	View Link	Use the word "watershed" please. There is no mention of it.	reject	Watershed is used on page 4, 3rd paragraph and describes how groundwater drains into a watershed.
<i>Student Textbook - Grade 7 Science</i>	9781788058599	p88-113	especially 88-95 and 101-108	View Link	The student is not required to know / learn about the subatomic particles, simply comparing elements and compounds in terms of atoms and molecules. Having the students build models and then sorting between molecules and compounds was a great way for students to visualize and gain better understanding.	reject	The content focuses on TEKS 6 requirements and does include content for comparisons of elements and compounds in terms of atoms and molecules. TPS has also provided the extension of studying particles. TEA staff confirmed that provided the at grade content was present, providing extensions as a supplement, was acceptable. TPS thank you for the compliment about our handling of the at grade content.

Science, Grade 7

STEAM into Science - Grade 7 Edition: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Grade 7 Science</i>	9781788058599	171	Literacy Connection	View Link	accepting because it mentions educational video which I believe will mean the student must speak!	accept	Correct, as well as "deliver a presentation".
<i>Student Textbook - Grade 7 Science</i>	9781788058599	596	Student Focus Exercise	View Link	The ELPS states to use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language. Y'all have using visual and contextual supports ... to improve and confirm your understanding... so I will infer the later part could include vocabulary. you might want to add this specifically	accept	Adjust first sentence: Did you know that using visual and contextual supports can really help your learning and vocabulary?

Publisher: Accelerate Learning Inc.

Science, Grade 8

STEMscopes Science TX - Grade 8: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	1-3	See document titled: Grade 8 13.C.iii, v, vi Narrative and Activity 2.pdf New content		This one will be so much easier for students to follow and understand. Nice.	reject	no change needed
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	1-4	Narrative - New Content STEMscopedia See the document titled "Grade 8 13.C.iii, iv, v, vi, 5.f.ii, 5.f.v Narrative and Activity 2" Page 1-4		Hopefully, the text now gives a more apparent difference between population and species. I would love to see a brief description of the environment that population of finches live in that would paint a picture of why there are different food sources available. That would help students understand the beak differences better.	reject	Goes beyond the intent of the standard.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	1-4	Narrative - New Content STEMscopedia See the document titled "Grade 8 13.C.iii, iv, v, vi, 5.f.ii, 5.f.v Narrative and Activity 2" Page 1-4		see my previous feedback about the bird of paradise--population vs species?	accept	Change was made in final submission.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	1-4	Narrative - New Content STEMscopedia See the document titled "Grade 8 13.C.iii, iv, v, vi, 5.f.ii, 5.f.v Narrative and Activity 2" Page 1-4		please see prior feedback please clarify if this is species vs population....	accept	Change was made in final submission.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	2	Locate file titled: "Grade 8 5.F.ii, 5.F.v Variations to Adaptations Reading Science" page 2, q 1-6		I think this should be simplified a bit.	reject	This is written at the appropriate level.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	ALL	Activity - New Content See the document titled "Grade 8 4.B.i, ii, iii, iv Activity 1". Students will evaluate multiple sources to assess credibility.		I see that there is no space to write down the two sources to compare them, like a T chart. The inclusion of something like that would make this a more effective activity.	accept	Additional space is available on the final document.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	ALL	Activity - New Content See the document titled "Grade 8 3.A.ix, xii Activity 1". Students will propose a solution supported by data and consistent with scientific theories.		This seems very difficult.	reject	Subjective
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	ALL	Activity - New Content See the document titled "Grade 8 3.A.ix, 3.A.xii, 4.A.xi Activity 3". Students will develop a persuasive speech with data and modeling to propose a solution consistent with scientific theories.		You need to be specific about the multiple theories of invasive species...	reject	subjective

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	ALL	Activity - New Content See the document titled "Grade 8 3.A.ix, xii Activity 2". Students will evaluate a problem, review proposed solutions, and offer new solutions supported by data and consistent with scientific theories.		This seems difficult.	reject	subjective
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 1 background knowledge	Click on the following: Conservation of Mass, Science outside the Classroom (left side of the screen), View Files (open book icon on top right side), Handout, students read background knowledge on conservation of mass in chemical reactions	View Link	Most teachers don't look at the homework connection. This text is easier to understand for students, though. It seems like this should be added to the second citation and the math part should be in another paragraph.	reject	Subjective opinion
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 1 debate team position	Click on the following: Variations to Adaptations, Elaborate (top left), Science Connection (drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students participate in a debate about physical or behavioral trait variation in the human population survival	View Link	You need variety, not just oral. The second example is oral as well.	reject	Materials appropriately cover the standard of variety of formats over several lessons

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 1 re- search and position statement	Click on the following: Influences of Weather and Climate, Elaborate (top left), Science Con- nection (drop down under Elaborate), View Files (open book icon on top right side), Stu- dent Handout, stu- dents communicate in an inner/outer circle discussion about whether humans should change the interactions that affect weather and climate or let nature take its course	View Link	both oral, need variety	reject	Materials appropriately cover the standard of variety of formats over several lessons
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 1-2 Brainstorm and Plan	Click on the following: Biodiversity, Elaborate (top left), Engineering Connection (drop down under Elabo- rate), View Files (open book icon on top right side), Student Handout, students research factors that threaten sustainability of biodiversity and propose solutions with a model	View Link	variety of settings needs to be there	reject	Materials appropriately cover the standard of variety of settings over several lessons

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 1-2 Brainstorm, Plan, Build and Test	<p>Click on the following: Classifying Matter, Elaborate (top left), Engineering Connection (drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students brainstorm and plan a way of creating an interactive model to show and compare types of matter</p>	View Link	<p>This seems like an overly complicated way to address both comparative investigations and types of matter.</p>	reject	Subjective opinion.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 1-2 problem, criteria, and solutions	Click on the following: Newton's Second Law of Motion, Elaborate (top left), Engineering Connection (drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students read a problem and criteria and evaluate two experimental designs of catapults and choose one solution to redesign	View Link	Like the connection here but please consider improving teacher background notes to include information on how to directly teach and integrate process skills.	accept	Change was made in new citation
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 12 Connect It	Click on the following: Cell Organelles, Explain (top left), STEM-scopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read a summary of the relationship between structure and function of cell parts	View Link	This sentence should be fleshed out more, especially in relation to the structure and how it supports the function: "Organelles perform a variety of functions, including substance storage, filtration, energy generation, and structure."	accept	Organelles perform a variety of functions. These functions include storage of substances, filtration, and energy generation. Organelles also provide structure for cells.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 14 Movements in the Hydro- sphere	Click on the following: Influences of Weather and Climate, Explain (top left), STEM-scopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about the hydrosphere, weather, and climate	View Link	Please consider adding some concrete examples such as climate of Northern Europe contrasted with Canada at similar latitudes being much warmer due to Gulf Stream.	reject	Subjective opinion
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 17 The Big Picture	Click on the following: Influences of Weather and Climate, Explain (top left), STEM-scopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about how oceans absorb the Sun's energy, storage, and release	View Link	Consider adding more explicit student text or teacher instructions to discuss conservation of matter.	reject	Subjective opinion, materials appropriately cover the standard.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 2 Biodi- versity in Ecosystems	Click on the following: Biodiversity, Explain (top left), STEM-scopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about how biodiversity affects ecosystems	View Link	again, the structure and function discussion should be more explicit.	reject	Subjective opinion

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 2 procedure	Click on the following: Human Impact on Climate Change, Explore (top left), Explore: Greenhouse Gas Quandary (drop down under Explore), View Files (open book icon on top right side), Student Handout, students conduct an experimental investigation to simulate the human impact on climate change	View Link	We accepted reluctantly for 'conduct experimental investigations' due to it having a control, independent/ dependent variable. Not explicit or clear as teaching tool for these ideas though.	reject	Subjective opinion, materials appropriately cover the standard and citation was accepted but the SRP.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 2 reflection 1-5	Click on the following: Conservation of Mass, Explore (top left), Explore: Sealed Reactions (drop down under Explore), View Files (open book icon on top right side), Student Handout, students conduct an experimental investigation and explain conservation of mass	View Link	It needs info regarding setting.	reject	Materials appropriately cover the standard of variety of settings over several lessons
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 2 table of credibility	Click on the following: Classifying Matter, Elaborate (top left), Technology Connection (drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students read about how to assess a source on credibility	View Link	I would suggest vocab development of essential vocab, like credibility, etc.	reject	Subjective opinion, materials appropriately cover the standard.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 2-3 article	Click on the following: Variations to Adaptations, Elaborate (top left), Science Today (drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students read about a scientist's discovery and how past and current research come together to advance our knowledge of the animal world adaptations	View Link	I would ask for more key info for the teacher to highlight to help students make those connections.	reject	Subjective opinion, materials appropriately cover the standard.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 2-3 data tables	Click on the following: Influences of Weather and Climate, Explore (top left), Explore: Interacting Energy (drop down under Explore), View Files (open book icon on top right side), Student Handout, students follow procedures to perform an experimental investigation and record in data tables	View Link	We are accepting this with great trepidation. This is the closest to experimental design and the scientific process we've seen. However, this is an activity. The students are expected to know scientific process vocabulary in this activity (like control and independent variables) without having any specific direction in the teacher explorer or any narrative lessons we've seen. If more specific direction is not given, this will be a frustrating activity for teachers and students.	accept	Will add teacher facilitation "Remind students of key terms associated with experimental design such as control, independent, and dependent variables. You can also refer to the Resources section for additional experimental design ideas."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 2-3 procedure and data table	Click on the following: Human Impact on Climate Change, Explore (top left), Explore: All About Carbon (drop down under Explore), View Files (open book icon on top right side), Student Handout, students will work together to illustrate and order the carbon cycle and answer questions about the carbon cycle	View Link	Please be explicit about the settings.	reject	Materials appropriately cover the standard of variety of settings over several lessons
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 21	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students evaluate the experiment for improvements	View Link	I request that a definition of validity and what makes an experiment valid be included so the students understand what makes an experiment valid or not. It is too indirect for many students to make the connections without something more explicit.	reject	Subjective opinion, materials appropriately cover the standard.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 28	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students communicate explanations and solutions individually and collaboratively in a variety of settings and formats	View Link	There is nothing really about settings.	reject	Materials appropriately cover the standard of variety of settings over several lessons
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 28	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students communicate explanations and solutions individually and collaboratively in a variety of settings and formats	View Link	This is not explicit in formats.	accept	update made in new submission

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 3 Properties of Acids - page 5 Properties of Bases	Click on the following: Properties of Acids and Bases, Explain (top left), STEMscopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, in question 6 students describe the properties of acids and bases	View Link	Please consider having a more concrete compare and contrast in the student reading that ties together the different acid and base pages. It would fit the standard better for the students.	reject	Addressed in additional elements on the curriculum
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 3 reflection 1	Click on the following: Human Impact on Climate Change, Explore (top left), Virtual Explore (drop down under Explore), View Files (open book icon on top right side), Student Handout, students use a simulation to investigate climate change and communicate solutions	View Link	please explain variety of format	reject	Materials appropriately cover the standard of variety of formats over several lessons
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 4-8	Click on the following: Electromagnetic Wave Uses, Explain (top left), STEMscopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about the use of the EM spectrum in relation to the structure of waves	View Link	I would like to stress that structure and function are big ideas and should be explicitly taught (at least until students get used to looking at all objects, organisms, and systems that way).	reject	Subjective opinion, materials appropriately cover the standard.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 5	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students design a model and write about how the model helps to represent the problem	View Link	Please fix: "How does your mini recycling machine model how the different parts depend on each other for the machine to work correctly?"	accept	Typo was corrected.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 5-6 Characteristics of Waves	Click on the following: Wave Characteristics, Explain (top left), STEMscopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about the different characteristics of waves	View Link	The standard says including the electromagnetic spectrum. It seems like that could have been more obvious in the text than what is in there.	reject	Subjective opinion
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 5-6 The Carbon Cycle and Human Activity	Click on the following: Human Impact on Climate Change, Explain (top left), STEMscopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about the cause and effect relationship of human activity and climate change	View Link	Wonderful! Please consider though adding a question to the page 2 ISN that prompts 'investigative' thinking; something along the line of 'What are you wondering now?' or 'How could we learn more about this? Where could we go to learn more?' simply to make a more explicate connection to verb. But great resource.	accept	Questioning added to teacher facilitation "What additional questions do you have that could be further investigated?"

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 8 Secondary Succession	Click on the following: Ecological Succession, Explain (top left), STEMscopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about how secondary ecological succession affects populations and species diversity after ecosystems are disrupted by natural events or human activity	View Link	I wish populations would be specifically discussed here. I know it is implied.	reject	Subjective opinion
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	questions 1, 7, 8, 10	Click on the following: Variations to Adaptations, Evaluate (top right), Scope Assessment (drop down under Evaluate), View Files (open book icon on top right side), Student Handout, students answer questions about how variations of traits lead to different adaptations that influence likelihood of survival	View Link	On question 1, perhaps make the distinction between a plant behavior and a physiological response more clear if you're going to use plant behaviors as a question.	reject	Subjective opinion

Publisher: Carolina Biological Supply Company

Science, Grade 8

Science Bits, Grade 8 program: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Science Bits, Grade 8	9781435029989	1	This activity will be placed in the Climate unit. The first 3 paragraphs provide students with content.	View Link	Please provide students with information like where does the stored energy reserve live and who does it benefit and is it directly or indirectly?	accept	The activity was revised based upon the feedback. The changes are in green. Here is the new link: https://drive.google.com/file/d/1JpGbVK5ejDU2p1If5q5ssPuoMChPjb8S/view?usp=sharing .
Science Bits, Grade 8	9781435029989	1	Narrative: This activity will be placed in the Acceleration unit. The first page provides students with background information.	View Link	This is Texas, not Canada and students wont find this information relevant. Also, is this for acceleration or climate? Please consider removing this paragraph. It will be problematic for teachers and parents.	accept	This references an activity that was rejected by the reviewers. It will be replaced by new content; here is the link to the new content: https://drive.google.com/file/d/1vsrnWa93wpV-qX0i1OOcFadgKJrGidqk/view?usp=sharing .

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 8</i>	9781435029989	1-20	On the Home Page, in Student Resources, The Adventure of Science, the entire document. The PDF includes inspiration for students under "An adventure for everyone" on Page 5 with a special focus on many different and diverse successful scientists and gives an overview of potential STEM careers later in the document from Page 10 onwards "Career pathways in Science" mapping the different strands of science to STEM career pathways. The students on the last page are encouraged to think of what they could do as a future career on Page 20 in an activity titled "Now it's your turn to imagine your future career path".	View Link	Please google and consult with 28.0022 in its entirety from the texas education code and then consider revising page 5 and 17. Page 18: two "however"s back to back.	accept	On page 5, first paragraph, we will delete the second sentence. On page 17, we will change the 1st sentence in the 2nd paragraph to read "Researchers from around the world accelerate microscopic particles through the tunnel in opposite directions, and when these particles collide, the unknown particles produced from the explosion are similar to those that theoretically arose shortly after the Big Bang " On page 18, we will remove the two "howevers" and will change the word "revolutions" in the first sentence at the top to "changes". If additional changes are needed on any of these pages, please let us know.
<i>Science Bits, Grade 8</i>	9781435029989	1-7	Genetic Material, lesson 4, slide 2, activity 4, Use slides 1-7. We plan to revise this activity to be reduced to only slides 1-7.	View Link	robot is good	accept	Thank you for the kind words.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 8</i>	9781435029989	10	Climate, Lesson 8, slide 10, See the Rubric - on page 1 of the teacher rubric under the looking up information section, the students are expected to use multiple sources, and evaluate them for relevant information that is accurate. This is reiterated on page 4 (Student rubric), the first concept to evaluate is whether or not the sources are varied and reliable.	View Link	please review 28.0022 and consider if this is encouraging political activism in the classroom.	accept	Revise text on slide 9 to say: "Organize all the information compiled in this activity and make an information poster, an infographic, or a website to create awareness on the educational community of the importance of climate change." We will also revise the rubric to match the new wording on slide 9.
<i>Science Bits, Grade 8</i>	9781435029989	2	Activity: This activity will be placed in the Acceleration unit. Paragraph 2 of page 2 provides students with possible options to communicate their solution using different formats.	View Link	Not compliant with 28.0022 and you're leading students into a conclusion based on the narrative.	accept	
<i>Science Bits, Grade 8</i>	9781435029989	2-7	Unit: The Earth in the Universe, Lesson 5, Slide 5, Activity 1, Slide 2-7 We found out from the first review team that the link was incorrect. We apologize for the inconvenience this caused.	View Link	would like to see a better comparison activity	accept	The 2nd activity on slide 5 gives additional information about stars and their life cycle. Within this activity, students can learn more about the classification of stars and answer questions. The link to the second activity is https://www.science-bits.com/seculogged/htmlapp/index.php?code=l1h721x_en&modo=3&A pag=l1h6016_ac2_ap11 .

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 8</i>	9781435029989	20	Climate, lesson 2, slide 20, Discusses how the energy from the Sun heats up or cools down the Earth's regions.	View Link	more information should be given so students have a clear perspective. Texas students deserve the best.	accept	This citation references the Explore from the unit. There are explain lessons that will follow the explore activity to provide students with additional content. See the links for the explain lessons: https://www.science-bits.com/seculogged/htmlapp/index.php?code=l1h7296_en&modo=3&A pag=l5e5329_pg7 https://www.science-bits.com/seculogged/htmlapp/index.php?code=l1h7297_en&modo=3&A pag=l5e5329_pg13
<i>Science Bits, Grade 8</i>	9781435029989	3	Climate, lesson 7, slide 3	View Link	doesnt meet 28.0022	accept	On slide 3, the last sentence on slide 3 will be changed to read, "Human activity contributes to the excess of greenhouse gases." In addition, we will be changing information on slides 3 and 4, as well as, revising some of the activities on slides 1-3 that we have addressed in other feedback responses pertaining to Lesson 7 in the Climate unit.
<i>Science Bits, Grade 8</i>	9781435029989	6-8	Unit: Energy and Matter in Ecosystems, Lesson 8: Slides 6-8 represent the 2nd classroom investigation of this activity as students to make slides of specimen and observe them using a microscope.	View Link	Please explain to the students why they might need this equipment.	accept	More information is available by tapping the buttons labelled Sampling and Observing the Samples. The 5E Model rejects passive, transmissive teaching methods and instead provides prompts so that students can connect the dots and understand why the microscope, slides, slide cover and pipettes are used in the instructions. This equipment is first seen in Grade 6: Cells.
<i>Science Bits, Grade 8</i>	9781435029989	6-8	Unit: Energy and Matter in Ecosystems, Lesson 8: Slides 6-8 represent the 2nd classroom investigation of this activity as students to make slides of specimen and observe them using a microscope.	View Link	More information is needed for students somewhere. This is about education, not just giving information.	accept	This is an elaborate activity, so it is completed by students after they have completed the formal instruction for the unit. In reference to how to take a sampling of pond water and how to observe the samples, the students need to click on the buttons on slide 6 for Sampling and Observing the samples; there will be additional information appear on the right side of the side to educate them about the process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 7, Slide 3	View Link	Remove "seriousness" from EMP button Remove "serious" from Changes in Biosphere Remove the "will" statements from Food Shortage and Famine: see 28.0022 a1 and a2.	accept	We will swap the work "seriousness" for "intensity" to improve the flow of the sentence, as well as we will remove the word "dramatically" for the EMP button. We will remove the word serious or rewrite the text for Changes in Biosphere. We will change "will" for "is expected to" in Food Shortage and Famine.
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 8, Slide 8	View Link	promotes advocacy, please realign to 28.0022	accept	Question will be changed to: Research online and detail possible measures to combat climate change citing sources in each case. There is a consensus in the scientific community: https://www.theguardian.com/environment/2021/oct/19/case-closed-999-of-scientists-agree-climate-emergency-caused-by-humans .
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 7, Slide 1, Activity 1	View Link	Please provide a citation for the origin of this graph in response to 28.0022	accept	The source of the graph will be added.
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Weather and Atmosphere, Lesson 11, Slide 8 for reading passage, Slide 15	View Link	Please change information regarding political communities to meet 28.0022. Does it worry the entirety of them? Do any of them disagree? Please adjust this statement to meet 28.0022 a1 and a2.	accept	Modify first two paragraphs on Slide 14 to: Carbon dioxide (CO2) is a greenhouse gas that is emitted into the atmosphere through the cellular respiration process, by natural processes, and by human activity. International scientific communities recommend that we control the emission of this gas into the atmosphere but despite many efforts, the concentration of atmospheric CO2 continues to increase.
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 9, Slide 1	View Link	The video doesn't provide an alternative opinion, uses definitive language, and encourages advocacy. Please remove this video to be in compliance with 28.0022	accept	We will review and adapt the video.
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Chemical Reactions, Lesson 9, Periodic Table	View Link	It would be beneficial if you included an interactive periodic table and gave examples for the interactive concept map	accept	Thank you for your feedback. The interactive Periodic Table is included in the Periodic Table lesson in Grade 7 found in the Elements and Compounds unit. In addition to the feedback regarding interactive concept maps, there is a model interactive map included in every unit, on the top of the lesson list.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 9, Slide 1	View Link	"Create Code" button seems out of place. Unsure of what this is for or how students/teachers are to use it.	reject	<p>This button shows the activation code. Students can access this self-correcting test once the teacher has provided them with the corresponding code. Once the student types in the code and clicks on the <i>Start</i> button, he or she will have one hour to complete the test.</p> <p>This is covered in training and included in HELP > Using the Content > Stages of a 5E Unit > Evaluate (see description of buttons)</p>
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 7, Slide 3: Activity 2, C	View Link	Is this the only thing that causes greenhouse gasses? "Reducing would contribute to slowing" but it's not giving the other side of the argument. who needs to slow them? this question walk should be rewritten for 28.0022.	accept	<p>We would like to leave slide 4 as is and add a 5th slide with the following question: "Greenhouse gases come from a variety of natural and man-made sources. List the sources of greenhouse gases. Which of these sources can human impact and how?"</p> <p>If this is not an option, we can revise the scenario in the first paragraph to state, "The burning of fuels such as coal, oil, and gasoline contribute to the emissions of greenhouse gases such as CO2." We will still be adding the 5th slide.</p>
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 2, Slides 4-5; watch the video on Slides 9, 10, 21	View Link	On slide 4, please provide other options such as: "particular hot weeks also doesn't mean..." please see 28.0022 a1 and a2	accept	<p>We will change "In this way" to "As an example" and add ", etc." after the word "dry".</p>
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Genetic Material, Lesson 3, Slide 3, Activity 3, Slide 5	View Link	Clarification outside of the title is needed on how this improves the likelihood of reproductive success	accept	<p>On slide 3 of this activity, there is a brief explanation that sexual reproduction can contribute to adaptations of living organisms to their environment. The following 3 slides present scenarios and students answer questions that show their thinking as to how these adaptations affect the reproductive success of the organisms. On slide 5, we will add a third question: "Do some research to discover when could being lactose intolerant help an organism be reproductively successful?" To the answer key for slide 5, we will add: "Lactose intolerance seems more prevalent in area where dairy products are scarce. Lactose intolerance may be an advantage because lactose intolerant people may be less likely to suffer from diarrhea, dehydration, or infections caused by contaminated milk which can cause death. In addition, lactose intolerant people may be able to eat a greater variety of nutritious foods since they are not dependent on dairy products which can provide them with an array of vitamins and minerals to help their bodies stay healthy."</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Weather and Atmosphere, Lesson 8, Slide 6: Click on hurricanes for more information	View Link	There isn't enough information to cover typhoons throughout this lesson or book. Please add more information for students or examples.	accept	We explain that a Typhoon is the same as a Hurricane, but the term is used in the Pacific Ocean as well as provide full detail about Hurricanes. There is also a very nice activity all about Hurricanes already included: https://www.science-bits.com/seculogged/htmlapp/index.php?code=l1h728x_en&modo=3&pag=l1h728x_ac1_ap1 . We will add an extra slide to test that the student is able to explain the difference between the two terms. Question to be used: When watching the world news, they talk about hurricanes off the coasts of the United States. At the same time, the newscasters talk about typhoons hitting the eastern coastline of Asia. How are hurricanes and typhoons similar, and how are hurricanes and typhoons different?
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 2, Slides 8 2nd paragraph	View Link	Which people? please provide specific references for students to evaluate.	accept	We will change "People who are lucky enough to" for "People who travel to places in different latitudes".
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 7, Slide 1, Activity 2, Slide 3	View Link	"..." not necessary on part b also add "innumerable positive and negative effects on society"	accept	We accept that the "..." will be changed to a period. We reject feedback on section b) to add "innumerable positive and negative effects" because we left it neutral when we stated, "innumerable effects".
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Weather and Atmosphere, Lesson 5, Slide 1	View Link	Please change "Europe" to "Spain"	reject	There is ongoing debate as to whether Columbus was Spanish, Italian or from another country. We have said Europe deliberately as this is considered the first arrival from Europe to the Americas and it is this that is important.
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 8, Slide 1	View Link	remove the word "terribly". this slide doesnt offer an alternative perspective or give. also consider softening the approach. see sect 28.0022	accept	The sentence: "This alone should have us terribly worried." will be changed to say: "This should be a cause for concern."
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 7, Slide 1: Click on the Related Activities on the right hand side, then Click on Activity 2, Year Without a Summer, and read Slide 4	View Link	This page promotes political activist in reference to promoting laws for climate change. Same slide the word "terrible" should be removed.	accept	We will adapt the text to read as follows: "To reduce the consequences of human-caused climate change, scientists suggest a series of measures based on scientific evidence that may help reduce global warming. Some of the possible measures include: "
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 8, Slide 2	View Link	please provide a source for the graph	accept	The source of the graph will be added.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 8</i>	9781435029989	See DescriptionOfLocation	Unit: Climate, Lesson 8, Slide 3 and 4	View Link	please provide citations for the graphs presented to the students	accept	The source of the graph will be added.

Science, Grade 8

Science Bits, Grade 8 program: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 8</i>	9781435029989	1	Directions for teachers how to use Conversation Cards with students	View Link	Please consider ALL ELL students when creating these options. Texas is very diverse, let's help students and teachers.	accept	We will review the cards and offer sentence stems for beginning, intermediate, advanced, and advanced high ELL students.
<i>Science Bits, Grade 8</i>	9781435029989	1	Genetic Material, Lesson 1, Teacher Guide - In the Learning Objectives section the last bullet lists the academic vocabulary needed for this unit.	View Link	provide a specific vocabulary section vs lumping it in with key concepts. How will students know which carries more weight?	accept	The vocabulary words that carry the most weight for the students are located in the interactive tools icon in the section called key concepts which contains the vocabulary word and its definition. The Teacher Guide gives the teacher more guidance to how to teach the vocabulary words in the Learning Objectives section.
<i>Science Bits, Grade 8</i>	9781435029989	scroll	Unit: Acceleration Lesson 7, Teacher Guide, Guidelines: Conclusions "whole class discussion…students can outline…"	View Link	Please provide more opportunity for ELL Learning Frames and scaffolding for teachers. What should a beginner be able to do? What should be expected from an advanced ell student? Directions are too vague to demonstrate the ELPS. No learning strategies are provided. Please consider using stems to help facilitate this learning.	accept	New content has been created that adds ELL frames and strategies. The materials are located in https://drive.google.com/drive/folders/18Pgx2C9a7XEJFZkr9NRwe5CWDvux59cb?usp=drive_link .
<i>Science Bits, Grade 8</i>	9781435029989	scroll	Unit: Chemical Reactions, Lesson 11, Slide 1, Teacher Guide, Guidelines: "activity is best done in groups of three students"	View Link	Please offer more opportunity for students to work in groups throughout the textbook.	accept	Students have the opportunity to work in groups in the Engage, the Explore, and the Elaborate within each unit. On occasion that are additional opportunities for group work in the Explain sections when the teacher assigns specific related activities that requires group work.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 8</i>	9781435029989	slide 1	Unit: The Earth in the Universe, Lesson 7, Slide 1: watch the instructional video on slide 1, including teacher guide, and more	View Link	Please provide more opportunity for ELL Learning Frames and scaffolding for teachers. What should a beginner be able to do? What should be expected from an advanced ell student? Directions are too vague to demonstrate the ELPS.	accept	New content has been created that adds ELL frames and strategies. The materials are located in https://drive.google.com/drive/folders/18Pgx2C9a7XEJFZkr9NRwe5CWDvux59cb?usp=drive_link .
<i>Science Bits, Grade 8</i>	9781435029989	slide 12	Unit: The Earth in the Universe, Lesson 7, Slide 12: Use the dictionary wordsmyth in the documents and tools tab while reading the text on slide 12.	View Link	a bilingual dictionary option would be best. ELL frames and strategies are sparse throughout the text.	accept	Students can change the language of the program by clicking on the Spanish button. This will give all the content in Spanish including the key concept vocabulary and the dictionary that is built into the interactive tools. New content has been created that adds ELL frames and strategies. The materials are located in https://drive.google.com/drive/folders/18Pgx2C9a7XEJFZkr9NRwe5CWDvux59cb?usp=drive_link .
<i>Science Bits, Grade 8</i>	9781435029989	slide 14	Unit: Weather and Atmosphere, Lesson 10, Slide 14: f "explain your prediction and share it with your classmates"	View Link	Do you have other opportunities for students to meet this?	accept	For breakout 3.H.iii, students have the opportunity to write in groups in the Engage, the Explore, and the Elaborate within each unit. As the student's English language is acquired, the student should be writing more details for open ended questions.
<i>Science Bits, Grade 8</i>	9781435029989	slide 2	Unit: The Earth in the Universe, Lesson 6, Slide 2: "write a log book of your journey, describing the objects you come across…"	View Link	Which level of ELL is this written towards? This is very vague. More strategies need to be in place for teachers and students to guarantee success in this elp.	accept	For breakout 3.H.ii, students have the opportunity to write in groups in the Engage, the Explore, and the Elaborate within each unit. As the student's English language is acquired, the student should be writing more details for open ended questions. New content has been created that adds ELL frames and strategies. The materials are located in https://drive.google.com/drive/folders/18Pgx2C9a7XEJFZkr9NRwe5CWDvux59cb?usp=drive_link .

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 8</i>	9781435029989	slide 2	Unit: Genetic material, Lesson 6, Slide 2: Read the article on slide 2 then answer questions	View Link	Please provide alternative opinions such as mice genomes in text. see 28.0022	accept	We have 2 options to propose. We would prefer to do option 1, but if this is not acceptable, then we will do option 2 for the final version. Option 1: Add to Slide 2 an invitation to research: (Question) b. "You may be surprised! The mice genome was sequenced at the beginning of this century. Research online which living beings have had their genome sequenced, in what year and the percentage of genomes shared with humans. Why do you think that is? Justify your answer." Option 2: Paragraph 2 will start with "Chimpanzees..." (we will remove the reference to humans). The last sentence from paragraph 4 will be deleted: "In a way, we humans share traits with both of them." We will add to Slide 2 an additional invitation to research: (Question) b. You may be surprised! The mice genome was sequenced at the beginning of this century. Research online which living beings have had their genome sequenced, in what year and the percentage of genomes shared with humans. Why do you think that is? Justify your answer."
<i>Science Bits, Grade 8</i>	9781435029989	slide 5	Unit: The Living Cell, Lesson 9, Slide 1	View Link	please cite a source for the cancer statistics.	accept	The source is the WHO (World Health Organization) and the study cited in from 2020 and easily googled. We can included the URL if needed, please confirm: https://www.who.int/news-room/fact-sheets/detail/cancer#:~:text=The%20most%20common%20causes%20of,liver%20(830%20000%20deaths)%3B .
<i>Science Bits, Grade 8</i>	9781435029989	slide 5	Unit: The Living Cell, Lesson 10, Slide 5, present the text and resouces to the students in the group	View Link	Please provide more opportunity for students to participate in group activities throughout the entire textbook.	accept	Students have the opportunity to work in groups in the Engage, the Explore, and the Elaborate within each unit. On occasion that are additional opportunities for group work in the Explain sections when the teacher assigns specific related activities that requires group work.

Publisher: Discovery Education Inc

Science, Grade 8

Science Techbook for Texas by Discovery Education - Grade 8: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 8 (Digital)</i>	9781616296544		Lesson 1: Observing Rainbows, Acids, and Bases and Lesson 4: Acids, Bases, and Salts-Phenomenon Check-In		Great use and inclusion of hands-on inquiry embedded in the narrative. Visual vocabulary was a nice addition to the explanation. The activity recentered on addressing student practice in asking questions. It might be beneficial to include the word "phenomenon" or "phenomena" in your glossary. It is possible that there are students who may not have matriculated through the grade levels with an understanding of that word.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested glossary term addition as part of the TEA edits and corrections process.
<i>Science Techbook for Texas by Discovery Education - Grade 8 (Digital)</i>	9781616296544	https://app.discoveryeducation.com/learn/player/0f55589f-8b3a-4133-b52e-fc321c8fb4a4	Unit: Matter and Reactions > Concept: Acids and Bases > 5E: Explore > Lesson 4: Acids, Bases, and Salts > Section(s): Phenomenon Check-In > Item: Entire Section	View Link	Location of error: Description of Location: Lesson 1: Observing Rainbows, Acids, and Bases and Lesson 4: Acids, Bases, and Salts-Phenomenon Check-In Description: Great use and inclusion of hands-on inquiry embedded in the narrative. Visual vocabulary was a nice addition to the explanation. The activity recentered on addressing student practice in asking questions. It might be beneficial to include the word "phenomenon" or "phenomena" in your glossary. It is possible that there are students who may not have matriculated through the grade levels with an understanding of that word.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process.
<i>Science Techbook for Texas by Discovery Education - Grade 8 (Digital)</i>	9781616296544	https://app.discoveryeducation.com/learn/player/2c07b98e-37c0-450e-bb65-84cc8d985c0a	Unit: Weather, Climate, and Space > Concept: Impacts on Climate > 5E: Explore > Lesson 5: Human Effects on Climate > Section(s): Gather Information > Passage: Human Effects on Climate	View Link	Concept 3: Impacts on Climate - Lesson 5: Human Effects on Climate Under the "Gather Information" section Human Effects on Climate there is a sub-header entitled "Designing Cooler Cities" that does not have any information under the header. In the actual textbook, it states there should be a video. However, nothing is present in the techbook.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education has resolved the display issues that were causing lessons to appear to have missing components. The video in this lesson is now showing correctly in the digital product.
<i>Science Techbook for Texas by Discovery Education - Grade 8 (Digital)</i>	9781616296544	https://app.discoveryeducation.com/learn/player/3bff2a18-e208-42ae-9f5b-539107df91c1	Unit: Force, Motion, and Waves > Concept: Investigating Waves > 5E: Explore > Lesson 5: Speed of Sound > Section(s): Discover > Discussion questions (regarding variables)	View Link	For the section under the simulation, it would be helpful to add a definition for the word "variables". Perhaps making this blue like the other vocabulary words.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 8 (Digital)</i>	9781616296544	https://app.discoveryeducation.com/learn/player/4233f626-2250-4154-b952-9a8ad06ba6c4	Unit: Cells, Genes, and Ecosystem Changes > Concept: Ecosystem Changes > 5E: Elaborate > Project: Biodiversity Up Close > Section(s): How many different species are living nearby? > Item: The Area You Observed	View Link	If this is the citation for C. iii then for the exemplar/ sample response it should include the safety equipment used as well as added to the rubric.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 8 (Digital)</i>	9781616296544	https://app.discoveryeducation.com/learn/player/4233f626-2250-4154-b952-9a8ad06ba6c4	Unit: Cells, Genes, and Ecosystem Changes > Concept: Ecosystem Changes > 5E: Elaborate > Project: Biodiversity Up Close > Section(s): How many different species are living nearby? > Item: The Area You Observed	View Link	In the sample response, it would be helpful to add an example science practice.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 8 (Digital)</i>	9781616296544	https://app.discoveryeducation.com/learn/player/675cab37-85dd-409d-8269-d3b0826ac01f	Unit: Cells, Genes, and Ecosystem Changes > Concept: Cell Functions > 5E: Explore > Lesson 2: Investigating the Cell Membrane > Section(s): Analyze > Media + Discussion question (Bullet 3)	View Link	It would be great if the verbiage could match that of the Student expectation. For example instead of saying "What does our model show and not show about an actual cell membrane?" Perhaps say What are some advantages and limitations that our model shows about an actual cell membrane?	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Grade 8 (Digital)</i>	9781616296544	https://app.discoveryeducation.com/learn/player/79485433-0ce5-4615-a259-0db58d25ed3c	Unit: Force, Motion, and Waves > Concept: Investigating Waves > 5E: Explore > Lesson 2: Investigating Wave Properties > Section(s): Analyze > Discussion questions	View Link	to make this acceptable add the investigation portion so students are modeling [the parts of a system's] interdependence in the function of the system	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 8 (Digital)</i>	9781616296544	https://app.discoveryeducation.com/learn/player/9f96f306-39bc-4e9d-a88a-0368873fe6ae	Unit: Matter and Reactions > Concept: Acids and Bases > 5E: Explore > Lesson 3: Potter's Pond > Section(s): Interact > Entire section	View Link	This is a fantastic activity; it provides the opportunity to expand the conversation and have students make connections to other concepts and themes related to 21st-century learner skills. The navigation is not necessarily clear, but it opens the door for students to define multiple problems and approaches regarding the activity that still correlate to the issue in the pond.	accept	Thank you for your positive feedback and review of our custom program for Texas.
<i>Science Techbook for Texas by Discovery Education - Grade 8 (Digital)</i>	9781616296544	https://app.discoveryeducation.com/learn/player/c1a3fd4f-1ac9-49cc-a113-85eb8c9552eb	Unit: Cells, Genes, and Ecosystem Changes > Concept: Ecosystem Changes > 5E: Explore > Lesson 4: Long-Term Changes in Ecosystems > Section(s): Analyze > Media	View Link	Concept 3: Ecosystem Changes - Lesson 4: Long-Term Changes in Ecosystems Under the Analyze section, there is a heading for Secondary Succession where the textbook and the citation says there should be a video however it is missing. There is a subheading where we suspect it should follow.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education has resolved the display issues that were causing lessons to appear to have missing components. The video in this lesson is now showing correctly in the digital product.

Science, Grade 8

Science Techbook for Texas by Discovery Education - Grade 8: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Grade 8 (Digital)</i>	9781616296544	https://app.discoveryeducation.com/learn/player/7701a235-350f-4eaa-8ff1-ee98023bd5c2	Unit: Matter and Reactions > Concept: Properties of Water > 5E: Elaborate > Lesson 5: Environmental Engineers > Section(s): Gather Information > Opening paragraph and discussion	View Link	in the Gather Information section, it states "We are all aware of the importance of water. Its needed for drinking, for industry, and for recreation. You also know that all living things need water in order to survive. You probably know many different facts about the properties of" There is a space there that doesn't need to be.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education has resolved the display issues that were causing the extra space in the text. The text in the lesson is now showing correctly in the digital product.

Publisher: EduSmart

Science, Grade 8

2024 EduSmart Science Grade 8: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 8	9781939511249G8	1 to 4	Background information, introduction and performance task	View Link	We really like/appreciate the inclusion of websites for students to find their information.	reject	Thank you for the positive feedback, Since there are no content change, we are selecting reject for this feedback.
2024 EduSmart Science Grade 8	9781939511249G8	3	data table	View Link	Teacher instructions should include something along the lines of being sure to emphasize qualitative vs. quantitative information. These are words that students consistently interchange because they do not have a firm grasp of the meaning. Science is very vocabulary heavy and this needs to be addressed.	accept	We added an entire section to the teacher instructions that includes examples to help students understand quantitative vs. qualitative data. https://drive.google.com/file/d/1GZUAFTZxEUephUmci2RJewu7UPtsujzi/view?usp=drive_link
2024 EduSmart Science Grade 8	9781939511249G8	4	Carbon Cycle Journal Prompt	View Link	The flow of energy is best shown with a flow chart	reject	We have other resources with flow charts, including an activity on the carbon cycle. https://d3lvq8fjtpoawu.cloudfront.net/sci_content/en/activity/8.11C%20Carbon%20Cycle/8.11C%20Carbon%20Cycle_TE.pdf
2024 EduSmart Science Grade 8	9781939511249G8	4 to 10	Part 2 of the activity including task, and procedures and data collection	View Link	I like that this is related to a real life problem (heartburn)!	accept	Thank you for the positive feedback! Since there are no changes to be made, we are selecting reject for the feedback.
2024 EduSmart Science Grade 8	9781939511249G8	page 1	Directions on #10 to create table/charts and graphs as appropriate	View Link	As an educator I would include suggestions of what type of graph the information would be best presented in (line graph, bar graph, pie graph, etc.)	accept	We have edited instructions to suggest creating a table and a line graph. https://drive.google.com/file/d/1Pqxt3wTbSusNmPI5OVJbnusJl6Rtihw/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 8	9781939511249G8	Page 1-3	Page 1- Background information SPF, which stands for SPF stands for Sun Protection Factor, is a measure of the amount of time a sunscreen will protect you from harmful Ultra-violet radiation from the sun that causes sunburn. In sunscreen, it can range from 15 all the way up to 100 with a dramatic difference in price from one level to another! How do you know which sunscreen to use?	View Link	*SPF, which stands for Sun Protection Factor, *ultraviolet *In sunscreen, it	accept	Suggested edits have been made. https://drive.google.com/file/d/1s98w12V118b8sOEWn6BU8z8vaxFnibb_/view?usp=drive_link
2024 EduSmart Science Grade 8	9781939511249G8	Page 13-15	page 13- Performance task Goal Page 14- Product Page 15- Assessment rubric	View Link	A variety of settings is not addressed just by presenting to the "town council" under product, it is better addressed under the success criteria on page 13.	reject	We are sorry for the confusion. We are not able to change the description of the location in this citation to success criteria. Since there is no change in content, we are rejecting this feedback.
2024 EduSmart Science Grade 8	9781939511249G8	video	Using quantitative data using the International System of Units (SI) as evidence can be seen after 3 click and ends after 4th click when asked what the conclusion is	View Link	More time should be spent on understanding the difference between quantitative and qualitative. Maybe giving a brief definition or looking at root words. These two words are commonly confused.	reject	We have added coverage of qualitative vs. quantitative data to other activities. We do not have enough time to edit the video before the deadline, but may do so at a later date. We can also add a reader that specifically addresses this topic.
2024 EduSmart Science Grade 8	9781939511249G8	video	After first forward click, 2nd forward click,	View Link	After the first click, when the video asks "which organism uses energy to make it's own food?" the pictures presented do not go with the question.	accept	We removed the question from this resource. https://review.edusmart.com/authenticated/content/previewResource/634475
2024 EduSmart Science Grade 8	9781939511249G8	video	After the 2nd forward click "Size of Map Depends on Scale" After 4th and 5th forward click	View Link	Several times in the state of Texas portion of the video, "thousand" was said instead of "one thousand"	accept	Audio on this resource has been edited. https://review.edusmart.com/authenticated/content/previewResource/634476

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 8	9781939511249G8	Video	The whole video	View Link	This video would be better if it had some activities included to demonstrate learning throughout.	reject	We cannot add demonstration activities to a video lesson. We do have other resources, such as a Science Safety Scenarios activity.
2024 EduSmart Science Grade 8	9781939511249G8	video	Appropriate tables using repeated trials to organize data can be seen starting after click 2 through click 4 of the video	View Link	If students are expected to understand that they are to record information in the appropriate tables, then the word "table" needs to replace "chart" in this video. We have to adhere to the language of the TEKS so that students are not short-changed in their education.	accept	We have edited this resource to replace the term chart with table. https://review.edusmart.com/authenticated/content/previewResource/634484

Publisher: Green Ninja

Science, Grade 8

Green Ninja Middle School Science - Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Online Lesson Plans	9781948845687	N/A	Refer to: b-natural-climate-change-readings.pdf; located in Grade 8, Unit 3, Lesson 25, Section 2 (Four Mini Case Studies) of the Lesson Plan	View Link	FYI hurricanes and tsunamis address surface level ocean currents and don't typically have a significant influence on long-term climate. The direction of deep ocean currents can shift so that different areas become warmer or cooler. As oceans store a large amount of heat, even small changes in ocean current can have a large effect on global climate. These shifts in temperature, for example La Nina or El Nino, are considered abrupt changes in geological time scales. This information needs to be included in your documentation (narrative and/or activity to support this TEK	accept	Thanks - the information has been added to the b-natural-climate-change-readings.pdf document, https://tx2.greenninja.org/lessons/getWorksheetsNoPdf?path=/uploads/lessons/b-natural-climate-change-readings-OjLuDtAUY99DVYTqRGwtC.pdf&unit=3&lesson=25&modelId=19 in Lesson 25 on our mirror curriculum website, https://tx2.greenninja.org/lesson/19/26/921/3/25
Online Lesson Plans	9781948845687	N/A	Refer to: Grade 8, Unit 4, Lesson 6, Section 1 (Cosmic Times) of the Lesson Plan	View Link	Please add the link found on the article of 1919 in the lesson. This will make the TEKS correct. As of right now you only have 1 theory and are needing to add others.	accept	Thanks - the link has been added to the lesson in our mirror curriculum website, https://tx2.greenninja.org/lesson/19/67/956/4/6
Online Lesson Plans	9781948845687	N/A	Refer to: a-analyzing-a-roller-coaster.pdf; located in Grade 8, Unit 1, Lesson 14, Section 1 (Review) of the Lesson Plan	View Link	In order to identify with the TEKS that relate to "diverse scientists" you may need to add in engineer types that are involved with the roller coaster engineering design process.	accept	Thanks for the suggestion. We added a presentation on diverse scientists to a different lesson in Grade 8 in order to meet this SE. Please see Section 1 of Grade 8 Unit 3 Lesson 21 on our mirror curriculum site, https://tx2.greenninja.org/lesson/19/26/776/3/21 specifically the Spotlight on Scientists presentation, https://tx2.greenninja.org/lessons/getWorksheetsNoPdf?path=/uploads/lessons/d-spotlight-on-scientists-presentation-tOpHSXGkQWrRyORTq3OvB.pptx&unit=3&lesson=21&modelId=19

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Online Lesson Plans	9781948845687	N/A	Refer to: a-investigate-conservation-of-mass-teacher-demonstration.pdf; located in Grade 8, Unit 4, Lesson 24, Section 2 (Investigation) of the Lesson Plan	View Link	1 cup - Hydrogen peroxide 3 4 Notes: for stations 2 & 3 1 teaspoon - Active dry yeast 3 4 Notes: for stations 2 & 3 1 cup - The aforementioned measurements are not used in Science labs: we use the SI metric system and tools that measure accordingly	accept	Thank you for pointing this out. The use of cups can be convenient in some cases where metric glassware and/or balances are not available, but we have provided conversions to SI units that teachers can use in this lesson. See the Teacher Tips section on our mirror curriculum website, https://tx2.greeninja.org/lesson/19/67/940/4/24
Online Lesson Plans	9781948845687	N/A	Refer to: a-analyzing-a-roller-coaster.pdf; located in Grade 8, Unit 1, Lesson 14, Section 1 (Review) of the Lesson Plan	View Link	In order to identify with the TEKS that relate to "diverse scientists" you may need to add in engineer types that are involved with the roller coaster engineering design process.	accept	Thanks for the suggestion. We added a presentation on diverse scientists to a different lesson in Grade 8 in order to meet this SE. Please see Section 1 of Grade 8 Unit 3 Lesson 21 on our mirror curriculum site, https://tx2.greeninja.org/lesson/19/26/776/3/21 specifically the Spotlight on Scientists presentation, https://tx2.greeninja.org/lessons/getWorksheetsNoPdf?path=/uploads/lessons/d-spotlight-on-scientists-presentation-tOpHSXGkQWrRyORTq3OvB.pptx&unit=3&lesson=21&modelId=19
Online Lesson Plans	9781948845687	N/A	Refer to: Grade 8, Unit 1, Lesson 12, Section 2 (F=ma Calculations) of the Lesson Plan	View Link	In the description leading up to the activity please change learnt to learned!	accept	Thanks - the requested change was made on our mirror curriculum website, https://tx2.greeninja.org/lesson/19/30/843/1/12
Online Lesson Plans	9781948845687	N/A	Refer to: c-hurricane-summary-worksheet.pdf; located in Grade 8, Unit 3, Lesson 31, Section 4 (Let's Summarize) of the Lesson Plan	View Link	The activity is great for students to practice the skill set; however, the vocabulary terms Typhoon and Cyclone are not referenced on the student handout or the video.	accept	Thanks - the definition of 'tropical cyclone' and the differentiation between hurricanes and cyclones can be found in Part 3 of this lesson in slides 2-5 of the What Causes a Hurricane (b-what-causes-a-hurricane-presentation.pptx), https://tx2.greeninja.org/lessons/getWorksheetsNoPdf?path=/uploads/lessons/b-what-causes-a-hurricane-presentation-WZcwDGVlrS3TOqKWfimMT.pptx&unit=3&lesson=31&modelId=19 .
Online Lesson Plans	9781948845687	N/A	Refer to: a-bike-reference-teacher.pdf; located in Grade 8, Unit 1, Lesson 15, Section 1 (Bike Observation and Drawing) of the Lesson Plan	View Link	The 1.15C Activity does not align with Texas Standards. The other parts are fine and align with this strand.	accept	Thank you for pointing this out.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Online Lesson Plans	9781948845687	N/A	Refer to: Grade 8, Unit 2, Lesson 11, Section 2 (Designing an Observation Table) of the Lesson Plan	View Link	Clarification on how this is repeated trials.	accept	Thanks - we added additional content to section 2 of Unit 2 Lesson 11 clarifying the repeated trials of measuring the radish plants. Please see this on our mirror curriculum website, https://tx2.greenninja.org/lesson/19/68/971/2/11
Online Lesson Plans	9781948845687	N/A	Refer to: where students define the problem with help; located in Grade 8, Unit 2, Lesson 3, Section 2 (Understanding the Problem) of the Lesson Plan	View Link	Explain that a good way to make connections between the data students have analyzed and the problem is to develop a system model to show possible cause-and-effect relationships. Add a comma after the word problem	accept	Thanks - we made the change in the lesson plan on our mirror curriculum website, https://tx2.greenninja.org/lesson/19/68/961/2/3
Online Lesson Plans	9781948845687	N/A	Refer to: Grade 8, Unit 1, Lesson 23, Section 2 (Effective Oral Communication) of the Lesson Plan	View Link	provide possible other oral presentation formats: flip grid demonstrations modeling	accept	Thanks - we added the suggestions for oral presentations to Section 1 of the lesson on our mirror curriculum website, https://tx2.greenninja.org/lesson/19/30/721/1/23
Online Lesson Plans	9781948845687	N/A	Please go to Grade 8, Unit 3, Lesson 20, See C4-climate-change-reading.pdf found under the Reading Companion header	View Link	Since this TEK mentions diverse scientists, maybe include the type of scientists or some specific scientists that came up with the phenomena such as Atmospheric Carbon dioxide, Sea level changes (Oceanographer), Average Global temperatures (NASA, and NOAA), Greenhouse effect, Carbon emission, and etc. in the reading portion. As it is we are inferring this information.	accept	Thanks for this suggestion. We added a presentation to the first section of Lesson 21 to introduce some diverse scientists that contribute data to our understanding of changes taking place on Earth. Please see Section 1 of Grade 8 Lesson 21 on our mirror curriculum site, https://tx2.greenninja.org/lesson/19/26/776/3/21 , specifically the Spotlight on Scientists presentation, https://tx2.greenninja.org/lessons/getWorkSheetsNoPdf?path=/uploads/lessons/d-spotlight-on-scientists-presentation-tOpHSXGkQWrRyORTq3OvB.pptx&unit=3&lesson=21&modelId=19
Online Lesson Plans	9781948845687	N/A	Refer to: items 3-4 in b-investigating-stars-worksheet.pdf; located in Grade 8, Unit 4, Lesson 9, Section 2 (Investigating Stars) of the Lesson Plan	View Link	Please explain to teachers or go into better detail how this is "repeated trials".	accept	Thank you for the suggestion. We added a callout box explaining the repeating trials in the activity and emphasizing the importance of using repeated trials in order to identify patterns in the data. Please see section 2 of Unit 4 lesson 9 on our mirror curriculum website, https://tx2.greenninja.org/lesson/19/67/958/4/9

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Online Lesson Plans	9781948845687	N/A	Refer to: Grade 8, Unit 1, Chapter 1, Chapter Review Lesson, Page 2 of C3-efficient-transportation-reading.pdf	View Link	Our only reason for accepting this citation is because of the mention of the environmental impact during the lesson.	accept	Thank you.
Online Lesson Plans	9781948845687	N/A	Refer to: Grade 8, Unit 1, Lesson 23, Section 2 (Effective Oral Communication) of the Lesson Plan	View Link	Description: provide possible other oral presentation formats: flip grid demonstrations modeling	accept	Thanks - we added the suggestions for oral presentations to Section 1 of the lesson on our mirror curriculum website, https://tx2.greeninja.org/lesson/19/30/721/1/23
Online Lesson Plans	9781948845687	N/A	Refer to: Grade 8, Unit 1, Lesson 26, Section 1 (Research Careers) of the Lesson Plan	View Link	Please check direct link to the CareersToChange resource.	accept	Thanks - the correct link has been added to the lesson on our mirror curriculum website, https://tx2.greeninja.org/lesson/19/30/697/1/26
Online Lesson Plans	9781948845687	N/A	Refer to: a-investigate-conservation-of-mass-teacher-demonstration.pdf; located in Grade 8, Unit 4, Lesson 24, Section 2 (Investigation) of the Lesson Plan	View Link	With this specific TEKS that addresses "Tools" there are no tools that are directly noted. Please look at this.	accept	Thanks for pointing this out. We added content to section 2 of Unit 4 lesson 24 to directly identify the balance as a tool to measure mass. Please see the new content on our mirror curriculum website, https://tx2.greeninja.org/lesson/19/67/940/4/24
Online Lesson Plans	9781948845687	N/A	Refer to: Grade 8, Unit 3, Lesson 7, Section 2 (Modification and Experimentation Part II) of the Lesson Plan	View Link	you have highlighted : Discuss limitations of the model and should have highlighted above : Discuss advantages of the model.	accept	Thanks for pointing this out. The wrong text was inadvertently highlighted.
Online Lesson Plans	9781948845687	N/A	Refer to: Grade 8, Unit 1, Lesson 13, Section 3 (Designing Your Own Roller Coaster) of the Lesson Plan	View Link	In this particular citation - the entire passage should be highlighted to meet the "conducting" portion of the TEK Students now need to gather their materials and begin their designs. As part of the engineering design process, once they have finished their design, they will need to test it and analyze it. There will probably be modifications to be made.	accept	Thanks for finding the relevant portion. Our citations for the public cover the entire section of the Lesson Plan and they don't see the highlighting.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Online Lesson Plans	9781948845687	N/A	Refer to: a-investigate-conservation-of-mass-teacher-demonstration.pdf; located in Grade 8, Unit 4, Lesson 24, Section 2 (Investigation) of the Lesson Plan	View Link	1 cup - Hydrogen peroxide 3 4 Notes: for stations 2 & 3 1 teaspoon - Active dry yeast 3 4 Notes: for stations 2 & 3 1 cup - The aforementioned measurements are not used in Science labs: we use the SI metric system and tools that measure accordingly	accept	Thank you for pointing this out. The use of cups can be convenient in some cases where metric glassware and/or balances are not available, but we have provided conversions to SI units that teachers can use in this lesson. See the Teacher Tips section on our mirror curriculum website, https://tx2.greenninja.org/lesson/19/67/940/4/24
Online Lesson Plans	9781948845687	N/A	Refer to: Grade 8, Unit 1, Chapter 1, Chapter Review Lesson, Page 2 of C3-efficient-transportation-reading.pdf	View Link	Within this narrative it brings into account environmental impact. I wish somewhere in the teacher notes you bring this up so that the teacher understands how this TEK is being addressed. Students conduct a cost-benefit analysis comparing projected or estimated costs and benefits (opportunities) associated with project decisions. In an engineering design challenge, examples may include but are not limited to material costs, building and implementation time investment or duration, environmental impact, safety considerations, and projected durability or longevity of the design solution.	accept	Thank you for pointing this out. We now have new content in section 4 of Unit 3 Lesson 3 highlighting cost-benefit analysis in order to meet this TEKS. Please see the content on our mirror curriculum website, https://tx2.greenninja.org/lesson/19/26/876/3/3

Publisher: Kiddom

Science, Grade 8

OpenSciEd 8th grade Science powered by Kiddom - Online and Print: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
OpenSciEd 8th grade Science powered by Kiddom	9781960634559	[10]	Unit 8.1 Contact Forces > Lesson 1 What happens when two things hit each other? > 8.1.01 Developing Additional Questions	View Link	specify the type or give examples of the collisions you would like the students to respond to	accept	Additional directions provided. Add your names to the top of 2 index cards. Label one "Condition B (doubling the mass)" and the other "Condition C (doubling the speed)". You will examine collision factors that cause damage and do not cause damage.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[11]	Unit 8.1 Contact Forces > Lesson 2 What causes changes in the motion and shape of colliding objects? > 8.1.02 Discuss Design Challenges in Dropping and Breaking Investigation > With Your Group & With Your Class	View Link	extend the with section to make a more detailed plan	reject	This lesson is broken into 5 parts. Discussion is the 3rd of 5 parts. A more detailed plan is contained in part 1 and part 2.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[19]	Unit 8.1 Contact Forces>Lesson 4: How much do you have to push on any object to get it to deform (temporarily vs. permanently)?>8.1.04 Material Deformation Lab: Collect and Analyze Data	View Link	please specify the tool to be used for measuring centimeters	accept	Tool has been specified
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[19]	Unit 8.1 Contact Forces>Lesson 4: How much do you have to push on any object to get it to deform (temporarily vs. permanently)?>8.1.04 Material Deformation Lab: Collect and Analyze Data	View Link	Please specify the centimeter tool to be used	accept	Tool has been identified as a ruler.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[1]	Unit 8.7 Weather, Climate, & Water Cycling > Setting the Stage for Learning > Explain by modeling how matter is classified as elements, compounds, homogenous mixtures, or heterogeneous mixtures > Lesson Plan	View Link	1. Description of location does not match lesson attached. 2. There is no guidance to students on how to create their models in the lesson assessment. 3. You are also making a huge assumption that just reading an article will enable the students to understand the concept	accept	1. Description now matches lesson 2. The lesson assessment directions have been changed to include "on a piece of paper, draw a model" 3. A guided discussion is present during the lesson where the teacher asks students questions about the article and supports learning the concept.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[29]	Unit 8.1 Contact Forces > Lesson 7 How much does doubling the speed or doubling the mass affect the kinetic energy of an object and the resulting damage that it can do in a collision? > 8.1.07 Identifying Variables	View Link	Break question 2 into 4 parts, by variable and results	accept	Question 2 broken into variable and parts.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[29]	Unit 8.1 Contact Forces > Lesson 7 How much does doubling the speed or doubling the mass affect the kinetic energy of an object and the resulting damage that it can do in a collision? > 8.1.07 Carry Out Investigation 1	View Link	Really confusing investigation, please look into changing this entire thing	reject	Please see 8.1.07 Preparing for Investigation 1 which provide the directions for the investigation.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[30]	Unit 8.1 Contact Forces > Lesson 7 How much does doubling the speed or doubling the mass affect the kinetic energy of an object and the resulting damage that it can do in a collision? > 8.1.07 Analyzing Results and Making Predictions	View Link	Part 2 has no question for the students to answer	accept	Part 2 has been removed.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[33]	Unit 8.1 Contact Forces > Lesson 1 What happens when two things hit each other? > 8.1.08 Navigation	View Link	As a prompt add a video or simulation for kids to reference to activate questioning	accept	Reference google slide presentation and show visuals to activate prior knowledge. Where did the energy in our launcher system come from, and after the collisions where did it go to? From Lesson 8 https://app.kiddom.co/curriculum/718796/node/280db6af-bf87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:4089a833-d96e-11ed-a4f6-06dee69fc1b2

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[35]	Unit 8.1 Contact Forces>Lesson 9: How do other contact forces from interactions with the air and the track cause energy transfers in the launcher system?>8.1.09 Conducting Investigations: Other Forces >STATION 2	View Link	Station 2, Data card 1 is super confusing and does not show the relationship between cycling and % energy loss.	accept	Additional teacher directions for this lesson to support student stations and data card #1 is found here: https://app.kiddom.co/curriculum/718796/node/280db6af-bf87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:4089a985-d96e-11ed-a543-06dee69fc1b2
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[35]	Unit 8.1 Contact Forces > Lesson 9 How do other contact forces from interactions with the air and the track cause energy transfers in the launcher system? > 8.1.09 Conducting Investigations: Other Forces > Questions 1-4	View Link	simulation needs to be able to change surface variables	accept	Content has been changed to include changing surface variables.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[42]	Unit 8.1 Contact Forces > Lesson 11 What can we design to better protect objects in a collision? > 8.1.11 Draft a Plan for Protecting a New Object	View Link	Please expand to include the entire EDP, not just parts	reject	These concepts are included in other lessons. This lesson and investigation are only tailored to one specific component
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[45]	Unit 8.1 Contact Forces > Lesson 12 What materials best reduce the peak forces in a collision? > 8.1.12 Determine Investigation Setup	View Link	activity needs to add something to activate prior knowledge for students	reject	8.12 is just one component of Lesson 1 Day 2. Additional components that activate prior knowledge and scaffolding from the teacher

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[46]	Unit 8.1 Contact Forces>Lesson 12: What materials best reduce the peak forces in a collision?>8.1.12 Materials Testing	View Link	with no big, visible gaps between them. this is too vague, please specify this measurement and provide tool to use.	reject	This section, materials testing, is designed to be used with the student handout, listed at the end of the section. This handout provides clarifications an specificity.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[46]	Unit 8.1 Contact Forces > Lesson 12 What materials best reduce the peak forces in a collision? > 8.1.12 Materials Testing	View Link	clarification needed throughout the directions, break it down	reject	Check-offs are contained for each step. Additionally, the Day 2 lesson plan gives specific steps and instructions for teachers to break the directions down for students while completing the assignments.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[51]	Unit 8.1 Contact Forces > Lesson 13 How (and why) does the structure of a cushioning material affect the peak forces produced in a collision? > 8.1.13 Prepare to Apply These Ideas to Your Design	View Link	Please expand to include the entire EDP, not just parts	reject	This lesson only addressed cushioning material which is why designing a helmet is the investigation, Other EDP parts are included in other lessons.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[59]	Unit 8.1 Contact Forces > Lesson 15: How can we use what we figured out to evaluate another engineer's design? > 8.1.15 Construct Individual Design Pitch	View Link	Please expand to include the entire EDP, not just parts	reject	This lesson is specifically about cushioning and is why the investigation includes designing a helmet. Other lessons address other parts of EDP.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[7]	Unit 8.1 Contact Forces>Lesson 1: What happens when two things hit each other?>8.1.01 - Exploring a Phenomenon>WITH YOUR CLASS	View Link	use multiple model examples, not all teachers have CD cases and the example needs to be more technological relevant to 21st century learners.	accept	suggest in teacher directions to use online resources, simulations or other cases.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[8]	Unit 8.1 Contact Forces>Lesson 1: What happens when two things hit each other?>8.1.01 - Modeling Collisions>Question 2	View Link	In part A instructions, leave out the word surprisingly. This needs to be a student revelation	accept	The word surprisingly will be removed.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	[8]	Unit 8.1 Contact Forces>Lesson 1: What happens when two things hit each other?>8.1.01 - Modeling Collisions>Question 2	View Link	In part A instructions, embed the poster on to the page for student reference.	accept	Poster is developed during class. Teachers will be encouraged in directions to embed the poster into the daily lesson.

Publisher: Savvas Learning

Science, Grade 8

Texas Experience Science Grade 8 (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 8 Digital Components</i>	9781428553903	1	Entire page	View Link	Very thorough. Nice.	accept	Thank you for the positive feedback! There is no change to make to the program.
<i>Grade 8 Student Activity Companion</i>	9781418398644	204	Step 4	View Link	This is an excellent descriptive investigation exercise. I like the equating of "descriptive" with "qualitative data."	accept	Thank you for the positive feedback. There is no change to make to the program.
<i>Grade 8 Student Activity Companion</i>	9781418398644	21 - 25	Safety section and lab pages	View Link	I think this is a better first degree citation than the others.	reject	Thank you for the feedback. There is no change to make as the feedback is referring to the citation document we submitted for the SRP review.
<i>Grade 8 Student Activity Companion</i>	9781418398644	213	Question 2	View Link	This is so interesting! I learned something new about the Earth today.	accept	Thank you for the positive feedback! No change to make.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 8 Student Activity Companion</i>	9781418398644	360	Question 3	View Link	Missing: Students need to provide evidence of their inferences by citing how the structure of the organelles is related to the function. The use of the term "structure" vs. "organelle" may be somewhat confusing. Consider organelles and structure of organelles for clarity.	reject	As "What are the functions of cell structures" is an Explore lab, students have not yet learned the term "organelle." We only briefly introduce the term at the end of the lab. We refer to the organelles as structures in this lab to support the theme of "structure and function" (TEKS 5D) in relation to cells as a whole rather than the structure of the actual organelles. TEKS 13A asks students to identify the function of organelles, but not the structure of the organelles; therefore, we think asking students to identify the structure of the organelles is out of scope for Grade 8.
<i>Grade 8 Student Activity Companion</i>	9781418398644	374 - 379	Entire lab	View Link	My favorite part of this lab: simplicity. And it puts supplies in the kids hands, and lets them create the lab. It's not always necessary to make labs so complicated that teachers will avoid using them. Well done!	accept	Thank you for the positive feedback. There is no change to make to the program.
<i>Grade 8 Student Activity Companion</i>	9781418398644	424	Entire page	View Link	Population per se is not mentioned on the page. It can be inferred that more than one organism of the same species is a population.	accept	We will edit the last sentence of text on the page from: Soil is an essential first step to building a thriving ecosystem where diverse species can grow. To: Soil is an essential first step to building a thriving ecosystem with diverse species and growing populations.
<i>Grade 8 Digital Components</i>	9781428553903	Slide 16	Slide and Teacher Support in notes section	View Link	I really like this table differentiating the three.	accept	Thank you for the positive feedback! There is no change to make to the program.
<i>Grade 8 Digital Components</i>	9781428553903	Worksheet link	Left page, Question 2; right page, Question 3; following page, Question 4; following page, Scoring Rubric	View Link	Our team loved the rubric and the framing of the questions!	accept	Thank you for the positive feedback! No change to make to the program.
<i>Grade 8 Digital Components</i>	9781428553903	Worksheet link	Right page, Question 1	View Link	Question 1 is missing a word which would make it a question. This is a barrier to student understanding of what is required of them.	reject	There is no error in Question 1 in the worksheet link cited here. The description of the problem matches the description provided for the one error reported in Grade 8 - Citation 2392426. Given that the Virtual Lab in citation 2392426 and the Worksheet cited here are used for the same breakout (1.A.ii), I believe that this feedback is related to the same error reported in 2392426.

Publisher: School-it!

Science, Grade 8

Elemental Science - 8th: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Elemental Science - 8th TE</i>	9780997829549	1	New text in yellow on page 1 is to be added.	View Link	Might want to include the word hydrosphere when referring to the water on the planet	accept	Original Text: Moreover, the Sun’s energy causes the evaporation of water from oceans, lakes, and rivers, adding moisture to the air. Change: Moreover, the Sun’s energy causes the evaporation of water from the hydrosphere (oceans, lakes, and rivers), adding moisture to the air.
<i>Elemental Science - 8th TE</i>	9780997829549	11-13	Bottom 3 paragraphs on page 11 up to page 13 top 3 paragraphs.		Include pictures	accept	Pictures will be added to all Lab Safety tools and equipment from page 11 - 13.
<i>Elemental Science - 8th TE</i>	9780997829549	122-123	Bottom paragraph on page 122 and two paragraphs on page 123		Page 123, visible light spectrum diagram should match the EM Spectrum and the description below	accept	We will flip the top EM spectrum to match the visible light spectrum to ensure flow.
<i>Elemental Science - 8th TE</i>	9780997829549	130-133	Page 130, bottom paragraph through 133		P.130 has redundancy in repetitive information from paragraph 2 and 3. ALSO - temperature for fusion to begin does not include units. Celsius. 15 million degrees means nothing without units.	accept	Page 130, the second paragraph, talks about how the sun was created and how it will eventually be destroyed. The third paragraph vertically aligns this TEK to the order of the planets within the solar system and how they were created from the initial explosion that gave birth to the Sun. Change Will add the word Celsius: "15,000,000 degrees Celsius" Will add the source after the sentence that references the temperature needed "(NASA)"

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Elemental Science - 8th TE</i>	9780997829549	15-16	True/False on page 15 and Discussion on page 16.		T/F doesn't go with practice but with equipment.	accept	Original Text: An eyewash station is a piece of emergency equipment used to flush the eyes with water in case of exposure to hazardous substances. Change: True/False You should immediately notify the teacher or lab supervisor in case of a chemical spill. True. In case of a chemical spill, it is crucial to immediately notify the teacher or lab supervisor to handle the situation safely and effectively.
<i>Elemental Science - 8th TE</i>	9780997829549	162,163	Diagrams and extension questions on pages 162 and 163.		Colors on p.163 should correspond to high frequency and low frequency in relation to doppler effect.	accept	High Frequency will be changed to Blue, and Low Frequency will be changed to Red.
<i>Elemental Science - 8th TE</i>	9780997829549	18-22	All words in bolded.		Units of measurement lack consistency: mass needs grams, millimeters, seconds, minutes, and hours need abbreviations as they are given for other unites. Coldness? Scientifically there is heat and the absence of heat. This contributes to student's misconceptions.	accept	Change 1: Adding units in parentheses for each: seconds (s), minutes (min), and hours (hrs), millimeters (mm), grams (g), kilograms (kg) Change 2: Original Text: "It indicates the degree of hotness or coldness of that object or substance" New Text: "It indicates how hot an object is, providing a measure of its thermal energy (heat)."
<i>Elemental Science - 8th TE</i>	9780997829549	2-3	New text on page 3 is to be added to Teacher Dialogue on page 2. This dialogue will guide students on the photosynthesis equation and analyze if the equation follows the law of conservation of mass.	View Link	Recommended to use the word "photosynthesis." It is an "including" in the TEKS, so it has to be there	accept	Original Text: "Based on the information provided for 6CO_2 , $6\text{H}_2\text{O}$, $\text{C}_6\text{H}_{12}\text{O}_6$, and 6O_2 , does the equation follow the Law of Conservation of Mass? Why or why not? Think about the total count of each atom on both sides." Change "Based on the information provided for the equation of photosynthesis (6CO_2 , $6\text{H}_2\text{O}$, $\text{C}_6\text{H}_{12}\text{O}_6$, and 6O_2), does the equation follow the Law of Conservation of Mass? Why or why not? Think about the total count of each atom on both sides."
<i>Elemental Science - 8th TE</i>	9780997829549	212	Both paragraphs on page 212		subscripts needed in chemical formulas	accept	Numbers will be made into subscripts with this page 212 - (3 changes).

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Elemental Science - 8th TE</i>	9780997829549	213	Three paragraphs on page 213.		p.213 - The ending statistic needs more explanation. You cite the source, but more explanation is needed, or more elaboration.	accept	<p>Original paragraph on page 213:</p> <p>"Strong scientific evidence supports the impact of urbanization on climate change. A study published in the journal "Nature Climate Change" (Cheng & Ren, 2020) found that urbanization can increase temperatures by up to 2°C in some areas. Another study published in the "Proceedings of the National Academy of Sciences" (Bieger et al., 2019) found that air pollution from human activities, including urbanization, contributes to over 4 million premature deaths worldwide each year."</p> <p>It will be split into two paragraphs to elaborate on the seriousness of the issue:</p> <p>Strong scientific evidence supports the impact of urbanization on climate change. A study published in the journal "Nature Climate Change" (Cheng & Ren, 2020) found that urbanization can increase temperatures by up to 2°C in some areas. This change in temperature can influence local weather patterns, contribute to heat waves, and exacerbate the effects of global warming in these regions, making life increasingly uncomfortable and unhealthy for residents and local wildlife alike.</p> <p>Another study published in the "Proceedings of the National Academy of Sciences" (Bieger et al., 2019) found that air pollution from human activities, including urbanization, contributes to over 4 million premature deaths worldwide each year. This alarming statistic highlights the grave public health implications of urbanization. Urban areas often see higher levels of air pollution due to increased vehicle emissions, industrial activities, and construction, all of which release harmful pollutants into the atmosphere. These pollutants, including particulate matter and nitrogen oxides, can cause respiratory and cardiovascular problems, leading to premature deaths. Efforts to mitigate urban air pollution are crucial to improving public health outcomes and enhancing the quality of life for urban dwellers.</p>
<i>Elemental Science - 8th TE</i>	9780997829549	225	Two discussion questions on page 225.		Add pictorial representation of carbon cycle	accept	A pictorial representation will be added to the middle of page 222.
<i>Elemental Science - 8th TE</i>	9780997829549	269	The last paragraph on page 269.		Fun fact could cause misconceptions	accept	This has already been addressed: Removal of the Fun Fact on page 269.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Elemental Science - 8th TE</i>	9780997829549	270	Top paragraph on page 270.		Plants can have more than 1 vacuole, the size is the difference that needs focus	accept	Original Text: Plant cells contain one large vacuole, while animal cells contain many throughout the cell. Change: Plant cells contain large vacuoles (usually one, but some have several), while animal cells contain many small vacuoles throughout the cell.
<i>Elemental Science - 8th TE</i>	9780997829549	271	Top paragraph on page 271.		fun fact could cause misconceptions	accept	Removal of Fun Fact on the top paragraph of page 271.
<i>Elemental Science - 8th TE</i>	9780997829549	276-277	Bottom two paragraphs on page 276, and the three paragraphs on page 277.		Fun Fact on page 277 might bring up unnecessary emotions and feelings of some students	accept	Removing the Fun Fact on page 277.
<i>Elemental Science - 8th TE</i>	9780997829549	287,291	True or False on page 287, and activity on page 291.		287 - sentence fragments, needs to be included into one sentence	accept	Original Text: "The following is an example of a Structural Adaptation: The dermal denticles of sharks, which are small scales that cover their skin. Increases hydrodynamic efficiency and reduces drag in the water, providing sharks with an advantage in hunting and swimming." Change to: "The dermal denticles of sharks are small scales that cover their skin and serve as an example of a Structural Adaptation. These denticles increase hydrodynamic efficiency and reduce drag in the water, giving sharks an advantage in hunting and swimming."
<i>Elemental Science - 8th TE</i>	9780997829549	3-4	Teacher Edition on page 4, Student Edition on Page 3	View Link	Might consider adding a few conclusion questions about what was discovered after counting all the atoms on each side of the equation, they should be equal and why is that kinds of questions	accept	Adding the following questions to allow teacher to check for mastery of the concept: Further Probing Question: How does counting the atoms on each side of the equation help you understand the Law of Conservation of Mass? Can you think of a situation where the number of atoms on each side of a chemical equation would not balance? What would that imply about the reaction? Why is it important for a chemical equation to follow the Law of Conservation of Mass, especially in natural processes like photosynthesis?

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Elemental Science - 8th TE</i>	9780997829549	61-62	True/False and Discuss question on page 61 and the top diagram on page 62 with extension questions on the left side.		Need answer in TE for discussion question	accept	Adding Answer: "Both clean rain and milk are acidic, but milk with a pH of 6.8 would be considered "slightly acidic" as it is closer to the neutral point of 7 compared to clean rain with a pH of 5.6."
<i>Elemental Science - 8th TE</i>	9780997829549	69-71	All diagrams to be completed by students.		Chemical Equation is not the same as chemical formula	accept	Pg 71 top paragraph "formula" changed to "equation" The last sentence on page 71, "formula" changed to "equation"
<i>Elemental Science - 8th TE</i>	9780997829549	69-71	Top paragraph of page 69		Referenced student expectation 8.5D from the old TEKS.	accept	Original Text: 8.5D Change: 8.6B
<i>Elemental Science - 8th TE</i>	9780997829549	79-80	Students complete the diagram at the bottom of page 79 and top of page 80		Top of 80 - Needs reference to holding mass constant. Without a constant mass the comparison does not hold up.	accept	Will add "Holding Mass Constant" above the activity to ensure students understand the concept.

Science, Grade 8

Elemental Science - 8th: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Elemental Science - 8th TE</i>	9780997829549	39	Sections 2, 3, and 4		Teacher instructions needed to activate the monitoring	accept	Original last sentence on the top paragraph: "To engage students in writing, discussing, and kinesthetic learning, please follow these steps:" Change: "To engage students in writing, discussing, and kinesthetic learning, please follow these steps and ensure proper guidance throughout the activity:"

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Elemental Science - 8th TE</i>	9780997829549	92	Pg 92 Steps 1-4		Suggested to add drawing pictures instead of writing sentences	accept	Original Text: "Have them think about the different types of forces present in various sports they know and write a few sentences about how forces play a role in these sports." Change: "Have them create drawings to illustrate the various types of forces involved in different sports they know, showing how these forces play a role in the activities."
<i>Elemental Science - 8th TE</i>	9780997829549	96	Discuss question in the middle of the sheet.		Question should be worded as a directive, not a yes or no question	accept	Original text: "Could you describe the relationship between inertia and friction in this situation?" Change: "Describe the relationship between inertia and friction in this situation?"

Publisher: Summit K12 Holdings

Science, Grade 8

Dynamic Science 8th Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 8th Grade Student/Teacher Resources</i>	9781433409523	1	8.7A Formative Assessment 1 -- Question 2 -- "Two forces are applied to a 20 kg box resting on a smooth surface, as shown below. Which statement best describes the acceleration of the box?"	View Link	Strongly consider giving students the opportunity to practice calculating Net Force THEN using that Net Force to calculate Acceleration BEFORE taking an assessment. This could be done by adding a few questions to the Force, Mass, Accelerations Calculations worksheet fairly easily.	reject	Thank you for your feedback. The Lesson Guides do include these practice opportunities. Teachers may give assessments at any point they deem appropriate.
<i>Dynamic Science 8th Grade Student/Teacher Resources</i>	9781433409523	Lesson Guide	8.9C Lesson Guide -- Under Key Concepts -- Gear Activity "Mystery Spectra & Redshift, Blushift"	View Link	Part of the characters in the Speed of Light explanation line are missing	reject	Thank you for your feedback. We cannot locate the error you reported, but should we find it we will make the change.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science 8th Grade Student/Teacher Resources</i>	9781433409523	Lesson Guide	8.11A Lesson Guide -- Under Key Concepts -- Gear Activity "The Global Conveyor Belt"	View Link	Consider adding an activity or a task for students to learn about El Nino and La Nina patterns here.	reject	Thank you for your feedback. We decided not to address El Nino and La Nina at this time.

Publisher: TPS Publishing

Science, Grade 8

STEAM into Science - Grade 8 Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
		77	Last sentence	View Link	"amount of pennies" should be "number of pennies"	accept	Thank you for the feedback. Edits will be applied.
		online	Website		The website interface is not user friendly. The page bar is not movable and often in the way. When magnifying the page, it will move easily. Are the online workbooks fillable and easy to grade?	reject	The interface is used daily by thousands of students and teachers. There are several different views that can be used and a small amount of training usually solves any navigation issues.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade K

HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade K: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K</i>	9780358881636	GK Banco de distresses y temas, Elemento de prueba 38	GK Banco de distresses y temas, Elemento de prueba 38	View Link	The word 'distresses' is not a Spanish word and appears in this student workbook throughout the entire document. This word also appears in the description.	accept	HMH will replace "distresses" with "destrezas" to fix misspelling throughout the document.

Publisher: McGraw Hill

Science, (Spanish) Grade K

McGraw Hill Ciencias para Texas Kindergarten: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Ciencias para Texas, Grado K Teacher Edition</i>	9781266115585	141	Under "Communicate," Question 8, (Teacher's Edition, p. 62D). View the English version to review the teacher support. Note: The student activity page is also available in Spanish.	View Link	More specific details are needed for investigation: -brown paper bag - small flashlight (optional) one per student -mystery object (i.e., plastic toy, toy car, pencil, pen, eraser, etc.)	reject	Thank you for your feedback and thorough review of Grade K Texas Science (Spanish). We have met the TEKS through the citations provided.

Publisher: Savvas Learning

Science, (Spanish) Grade K

Texas Experimenta las Ciencias Grade K (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Student Activity Companion</i>	9781323223413	1	Actividad de la estación de lectura: ¿cómo se puede describir un objeto?, toda la actividad	View Link	K-2 students need visuals or concrete examples, also they need to color, cut & paste, fold, classify, etc. When they are doing something is better the understanding and the learning. Repetitive actions are great for K-2 students. Practices and examples for every single property of matter.	reject	Thank you for your feedback. The directions at the bottom of the Literacy Activity do include "Ask about what other properties the object has." Additionally, the Teacher Guide support for the Literacy Station, p. 17, notes "Students can also apply their experiences in the Hands-On Station to better understand the properties of objects." In the corresponding Hands-On Activity, students will explore the property of texture. In the Explain Key Ideas Presentation and Key Ideas video, students learn more about the different properties of objects. In the Key Ideas Activity, students will identify the properties of an object they observe.
<i>Grade K Student Activity Companion</i>	9781323223413	1	Actividad de la estación de lectura: ¿cómo se puede describir un objeto?, toda la actividad	View Link	The activity is not mentioning quantity.	reject	Thank you for your feedback. Savvas has revised various activities to cover this gap in response to the initial SRP review in July. No further revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Student Activity Companion</i>	9781323223413	1	Actividad de la estación de lectura: ¿Cómo se puede describir un objeto?, toda la actividad	View Link	I believe we can have other examples, maybe one per each characteristic, so it can be clear for the students.	reject	Thank you for your feedback. The directions at the bottom of the Literacy Activity do include "Ask about what other properties the object has." Additionally, the Teacher Guide support for the Literacy Station, p. 17, notes "Students can also apply their experiences in the Hands-On Station to better understand the properties of objects." In the corresponding Hands-On Activity, students will explore the property of texture. In the Explain Key Ideas Presentation and Key Ideas video, students learn more about the different properties of objects. In the Key Ideas Activity, students will identify the properties of an object they observe. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	1	Specific location: Actividad de la vista preliminar a PCI y a los conceptos: ¿Cómo puedes cuidar una planta?, página 1, Preguntas 2-4 (new)		missing preposicion "de" ... "en terminos de cantidad relativa"	reject	Thank you for your feedback. This error originates in the text of the official translation of TEKS breakout 5.C.ii: "describa las propiedades de objetos en términos cantidad relativa." No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	1-2	Manual de seguridad: Normas de seguridad en el laboratorio	View Link	Teacher/students are not demonstrating safety practices from having a safety manual read to them.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	1-2	Manual de seguridad: Normas de seguridad en el laboratorio	View Link	The Breakout specifies that it should be demonstrated, the lab manual asks students to read the manual and have the teacher answer any questions. This is for KINDERGARTEN. That is not logical.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	1-2	Specific location: SEPs and Themes Preview Activity: Explore Scientists and Engineers (New), pp. 1-2		correct the word "diferent" with "diferentes".	reject	Thank you for your feedback. This error originates in the text of the official translation of TEKS 4.B: "identifique a científicos e ingenieros, tales como Isaac Newton, Mae Jemison e Ynes Mexia, y explore lo que hacen diferente científicos e ingenieros." No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	1-2	Manual de seguridad: Normas de seguridad en el laboratorio	View Link	I see a page with the narrative of safety measures and tools but nothing to demonstrate the safety in the laboratory. Maybe some pictures or proper activities for the K-2 students would be more effective.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	1-2	Manual de seguridad: Normas de seguridad en el laboratorio	View Link	Expecting a kindergartener to read and consider that student demonstrating the concept of safety is not an opportunity to teach, learn or demonstrate a skill.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Digital Components</i>	9781428553828	1-2	Manual de seguridad: Normas de seguridad en el laboratorio	View Link	Students are not describing safety practices from having a safety manual read to them.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	1-2	Manual de seguridad: Normas de seguridad en el laboratorio	View Link	The breakout is "describe", so it is not describing safety practices. Students K-2 can describe orally from pictures or illustrations, but not from a paper with Safety Rules.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.
<i>Grade K Student Activity Companion</i>	9781323223413	14	Actividad de la estación de trabajo práctico: ¿cómo puedo usar un imán para mover un clip?, toda la actividad	View Link	The breakout states: "Defina problemas con base en observaciones". This activity does not have students defining a problem. They are exploring, but there is no step for students to define or even solve a problem.	reject	Thank you for your comment. Savvas has revised the Actividad STEAM: Diseñar una herramienta to cover this gap as part of the SRP review of our initial submission. No further revisions will be made.
<i>Grade K Student Activity Companion</i>	9781323223413	14	Actividad de la estación de trabajo práctico: ¿cómo puedo usar un imán para mover un clip?, toda la actividad	View Link	If the breakout is to help students to "define what is a problem based on the observations", then the activity is just telling them to do something specifically but not thinking or explaining what the problem is or if they see possible solutions after identifying the problem.	reject	Thank you for your comment. Savvas has revised the Actividad STEAM: Diseñar una herramienta to cover this gap as part of the SRP review of our initial submission. No further revisions will be made.
<i>Grade K Student Activity Companion</i>	9781323223413	22	Actividad de la estación de trabajo práctico: ¿cómo puedes bloquear la luz?, toda la actividad	View Link	There is no measurement in this activity.	accept	Thank you for your feedback. Savvas will address this comment.
<i>Grade K Digital Components</i>	9781428553828	3	Manual de seguridad: Contrato de seguridad en el laboratorio, p. 3	View Link	Students are not identifying safety practices during investigations. Students in grades K-2 need activities to color, cut and paste, etc.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	3	Manual de seguridad: Contrato de seguridad en el laboratorio	View Link	Not showing demonstration or any kind of examples to make sure the students are learning or understanding.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Student Activity Companion</i>	9781323223413	33	Actividad de la estación de lectura: ¿cómo se pueden describir las estaciones?, toda la actividad	View Link	I think that seasons are not systems, so maybe another example would be better.	accept	Thank you for your feedback. Savvas will address this comment.
<i>Grade K Student Activity Companion</i>	9781323223413	34	Actividad de la estación de trabajo práctico: ¿cómo cambia el tiempo a lo largo de las estaciones?, Paso 2: Describe	View Link	I think that seasons are not systems, so maybe another example would be better.	accept	Thank you for your feedback. Savvas will address this comment.
<i>Grade K Student Activity Companion</i>	9781323223413	38	Actividad de la estación de trabajo práctico: ¿cómo se pueden describir y clasificar estas rocas?, Paso 3: Comenta	View Link	The activity is not mentioning quantity.	reject	Thank you for your feedback. Savvas has revised this activity in response to the initial SRP review in July by adding an item to address quantity. No further revisions will be made.
<i>Grade K Teacher Guide</i>	9781323223444	38	Guía del maestro: Demostración del fenómeno cotidiano: ¿cómo puedes sacar algunos objetos de una bolsa sin usar las manos?, Paso 1: Predecir	View Link	The question could be ... What objects do you think are going to be out of the bag with the help of the magnet? ... or something like that	accept	Thank you for your feedback. Savvas will address this comment.
<i>Grade K Student Activity Companion</i>	9781323223413	39	Actividad de ideas clave: Clasificación de rocas, toda la actividad	View Link	There should be a kind of problem to provide the solutions.	reject	Thank you for your feedback. As part of Savvas' response to the SRP review of our initial submission, we have revised Actividad STEAM: Diseñar una herramienta to cover this gap. No further revisions will be made.
<i>Grade K Topic 4 Read About It</i>	9781428514140	4	Lee y entérate: El cielo de día, toda la página	View Link	I will suggest including another picture with the sun.	reject	Thank you for your feedback. The illustration already clearly represents the sun. No revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Topic 4 Read About It</i>	9781428514140	4-5	Lee y entérate, empezando en El cielo de día, páginas completas	View Link	Is not sowing predictions, but maybe you can suggest the teacher to make predictions.	reject	Thank you for your feedback. This component is a student-facing component and there is no teacher instruction in it. However, the instructions in another component address this feedback. No revisions will be made.
<i>Grade K Student Activity Companion</i>	9781323223413	43	Actividad de ideas clave: El uso del agua, Comenta	View Link	There should be a kind of problem to provide the solutions.	reject	Thank you for your feedback. This citation is inaccurate but the breakout is fully covered in other components. No revisions will be made.
<i>Grade K Student Activity Companion</i>	9781323223413	43	Actividad de ideas clave: El uso del agua, Usanúmeros	View Link	This is a better activity for this breakout	reject	Thank you for your feedback.
<i>Grade K Topic 4 Read About It</i>	9781428514140	5	Lee y entérate: El cielo de noche, toda la página	View Link	Teacher makes sure that is going to do the illustration of the stars.	reject	Thank you for your feedback.
<i>Grade K Topic 4 Read About It</i>	9781428514140	5	Lee y entérate: El cielo de noche, toda la página	View Link	Make sure the teacher is going to make the illustrations of the objects in the sky.	reject	Thank you for your feedback.
<i>Grade K Student Activity Companion</i>	9781323223413	57	Actividad de ideas clave: Los ciclos de vida de las plantas, toda la actividad	View Link	Teacher needs to help students realize that is an advantage having the parts of the plant to put them in order because is going to be very clear how or why the parts work as a living thing.	accept	Thank you for your feedback. Savvas will address this comment as in citation #3818566.
<i>Grade K Student Activity Companion</i>	9781323223413	57	Actividad de ideas clave: Los ciclos de vida de las plantas, toda la actividad	View Link	Teacher needs to help students identify limitations in models when they have parts of plants in different sizes or different parts of other plants.	accept	Thank you for your feedback. Savvas will address this comment.
<i>Grade K Digital Components</i>	9781428553828	6	Manual de seguridad: Demostrar prácticas seguras durante investigaciones de campo, Párrafos 1–4	View Link	Teacher/students are not demonstrating safety practices from having a safety manual read to them.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Digital Components</i>	9781428553828	6	Manual de seguridad: Demostrar prácticas seguras durante investigaciones de campo, Párrafos 1-4	View Link	The breakout is "demonstrate" and showing the Safety rules are not helping to do that. To demonstrate, K-2 students will need to do or practice an activity.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	6	Manual de seguridad: Demostrar prácticas seguras durante investigaciones de campo, Párrafos 1-4	View Link	Expecting a kindergartener to read and consider that student demonstrating the concept of safety is not an opportunity to teach, learn or demonstrate a skill.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.
<i>Grade K Student Activity Companion</i>	9781323223413	6	Actividad de la estación de trabajo práctica: ¿Qué objetos van juntos?, Paso 2: Dibuja	View Link	The activity is not mentioning quantity.	reject	Thank you for your feedback. Savvas has revised this activity in response to the initial SRP review in July by adding an item to address quantity. No further revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	7	Manual de seguridad: Pregunta 1	View Link	I think K students will need pictures, coloring pages or some kind of activity to help them learn and understand the safety measures.	reject	Thank you for your feedback. The Texas Lab Safety Manual and Safety Contract is for K-5 teacher use only and not intended for direct use by the Kindergarten student. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 10, 11	Presentación de ideas clave: Las sombras, Diapositivas y Apoyo para el maestro	View Link	Students are not explaining where they think the shadow is going to be projected.	reject	Thank you for your feedback. Savvas has already addressed this in response to the initial SRP review in July. No further revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 10, 11	Presentación de la vista preliminar a PCI y a los conceptos: Reunir y anotar datos, Diapositivas y Apoyo para el maestro	View Link	There is no measurement in this activity.	accept	Thank you for your feedback. Savvas will address this comment.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 14, 15	Presentación de la vista preliminar a PCI y a los conceptos: Desarrollar y usar modelos, Apoyo para el maestro, ¡Inténtalo!	View Link	This is the same as the citation above. It should be the student activity page not the presentation.	reject	Thank you for your feedback. There is not enough context in the comment about why the citation does not cover the breakout, or which "citation above" is being referred to.
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 14, 15	Presentación de la vista preliminar a PCI y a los conceptos: Desarrollar y usar modelos, Diapositivas y Apoyo para el maestro	View Link	Students are making a model for the parts of the plant, but they are not representing a process or a solution of a problem.	reject	Thank you for your feedback. Your comment is correct, the activity cited does not involve representing a process but this is covered in the additional citations Savvas has provided. Regarding the portion of the breakout about representing a solution to a problem, Savvas has revised Actividad STEAM: Diseñar una herramienta as part of the SRP review of our initial submission to cover this gap. No further revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 14, 15	Presentación de la vista preliminar a PCI y a los conceptos: Desarrollar y usar modelos, Apoyo para el maestro, ¡Inténtalo!	View Link	Making a model of plant is not representing a process or a solution of a problem.	reject	Thank you for your feedback. This citation is supported by the Comentar section in the Teacher Notes that says that scientists create many types models for their investigations: "Señale que los científicos y los ingenieros usan distintos modelos según lo que están investigando. Por ejemplo, los usan para representar fenómenos, objetos y procesos o para diseñar el prototipo de una solución a un problema." For the part of the TEKS breakout involving a solution to a problem, Savvas has addressed this in the initial response to the SRP review in Actividad STEAM: Diseñar una herramienta. No further revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 18, 19	Presentación de la vista preliminar a PCI y a los conceptos: Usar las matem´ticas, Diapositivas y Apoyo para el maestro	View Link	The breakout is about to evaluating to see if something is going to function according to a plan, but when students build a castle, there was no plan to have some functionality.	reject	Thank you for your feedback. Although the activity on these slides do not cover functionality, other cited activities for this breakout have been accepted. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 24, 25	Presentación de la vista preliminar a PCI y a los conceptos: Comunicación, Diapositivas y Apoyo para el maestro	View Link	There should be a kind of problem to provide the solutions.	reject	Thank you for your feedback. This citation is inaccurate but the breakout is fully covered in other components. No revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 32, 33	Presentación de la vista preliminar a PCI y a los conceptos: Sistemas, energía y materia, Diapositivas y Apoyo para el maestro	View Link	Nothing about properties of matter.	reject	Thank you for your feedback. The first sentence of Slide 33 reads: "Toda la materia ocupa espacio y tiene una masa." Properties of matter are covered more thoroughly in our Topic 1 activities, such as Actividad de la estación de lectura: ǶC“mo puedo describir un objeto? or Actividad de ideas clave: Contar algo sobre un objeto. No further revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 36, 37	Presentación de la vista preliminar a PCI y a los conceptos: Estabilidad y cambio, Diapositivas y Apoyo para el maestro	View Link	The breakout mention systems and organisms, but his picture is not showing any organisms.	accept	Thank you for your feedback. Savvas will address this comment.
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 4, 5	Presentación de la vista preliminar a PCI y a los conceptos: Planificar y realizar investigaciones, Diapositivas y Apoyo para el maestro	View Link	The question Pregunte: ǶQu&#eacute; pregunta comprobable harían? sounds like it needs to be reworded, not sure about comprobable.	reject	Thank you for your feedback. No change is needed for this line of teacher script as the word "comprobable" is used appropriately here. No revisions will be made
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 4, 5	Presentación de la vista preliminar a PCI y a los conceptos: Planificar y realizar investigaciones, Diapositivas y Apoyo para el maestro	View Link	The teacher question needs to be different because it doesn't make sense in Spanish. "Pregunte: ǶQu&#eacute; pregunta comprobable harían?" Maybe something like: Que preguntas podrías formular para sugerir diferentes maneras de limpiar las monedas?	reject	Thank you for your feedback. No change is needed for this line of teacher script as the word "comprobable" is used appropriately here. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 4, 5	Presentación de ideas clave: Los imanes, Diapositivas y Apoyo para el maestro	View Link	Students are identifying the objects attracted for the magnet but not describing why the objects were attracted to a magnet. Maybe they can classify the objects in groups and explain orally.	reject	Thank you for your feedback. This citation refers to a Narrative hit. Students will sort objects that are either attracted to a magnet or not in activity worksheets in this topic. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 4, 5	Presentación de la vista preliminar a PCI y a los conceptos: Planificar y realizar investigaciones, Diapositivas y Apoyo para el maestro	View Link	Students are not describing safety practices from having a safety manual read to them.	reject	Thank you for your feedback. Teachers will use the Texas Lab Safety Manual and Safety Contract to help students understand established safety practices. No revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 8, 9	Presentación de ideas clave: Las sombras, Diapositivas y Apoyo para el maestro	View Link	Students are drawing but not describing why the shadow is created.	reject	Thank you for your feedback. Savvas has already addressed this in a corresponding activity. No further revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	Diapositivas 8, 9	Presentación de ideas clave: Las necesidades de las plantas, Diapositivas y Apoyo para el maestro	View Link	No reference to space to grow and thrive	accept	Thank you for your feedback. Savvas will revise Slide 7 to address this comment.
<i>Grade K Digital Components</i>	9781428553828	See link	Actividad STEAM: Hacer una máscara de animal, toda la actividad	View Link	There is not a representation of a process or solution to a problem.	reject	Thank you for your feedback. Savvas has revised the Actividad STEAM: Diseñar una herramienta to cover this gap as part of the SRP review of our initial submission. No further revisions will be made.
<i>Grade K Station Cards</i>	9781323222867	See link	Tarjeta de la estación de lectura: ?Cuáles son algunos patrones en el cielo?, Paso 1: Identifica	View Link	To see stars, maybe need to be very early in the morning or explain that the sun is a star.	reject	Thank you for your feedback.
<i>Grade K Digital Components</i>	9781428553828	See link	Actividad STEAM: Hacer una guáa sobre rocas, toda la actividad, Pasos 1 y 2	View Link	There is collaboration in communicating but it doesn't give solutions to something.	reject	Thank you for your feedback. This citation is inaccurate but the breakout is fully covered in other components. No revisions will be made.
<i>Grade K Station Cards</i>	9781323222867	See link	Tarjeta de la estación de trabajo práctico: ?Cómo usamos las rocas, la tierra y el agua?, nota de seguridad	View Link	To identify safety measures, K-2 students need to have clear examples or instructions.	reject	Thank you for your feedback. The Texas Lab Safety Manual which the teacher will read to students provides clear examples and instructions on safety in classroom and outdoor investigations. No revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Station Cards</i>	9781323222867	See link	Tarjeta de la estación de trabajo práctico: ¿Cómo puedo usar un imán para mover un clip?, toda la actividad	View Link	Same as previous citation- The breakout states: "Defina problemas con base en observaciones". This activity does not have students defining a problem. They are exploring, but there is no step for students to define or even solve a problem.	reject	Thank you for your comment. Savvas has revised the Actividad STEAM: Diseñar una herramienta to cover this gap as part of the SRP review of our initial submission. No further revisions will be made.
<i>Grade K Station Cards</i>	9781323222867	See link	Tarjeta de la estación de trabajo práctico: ¿Cómo usamos las rocas, la tierra y el agua?, nota de seguridad	View Link	In addition to adding a safety note, students need to specifically identify a safe practice as stated in the breakout.	reject	Thank you for your feedback. The Safety Contract on p.3 of the Texas Lab Safety Manual lists a number of safety measures the teacher can guide students through as they agree to adhere to classroom and field investigation safety guidelines. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	See link	Actividad STEAM: Diseñar una herramienta para recoger objetos, toda la actividad	View Link	The breakout is about "defining a problem", but the activity is asking students to design and create a tool and not to define the problem and look for a solution.	reject	Thank you for your comment. Savvas has revised the Actividad STEAM: Diseñar una herramienta to cover this gap as part of the SRP review of our initial submission. No further revisions will be made.
<i>Grade K Station Cards</i>	9781323222867	See link	Tarjeta de la estación de trabajo práctico: ¿Cómo puedo usar un imán para mover un clip?, Paso 1: Predice	View Link	Students are going to answer what happened with the clip but not predicting what is going to happen with the magnet and the clip.	reject	Thank you for your feedback. There is another activity where students make predictions. No revisions will be made.
<i>Grade K Station Cards</i>	9781323222867	See link	Tarjeta de la estación de trabajo práctico: ¿Cómo puedo usar un imán para mover un clip?, Paso 3: Describe	View Link	Students are not describing how magnets can be used to push or pull.	reject	Thank you for your feedback. In this activity, the head "Describe" in step 3 is an instruction and indicates that students will describe as they respond to the prompt: "Muestra cömo el im&acron; moviö el clip." No revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Station Cards</i>	9781323222867	See link	Tarjeta de la estación de trabajo práctico: ¿Qué es?, toda la actividad	View Link	Students are not planning a simple, descriptive investigation. They are conducting an investigation given to them.	reject	Thank you for your feedback. This breakout has been covered by other citations that Savvas has provided. No revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	See link	Actividad STEAM: Diseñar una herramienta para recoger objetos, toda la actividad	View Link	The activity is not helping students to propose solutions to problems based on a model.	accept	Thank you for your feedback. Savvas will address this comment.
<i>Grade K Digital Components</i>	9781428553828	See link	Actividad de la vista preliminar a PCI y a los conceptos: ¿Quién fue Isaac Newton?, toda la actividad, Pasos 1 a 3	View Link	Need more examples of scientists for the activity book.	reject	Thank you for your feedback. As part of Savvas' response to the SRP review of our initial submission, we have a created a new activity to cover this breakout: Actividad de la vista preliminar a PCI y a los conceptos: Explora lo que hacen los científicos y los ingenieros. No further revisions will be made.
<i>Grade K Station Cards</i>	9781323222867	See link	Tarjeta de la estación de trabajo práctico: ¿Qué puedes ver en el cielo?, Paso 1: Observa	View Link	I will suggest including another picture with the sun.	reject	Thank you for your feedback.
<i>Grade K Digital Components</i>	9781428553828	See link	Actividad de la vista preliminar a PCI y a los conceptos: ¿Quién fue Isaac Newton?, toda la actividad, Pasos 1 a 3	View Link	There is only one example of a scientist or engineer.	reject	Thank you for your feedback. As part of Savvas' response to the SRP review of our initial submission, we have a created a new activity to cover this breakout: Actividad de la vista preliminar a PCI y a los conceptos: Explora lo que hacen los científicos y los ingenieros. No further revisions will be made.
<i>Grade K Station Cards</i>	9781323222867	See link	Tarjeta de la estación de trabajo práctico: ¿Qué es?, toda la actividad	View Link	the breakout is not completed because the students are conducting simple investigations instead of planning them.	reject	Thank you for your feedback. This breakout has been covered by other citations that Savvas has provided. No revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade K Digital Components</i>	9781428553828	See link	Actividad STEAM: Diseñar una herramienta para recoger objetos, toda la actividad, Pasos 1 a 5	View Link	The breakout says in a variety of scenarios, so needs a little bit of more examples.	reject	Thank you for your feedback. This activity does not cover this TEKS, but Savvas has addressed the gap in another component in response to the SRP review of our initial submission. No further revisions will be made.
<i>Grade K Digital Components</i>	9781428553828	See link	Actividad STEAM: Hacer una máscara de animal, toda la actividad	View Link	Neither a process nor a solution to a problem are addressed in this lesson.	reject	Thank you for your feedback. Savvas has revised the Actividad STEAM: Diseñar una herramienta to cover this gap as part of the SRP review of our initial submission. No further revisions will be made.
<i>Grade K Station Cards</i>	9781323222867	See link	Tarjeta de la estación de lectura: ¿Cuáles son algunos patrones en el cielo?, Paso 1: Identifica	View Link	Please direct teachers to explain that the sun is also a star and can be seen during the day.	accept	Thank you for your feedback. Savvas will address this comment.
<i>Grade K Digital Components</i>	9781428553828	See link	Actividad STEAM: Diseñar una herramienta para recoger objetos, toda la actividad	View Link	This activity does not have students identifying a problem. The problem is presented to the students.	reject	Thank you for your comment. Savvas has revised the Actividad STEAM: Diseñar una herramienta to cover this gap as part of the SRP review of our initial submission. No further revisions will be made.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade K

Dynamic Science (Spanish) Kindergarten : TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science (Spanish) Student/Teacher Resources</i>	9781433406058	4	K.13B Lesson Guide -- Apply/Extend --Bullet 5	View Link	Instead of usando graficas simple it should read graficas simples	accept	We will use your suggestion. Thank you.

Publisher: TPS Publishing

Science, (Spanish) Grade K

STEAM into Science - Grade Kindergarten Spanish Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Libro de texto para estudiantes</i>	9781788056243	138	138	View Link	Specify illustrating the moon. Does not align with the teks	reject	The narrative appears on page 138. Students illustrate the moon on page 144.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Libro de texto para estudiantes</i>	9781788056243	138-139	138-139	View Link	TEKS is asking for illustration yet there is no space provided for illustration.	reject	This is a narrative section providing expository text. Students illustrate on other pages. For example, pages 143-144.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Libro de texto del profesor</i>	9781788055765	214	mid page	View Link	grado kindergarten kindergarten is in English not in Spanish also questions Que algunas cosas son Que algunas cosas pueden perjudicarnos do not make sense	reject	We are unable to locate the text mentioned by reviewer.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Libro de texto para estudiantes</i>	9781788056243	229-230	Lab investigation	View Link	Students and teachers will need a clear understanding of group work or individuals in order to address TEKS.	reject	Students are studying patterns following their focus on weather patterns. On the page before students' complete individual work. Page 228 is a narrative page only.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Libro de texto para estudiantes</i>	9781788056243	24-28	Mae C. Jemison	View Link	The word engineer needs to be tied some how to Mae C. Jemison students may not be aware or make that connection that she is an engineer and the Teks specifies the word engineer.	accept	Thank you for this feedback. TPS will add edit as follows; 'and Mae, who is a physician and engineer became NASA's first black female astronaut.'
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Libro de texto para estudiantes</i>	9781788056243	247	247	View Link	Page 247 talks about plants, however we do not see the specific TEK.	accept	TPS believe this comment relates to the fact that TPS has included content about plants and animals but only labelled the page with TEKS 12B. It should also be labelled with TEKS 12A. Thank you for pointing this out. TPS will insert TEKS 12A for this section.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Guía de actividades STEAM - para estudiantes</i>	9781788055796	76	76	View Link	perhaps be specific and say explica como la luz.....instead of only saying write...	reject	Do not fully understand comment. However this is an opportunity for the student to use their recently acquired knowledge to provide both creative and factual writing.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Guía de actividades STEAM - para profesores</i>	9781788055772	83	TPS Safety - bottom para	View Link	Students and educators may need clarification when it comes to papel de mantequilla. This spanish translation is not often used and may not be familiar.	accept	We will add an alternate such as sandwich paper.
<i>Biblioteca en línea - Biblioteca de libros de actividades para el lector</i>	9781788058940	Olympic 1 pages 18-20	Last chapter	View Link	Good readers but we are not sure how the material aligns with the teks.	accept	Thank you for the positive feedback. TPS will provide an alignment chart to TEKS. However, all contain alignment to TEKS 1A. Olympic 1 also provides alignment to TEKS 1C. The content aligns to ELPS requirements. The books do not state grades to provide without stigma across grade reading and speaking practice.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Guía de evaluación del estudiante</i>	9781788055819	p11-12	p11-12	View Link	Tek aligned with the question	reject	Students are studying Questions and Answers and the importance of communicating has been linked. It is in addition to the requirements of the TEKS '(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations'. However, TPS want to ensure that students do communicate and ask one another questions within class, hence the content. Page 12 is part of the narrative aligned to '(B) use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems'.

Publisher: McGraw Hill

SP Science, (Spanish) Grade 1

McGraw Hill Ciencias para Texas, Grado 1: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Ciencias para Texas, Grado 1 Student Edition</i>	9781266320187	173	Bottom of the page, Video link	View Link	Title of video needs to be translated	accept	Thank you for your feedback and thorough review of Grade 1 Texas Science (Spanish). We agree this video title should be translated. We will make this correction.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Ciencias para Texas, Grado 1 Student Edition</i>	9781266320187	173	Leer la gráfica activity, including the multiple choice questions.	View Link	Forgot translation to Spanish ... "Conserving Water"	accept	Thank you for your feedback and thorough review of Grade 1 Texas Science (Spanish). We agree this video title should be translated. We will make this correction.
<i>McGraw Hill Ciencias para Texas, Grado 1 Student Edition</i>	9781266320187	9	The first sentence on the page and the "Planificar" sentence under Science Skills.	View Link	We would like to see the resource in Spanish, because it is more than just saying it will be Spanish. We need to see what and how it is written.	reject	Thank you for your feedback and thorough review of Grade 1 Texas Science (Spanish). We have met the TEKS through the citations provided.

Publisher: Savvas Learning

SP Science, (Spanish) Grade 1

Texas Experimenta las Ciencias Grade 1 (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 1 Student Activity Companion</i>	9781323223420	3	Tema 1 Experiencia 1 Actividad de ideas clave: ?Cómo se combinan las partes?, toda la actividad	View Link	Add an image of a bicycle or a plane to the puzzle so students can understand how a system of parts is organized to complete object.	accept	Thank you for your feedback. Savvas will revise the activity to include the wording "sistema de partes."
<i>Grade 1 Student Activity Companion</i>	9781323223420	5	Tema 1 Experiencia 2 Actividad de la estación de lectura: ?Cómo se pueden clasificar los objetos?, toda la actividad	View Link	Add the word "atributos" [attributes] to this activity. Suggestion - Include "...otros atributos con carateristicas simulares"	accept	Thank you for your feedback. Savvas will revise the activity to include the word <i>atributos</i> .

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 1 Digital Components</i>	9781428553835	Diapositivas 6-9	Tema 1 Experiencia 2 Presentación de ideas clave: Propiedades de los objetos, Diapositivas y Apoyo para el maestro	View Link	Include the word 'atributos' [attributes] to identify to students what words are considered attributes.	accept	Thank you for your feedback. Savvas will revise slides 8-9 and corresponding Teacher Support in the presentation to include the word <i>atributos</i> , explain what it means, and give examples.

Publisher: TPS Publishing

SP Science, (Spanish) Grade 1

STEAM into Science - Grade 1 Spanish Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 1 - Libro de texto para estudiantes</i>	9781788055864	139	<p>Page 139</p>	View Link	<p>Please note that the last question is not translated to Spanish.</p>	accept	Thanks. Edit will be made as follows; ¿Cuál es la muestra más ligera?
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 1 - Libro de texto para estudiantes</i>	9781788055864	15-19	<p>Page 15-19</p>	View Link	<p>Please check the translations because there is not mano lens - should be lupa and the hot plate is not - platos caliente ... if you can use the same vocabulary from the TEKS it will be easier.</p>	accept	Thanks. We will make edit as follows; manos lens will change to lupa de mano. platos caliente will change to placa caliente.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 1 - Libro de texto para estudiantes</i>	9781788055864	18	<p>Page 18</p>	View Link	<p>Explore lo que hacen diferente ingenieros.....should be diferentes ingenieros</p>	reject	This is taken directly from the Spanish TEKS provided by TEA. Having checked it does match.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 1 - Libro de texto para estudiantes</i>	9781788055864	228	<p>Page 228</p>	View Link	<p>Translation is "seres vivos y seres no vivos" instead of "seres vivos y objetos inertes"</p>	reject	Sorry, this feedback does not make sense on the component page cited.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 1 - Libro de texto para estudiantes</i>	9781788055864	254	<p>Page 254</p>	View Link	<p>Please check the translation or "producen hijos" because I think should be "reproduccion"</p>	reject	Sorry, this feedback does not make sense on the component page cited.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 1 - Libro de texto para estudiantes</i>	9781788055864	281	<p>Page 281</p>	View Link	<p>In the second paragraph line 5 you wrote twice "es" "es"</p>	accept	Thanks. Second 'es' will be removed
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 1 - Libro de texto para estudiantes</i>	9781788055864	374	Page 374	View Link	On this page 4. Evalúa question a. Please note the translation is not good. Maybe: ¿Cómo han funcionado cada una de las ideas probadas para resolver el problema?	accept	We have made the edit as described.

Publisher: Houghton Mifflin Harcourt

SP Science, (Spanish) Grade 2

HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 2: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2</i>	9780358881650	G2 Banco de distresses y temas, Elemento de prueba 10	Página 4	View Link	I don't know why you wrote banco de "distresses" y temas ... can you please check that word because I think you tried to write "destrezas"	accept	HMH thanks the panelists for this note, which was also noted by another panel. We will be making this change for all grade levels of this program.

Publisher: TPS Publishing

SP Science, (Spanish) Grade 2

STEAM into Science - Grade 2 Spanish Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 2 - Guía de actividades STEAM - para estudiantes</i>	9781788059091	p399	p399	View Link	Include in parentheses (incluyendo raíces, tallos, hojas, flores, frutos, y semillas).	reject	Sorry, this feedback does not make sense on the component page cited.

Publisher: EduSmart

SP Science, (Spanish) Grade 3

2024 EduSmart Science Grade 3 Spanish: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2024 EduSmart Science Grade 3 Spanish</i>	9781939511164S3	3&5	Data and observations	View Link	The instructions, do not specify to use a bar graph, which is required.	reject	We have other activities with a bar graph. We apologize for the incorrect citation.

Publisher: TPS Publishing

SP Science, (Spanish) Grade 3

STEAM into Science - Grade 3 Spanish Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 3 Edición para estudiantes</i>	9781788059145	111	On the book Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 3 Edición para estudiantes, page 111 title, the title is on English instead of Spanish.	View Link	On the book Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 3 Edición para estudiantes, page 111 title, the title is on English instead of Spanish.	accept	Thanks. This will be corrected.

Publisher: Savvas Learning

SP Science, (Spanish) Grade 4

Texas Experimenta las Ciencias Grade 4 (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 4 Student Activity Companion Volume 2</i>	9781428513884	77-80	Tema 5, Experiencia 2, Lee y entérate: Cambios lentos en la Tierra, pp. 77-80, Cambios en la superficie de la Tierra	View Link	These pages does give background reading for the breakout; however, this is not ideal for a "model." Would love to see a demonstration for a teacher to quickly do with their students on "modeling."	reject	Thank you for your feedback. The Demostración del fenómeno cotidiano "¿Cómo da forma el agua a la superficie de la Tierra?," during the Em-prender section of the Experience, provides an opportunity for teachers to model slow changes to Earth before students read about it on their own on pp. 77–80. No revisions will be made.
<i>Grade 4 Digital Components</i>	9781428553866	Diapositivas 32-33	Presentación de la vista preliminar a PCI y a los conceptos: Sistemas, energía y materia, Diapositivas 32-33 y Apoyo para el maestro	View Link	El texto cumple con lo solicitado por el objetivo de aprendizaje pero de manera muy vaga y supervicial. necesita profundizar mas en el cumplimiento del LO	reject	Thank you for your feedback. The slides you referenced are an introduction to how matter is conserved in systems, generally. We provide that content in the Presentación de ideas clave: La energía en los ecosistemas, Tema 6, Experiencia 2, Slide 15, including the Apoyo para el maestro, to address the conservation of matter in the context of ecosystem food chains and food webs. No revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 4 Digital Components</i>	9781428553866	See link.	Tema 5, Experiencia 2, Actividad STEAM: Reducir la erosión; Toda la actividad	View Link	This is an excellent example of modeling an idea for students. Would love to see some class modeling as examples of teacher narratives for the different breakouts versus a slideshow. Modeling via a short video is also a great visual for students to better understand connections around them to science ideas, as well as develop scientific models.	reject	Thank you for your feedback. In general, STEAM activities are intended for students to practice content TEKS and they occur during the Elaborar section of each Experience's learning model. During some Emprender sections of the learning model, everyday phenomenon activities include demos for teachers to model upcoming Experience content. No revisions will be made.
<i>Grade 4 Digital Components</i>	9781428553866	See link.	Actividad de la vista preliminar a PCI y a los conceptos: Comunicar las explicaciones, 3 Comunicar explicaciones	View Link	Through all text the product cover break out at minimum the academic expectation	reject	Thank you for your feedback.

Publisher: Summit K12 Holdings

SP Science, (Spanish) Grade 4

Dynamic Science (Spanish) 4th Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i>	9781433406133	1	4.13A Student Lab -- Pgs. 1 & 2 -- Lab Question -- Record Table -- Conclusion	View Link	En la sección Reflexión, agregue la palabra medio ambiente a la oración delcarativa.	accept	Thank you for your feedback. We will update our content.
<i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i>	9781433406133	1	4.11B Student Lab -- Question, Procedures	View Link	Asegúrate de agregar el objetivo. Por ejemplo, este laboratorio abordará el problema de disminuir los recursos no renovables aumentando los recursos renovables. Este laboratorio utilizará energía térmica para calentar alimentos, disminuyendo así las cocinas a gas o eléctricas.	accept	Thank you for your feedback. We will update our content.
<i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i>	9781433406133	10	4.11B Lesson Guide -- Home Connection	View Link	Add a way for accountability or rather to check if the student has done this at home.	accept	Thank you for your feedback. We will make the change suggested.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i>	9781433406133	10	4.11B Lesson Guide -- Apply/Extend - Bullet 6	View Link	Add a follow-up activity to this task. Where are the students reporting what they find?	accept	Thank you for your feedback. We will update our content.
<i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i>	9781433406133	3	4.8A Lesson Guide -- Teach and Discuss - Check for Understanding - Relevancy - page 5	View Link	Para aumentar el rigor, después de que los estudiantes compartan sus hallazgos con sus compañeros, pídeles que elijan un orador para presentar los resultados a la clase.	accept	Thank you for your feedback. Our content will be updated.
<i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i>	9781433406133	3	4.11A Lesson Guide -- Teach and Discuss - Check for Understanding - #s 1, 2 - page 4	View Link	Add to whom they need to give their explanation.	accept	Thank you for your feedback. We will make the update.
<i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i>	9781433406133	3	4.10C Lesson Guide -- Teach and Discuss - Weather - Bullets 1, 2 and Climate -Bullets 1, 2	View Link	On TEA translation, weather is not translated as "clima" It is translated as "estado del tiempo"	accept	We will make the update on our content. Thank you for your feedback.
<i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i>	9781433406133	7	4.9B Lesson Guide -- Apply/Extend - Bullet 2 - Graphic	View Link	Add "mapa de secuencia" after grafico.	accept	Thank you for your feedback. Our content will be updated.
<i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i>	9781433406133	8	4.11B Lesson Guide -- Apply/Extend - Bullet 4 - page 9	View Link	Asegúrate de agregar el objetivo. Por ejemplo, este laboratorio abordará el problema de disminuir los recursos no renovables aumentando los recursos renovables. Este laboratorio utilizará energía térmica para calentar alimentos, disminuyendo así las cocinas a gas o eléctricas.	accept	Thank you for your feedback. We will update our content.
<i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i>	9781433406133	9	4.11B Lesson Guide -- Apply/Extend - Bullet 4	View Link	Add to instructions that students must "create a model"- En grupos, diseñe una solución para su comunidad para ayudar a reducir la cantidad de artículos de eliminación que van al vertedero cada semana. Crea un modelo de una máquina/dispositivo que pueda ser útil. Asegúrese de que todas las partes estén etiquetadas, y la función para cada parte también debe incluirse. Explique cómo la eliminación de los recursos naturales afecta nuestro medio ambiente.	accept	We like and will implement your suggestion. Thank you.

Publisher: Houghton Mifflin Harcourt

SP Science, (Spanish) Grade 5

HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 5: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	TEKS Lección 5.11.A, día 6, pantalla 2	Recuadro de respuesta interactiva del estudiante (Ver también a la edición del estudiante; p. 435-436)	View Link	Please check correct Spanish spelling.	reject	While it is true that "Ver también a la edición del estudiante p" should be "Ver también a la edición del estudiante", this is shown this way only in the correlation document for the adoption process. The CSV file used for the upload of the correlation document does not properly display accents, diacritical markings, and other special characters.

Publisher: McGraw Hill

SP Science, (Spanish) Grade 5

McGraw Hill Ciencias para Texas, Grado 5: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	150	!Escríbelo! Activity	View Link	On the top of the activity- Transformar le energia por completo Correccion Los cientificos hacen preguntas instead of Los cientificos se hacen preguntas	accept	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	159	Lee el diagrama activity, Question 2	View Link	Add the word problem to question- Cual seria el problema que tiene el cepillo de dientes si esta fallando y no funciona bien?	accept	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	258	Paragraphs 2 and 3 that begin "La temperatura del…";	View Link	Proper translation of weather according to TEA is "estado del tiempo" not only "tiempo". Please add to the first and last sentence in paragraph one "estado del" "Aprendiste que el sol puede afectar el estado del tiempo, como la humedad y la precipitacion" "El oceano tambien tiene un efecto importarte en el estado del tiempo"	accept	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	260	Pagina 260. Desarrolla tu destreza. Apicalo and Escribelo.		Add to the activity that students create a scaled model.	reject	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We have met the TEKS through the citations provided.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	261	Question 2	View Link	Syntax error Change question to Cuales son las dos maneras en las que el sol afecta al estado del tiempo	accept	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	276	Step 2	View Link	Student expectation ask for collect data using Concept Maps- Recommendation is to change all Word Web title to Concept Map.	reject	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We have met the TEKS through the citations provided.
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	282-285.	Paginas 282 a 285. La importancia de la eliminacion de residuos de manera adecuada.		Title in page 292 should include the words "de manera" to be grammatically correct. "La importancia de la eliminacion de residuos de manera adecuada" instead of La importancia de la eliminacion de residuos adecuada.	accept	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	359	Pagina 359. Conexion con la investigacion.		Add the word "model" Con un companero, revisa la investigacion para agregar descomponedores a tu modelo de red alimenticia.	reject	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We have met the TEKS through the citations provided.
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	360	Leer el diagrama activity	View Link	Change in instructions the word "circulacion" for the word "ciclo" Observa el diagrama para predecir coo afectarian los cambios en un ecosistema al flujo de energia y a el ciclo de la materia.	accept	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We will modify the translation as suggested.
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	80	Step 2	View Link	Student expectation ask for collect data using Concept Maps- Recommendation is to change all Word Web title to Concept Map.	reject	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We have met the TEKS through the citations provided.

Publisher: Summit K12 Holdings

SP Science, (Spanish) Grade 5

Dynamic Science (Spanish) 5th Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science (Spanish) 5th Grade Student/Teacher Resources</i>	9781433406805	6	5.11A Lesson Guide -- Apply/Extend--Bullet 5	View Link	"Los autores pueden explicar la razón para escribir en la palabra y el maestro puede decidir si se va o se queda." Instead of using "en la palabra" consider using "la categoria de la palabra".	accept	Thank you for your feedback. We will make the change as recommended.

Publisher: TPS Publishing

SP Science, (Spanish) Grade 5

STEAM into Science - Grade 5 Spanish Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para estudiantes</i>	9781788059329	127-132	Chapter 7 -reader story	View Link	It may be good to not include the wave analysis of light. This SE is meaning to address metric optics therefore the travel in a straight line statement.	accept	Light travels in a straight direction from point A to B but as a transverse wave and this can be confusing. We do not want to take out the information on light moving in a wave formation as this is linked to understanding the different forms of light. So to address this We propose modifying the last sentence of the second paragraph on page 127 as follows; Las ondas luminosas viajan en dirección recta, pero como ondas transversales que se mueven en dirección recta. Pueden viajar por muchos caminos en todas las direcciones desde su origen, pero cada camino tiene una dirección recta.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para estudiantes</i>	9781788059329	127-132	Chapter 7 -reader story	View Link	I suggest to find a better diagram for the light refraction by lenses on page 130. If you pay close attention, the diagram may confuse the student because it doesn't show the refraction within the lenses but only once the light passed the lenses.	reject	Disagree as diagram does show show the refraction within the lenses but only once the light passed the lenses. It is particularly clear in the single page view.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para estudiantes</i>	9781788059329	136	Activity 3	View Link	I like the idea that students have the opportunity to make their own investigation, however, you must consider wording "Plan your own descriptive investigation... remember to use scientific practices."	reject	Sorry, this feedback does not make sense on the component page cited.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 5 - Libro de texto para estudiantes</i>	9781788059343	180-186	Especially 180	View Link	Vocabulary should be practiced/introduced at the end or throughout of the investigation.	reject	The Key Words are introduced after the The Science (narrative) but before the activity. This way students have experienced some of the vocabulary through listening to the narrative, can become very familiar with the words and their meanings, and can then practice applying it throughout the activity, in context. It can be very useful to students to have sight of vocabulary/materials/diagrams etc. ahead of using them as they can take time to become comfortable with them.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para estudiantes</i>	9781788059329	20-21	Activity 5	View Link	These are great questions to ask about the text, they could be a great guide for the teacher and the students to know what type of questions to create about the text. However, the SE calls for the student to: "create questions". It would be good if these type of activities have a component for the students to create their own questions.	reject	Please see the first sentence of the activity which states: Write your notes on your endangered species to be researched answering questions listed below as well as your own questions.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para estudiantes</i>	9781788059329	44-53	Chapter 3 -reader story	View Link	These are good examples of problems, however, the problems are already created, therefore, the students are not defining the problem. It would be good to have a component where the students are defining a problem.	reject	These pages are "reader" pages and therefore narrative. The activities that follow, together with the three other core components of the program, provide plenty of opportunity for students to define problems.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 5 - Libro de texto para estudiantes</i>	9781788059343	523-524	p523-524	View Link	Also, note that the first paragraph on page 523 has some typing and structure issues.	accept	Thanks. An edit will be made as follows; Los ingenieros resuelven problemas. Buscan formas de facilitar la vida de las personas. Diseñan productos, estructuras y sistemas que son importantes en nuestra vida cotidiana utilizando sus conocimientos de ciencias y matemáticas. Los ingenieros utilizan el proceso de diseño de ingeniería como guía para resolver problemas. Suelen trabajar en equipo y colaborar. Comunican y explican sus ideas y escuchan las de los demás. El proceso de diseño de ingeniería es abierto, lo que significa que cuando se empieza a resolver un problema aún no se sabe cuál será la mejor solución. El proceso también es circular: puedes seguir los pasos más de una vez, en cualquier orden que tenga sentido. En esta lección recorrerás los pasos del proceso de diseño de ingeniería para resolver un problema de la vida real que nos afecta en el aula o en la escuela. Empezaremos por identificar un problema que creemos que podemos resolver fabricando algo o diseñando un nuevo sistema.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 5 - Libro de texto para estudiantes</i>	9781788059343	523-524	p523-524	View Link	I would suggest using the heading "Ingeniería" on top of the page instead of "La Ciencia" since what you are using now is more of the engineering process. Or, you may also use both "La ciencia y la ingeniería."	accept	Thanks, we will make the change to "La ciencia y la ingeniería."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para estudiantes</i>	9781788059329	67	Activity 10	View Link	This is a great example of students defining the problem in the activity.	accept	Thanks for the positive feedback
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 5 - Libro de texto para estudiantes</i>	9781788059343	82-83	p82-83	View Link	Please fix the initial sentence on page 82 in a way that does not imply that a mixture is only when the substances do not react chemically. This is not true and can hindren the students' learning about mixtures. Consider stating something such as ... A mixture is when we put together two or more substances. In some cases, the substances in a mixture keep their physical properties and do not create a new substance .	accept	Change from 'We make a mixture when we put two or more substances together without them reacting chemically.' TO 'We make a mixture when we put two or more substances together that are not chemically joined. Hacemos una mezcla cuando juntamos dos o más sustancias sin que reaccionen químicamente. - Hacemos una mezcla cuando juntamos dos o más sustancias que no están unidas químicamente.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para estudiantes</i>	9781788059329	88-97	Chapter 5 reader story	View Link	Consider adding a couple of words or within (a esta propiedad le llamamos solubilidad en agua). This would help teachers and students.	accept	Although the information is in the text we can see that it may help to be emphasized. We propose the following edit to Page 88 2nd paragraph; A continuación, el Sr. Song presentó la solubilidad en agua, el magnetismo, la densidad, los aislantes y los conductores como otras propiedades físicas características. "La primera propiedad se refiere a la capacidad de una sustancia para disolverse en agua, como el azúcar en el té o la sal en el agua", explicó Sr. Song. "No todas las sustancias se disuelven en agua. Consideremos ahora el magnetismo. Algunos metales, como el hierro, son magnéticos porque se acercan a los imanes. El siguiente tema es la flotabilidad, que es la fuerza que hace que un objeto se hunda o flote..... Also we propose a small edit to the first paragraph on page 89 as follows; Un ejemplo de solución es el té con azúcar. Recuerda que la solubilidad es una propiedad física y que, en este ejemplo, el azúcar y el té se disuelven uniformemente en el agua.....
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 5 - Guía de evaluación del estudiante</i>	9781788059046	p1-2	p1-2	View Link	Please check at the end of page 1-2 there are sentences in English.	accept	Thanks. An edit wil be made as follows; El equipo de seguridad está diseñado para mantenerte seguro y sano. Utilízalo siempre correctamente y de la forma descrita por tu profesor.

Publisher: Houghton Mifflin Harcourt

SP Science, (Spanish) Grade 6

HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 6: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9780358881605	TEKS Lección 6.11.B, Exploración 4, pantalla 4	Los estudiantes sugieren y comunican una solución basada en prototipos (Ver también a la edición del estudiante p. 320)	View Link	This page does meet the TEK, however we would suggest citing page 316-320, and ask that they look specifically at the section called "Sugiere y comunica tu solución". That way students know what to focus on, but they also have context in order to complete the task.	reject	HMH thanks the panelists for noting that the breakout is covered over a large range of screens/pages. However, in order to make the review task easier, the Texas Education Agency instructed us to cite the single best place to see it. Therefore, no change is required.
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9780358881605	TEKS Lección 6.8.A, Exploración 3, pantalla 2	Paso 1 (Ver también a la edición del estudiante p. 147)	View Link	The word "químicos" is commonly used in Spanish to refer to chemical substances. However, the correct word is "sustancias" or "sustancias químicas"	reject	HMH thanks the panelists for this suggestion. However, we will not implement this change because the purpose was not to provide an example of language usage in narrative text, but rather to label the corresponding safety icon, which includes the visual symbol for chemical safety. We believe the combination of the icon/visual symbol plus the common Spanish term is sufficient to convey the safety information.

Publisher: Savvas Learning

SP Science, (Spanish) Grade 6

Texas Experimenta Las Ciencias Grade 6 (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 6 Student Activity Companion</i>	9781418398699	217	Lee y entérate, Aplícalo, Pregunta 2	View Link	Las Mareas muertas y Las Mareas Vivas. I research Spring and Neap tides. Recommend different word selection to avoid confusion and misinterpretation.	reject	Thank you for your feedback. The terms <i>mareas vivas</i> and <i>mareas muertas</i> are the terms used in Spanish to refer to the spring tides and neap tides, respectively. Please see the following sites. https://museovirtual.csic.es/salas/universo/astro12.htm https://chalchiuhtlicue.geofisica.unam.mx/index.php/infovivasmuertas/ https://www.ck12.org/book/ck-12-conceptos-de-ciencias-de-la-tierra-grados-6-8-en-español/section/6.23/ As these are not errors, no revisions will be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Grade 6 Student Activity Companion</i>	9781418398699	364-366	Laboratorio pr´tico abierto, Medidas de seguridad y p´ginas del laboratorio	View Link	In the introductory question: Què seres vivos puedes “hallar” recom-mend encontrar en una gota de agua de un estanque? Encontrar fits and flows the question better. It is also most commonly used.	reject	Thank you for your feedback. Hallar is a synonym of encontrar. As it is not an error, no revisions will be made.

Publisher: Summit K12 Holdings

SP Science, (Spanish) Grade 6

Dynamic Science (Spanish) 6th Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i>	9781433406881	Lesson Guide	6.6D Lesson Guide -- Under Key Concepts -- Gear Activity "Relative Density Lab"	View Link	This teacher setup has excellent explicit reminders for teachers to teach lab safety and equipment safety.	accept	Thank you for your kind remarks! We appreciate your feedback.

Publisher: TPS Publishing

SP Science, (Spanish) Grade 6

STEAM into Science - Grade 6 Spanish Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIEN-CIA - Grado 6 - Libro de texto para estu-diantes</i>	9781788058896	p110	p110	View Link	I would remove the word slime, unless you specify that that is how they call it in English, as that is not a word in Spanish.	reject	I agree it is not an English word. However, there is no Spanish word for Slime as of now. I researched and reviewed Slime toys in Latin Ameri-ca/Mexico. For example, Playdoh, the brand has Slime written down on their Slime product and all the other words are in Spanish. Also, I viewed various articles in Spanish reference the word as Slime.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	p121-123	Chapter 7 -reader story	View Link	In my opinion, modify the graphic to make it more kid friendly.	reject	TPS believe this graphic of Earth's structure, is clear and student friendly. TPS do provide simpler graphics. For example, Student textbook page 517.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	p136	Activity 4	View Link	I would encourage you to specify the names of the layers of the Earth (crust, mantle, outer core, and inner core).	reject	The labels were provided on the graphic on page 121, and appear again in the student textbook on page 517. For this activity, we want to see if students have learned what was taught in the story and not give them appropriate labels. The activity asks that they label the layers. Students should know the layers or think to look back at page 121. A STEAM program allows students to learn by doing.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	p144-145	Chapter 8 -reader story	View Link	The images are not helpful. We suggest labeling and or making the images more kid friendly.	reject	TPS provide handouts for students. For example, Phases of the Moon - see student textbook page 488. In addition, students will make their own models in future lessons and label them. See pages STEAM SE 179-180.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes</i>	9781788058919	p148	Expanding the Idea	View Link	The word "boceto" is unfamiliar to most Spanish speakers. A better word that should be familiar with all Spanish speakers is "dibujo" I would encourage you to replace the word "boceto" for "dibujo" in every page you wrote it.	reject	TPS do agree they will understand the word dibujo more; however, boceto is a sketch where dibujo is a drawing.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes</i>	9781788058919	p148	Expanding the Idea	View Link	While Google translate will translate "the graph" to "el gráfico," most students will be familiar with "la gráfica"	reject	I agree they may be more familiar with it, but there is a graph below so it should be clear that el gráfico is referring to this. It is good for students to learn new words and understand dialect differences.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p17	p17	View Link	I would change the word "intervalo" for the word "rango," which is more commonly used as a mathematical term.	accept	TPS agree, and this is included in the edits submitted, and will be made. Furthermore, on that same page the table/chart has the terms shown incorrectly. This edit is also included: media, mediana, moda y rango.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p172	p172	View Link	The term "agua fangosa" will be unfamiliar to most students. I would rewrite it as "agua sucia"	accept	TPS agree with this change, it is easier to understand it this way. The edit will be made. Thank you.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p18-20	p18-20	View Link	Please make sure that grammatically you use formal version or informal "tu", "tus" or "su", "sus" We would like to see a more informal version for students.	accept	TPS had noted that some edits had been missed for formal v informal versions and agree with this comment; all edits have been listed in edits and corrections and will be made.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes</i>	9781788058919	p226-229	Students work in groups and first make a microscope to discover how they work and then use an actual microscope to view cells. See page 229 Getting the idea	View Link	Formal and informal Spanish is mixed (tu y used). This is done multiple times throughout many activities and narratives. I would encourage someone to read the whole book and address students in either one form or the other. Most Spanish textbooks might use informal language. We will not be providing the same feedback every time.	accept	Our Latin American editor had noted these final required edits and they are included in the publisher edits put forward July 31. All edits will be made. He has a Bachelor of Arts in Spanish from California State University of Fullerton and a Master's of Arts in Curriculum and Instruction from Grand Canyon University. He is a Spanish Language Arts teacher working with students completing a Spanish Immersion Program, in California.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p248-252	p248-252	View Link	On page 252, there is a kid named "Joe." As this book is in Spanish, I would use a name like "Jose."	reject	TPS does not agree with this request. This book, and the books in general, have all types of names from different backgrounds, including Asian, typical American names and Hispanic names. This is similar to most Spanish Immersion schools in the US. Names do not need to be translated since they are proper nouns and unique.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	p25-27	Chapter 2 -reader story	View Link	We would encourage adding that cooking the egg increases kinetic energy.	reject	Disagree. This is covered on page 25 in the last paragraph with water as the example. It is very easy to describe with water as you can describe how with added kinetic energy the water molecules collide. With the example of the egg it is much more complicated as we are also describing a chemical change. We believe this is covered adequately in a manner that is understandable on page 25.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes</i>	9781788058919	p250 bullet 2	p250 bullet 2	View Link	Replace the 2nd sentence on number 2 with: "Anticipa qué datos vas a recopilar y cómo es que los vas a registrar."	accept	TPS agree with this change, it is easier to understand it this way. The edit will be made. Thank you.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p271	p271	View Link	On the materials list, the words "tres" and "estudiantes" are put as separate materials. While not shown on this page, we noticed capitalization errors on multiple previous activities. As we will not be checking the whole book, I would encourage you to get a native Spanish speaker who is proficient in writing to check for those common mistakes, as well as formal and informal Spanish, using the word "Occasionally" which has a sexual connotation. Occasionally, you'll also see Spanish from Spain mixed in.	accept	Thank you for your comments. The lead TPS Spanish editor is Latin American and has edited all books K-6. The specific error has been added to the edits and corrections list. For the capitalization, this was noted by our editor. Unfortunately, in this grade only, a software error occurred when the PDF was loaded and it caused errors to appear on capital letters. As publishers cannot amend content past the submission date, this has been included on the edits and corrections listing and updates made for all such content. As for 'Occasionally', I would hesitate to not use a word because it can be used in a vulgar manner. Occasionally, is used in many text books and daily conversations in a valid and appropriate way. A thorough further review has been completed for informal v formal text to ensure only informal appears in student materials. The TPS content is Latin American Spanish, but even within Latin American dialects, there are differences. Some different dialect words may appear but only if common to all Spanish speakers and or to provide teachers with the opportunity to discuss dialects. Our lead editor has a Bachelor of Arts in Spanish from California State University of Fullerton and a Master's of Arts in Curriculum and Instruction from Grand Canyon University. He is a Spanish Language Arts teacher working with students completing a Spanish Immersion Program, in California. He uses this approach in his classroom. Also, Stanford University completed research in 2016, and explored the evolution of the Spanish language and the historical perspective on linguistic changes in Latin America and Spain. The differences between multiple dialects, even within Latin America, results in some pronouns being used differently in varying areas of Latin America/U.S.A. The point is that, overall, people using different dialects do understand the majority of Spanish text as they are the same. Finally, please see the 2017 research by Elena Schoonmaker-Gates (PhD. Indiana University) Assistant Professor of Spanish, Elon University, NC. A summary of findings from the research indicate that by incorporating dialects in the classroom students progress better. Proclamation 2024 does not prohibit use of dialects within the Spanish version. TPS has used this innovative approach to help students.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	p29-30	The Periodic Table	View Link	I would add a label showing which color shows metals, nonmetals, and metalloids.	accept	Thank you for the feedback. Edits will be applied.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p355-357	p356	View Link	The word "coge" is correct, but most Spanish speakers in Texas and Mexico know it has a sexual connotation. I would use the word "toma" or "agarra"	reject	While the word "coge" can mean something sexual in some parts of Central America and Mexico, it all comes down to context. If someone were to say, Coge el libro. The context would not call for someone to think of having sexual relations with a book. I do not agree with this call for changing the word due to the context. There are lots of learning materials and narrative texts that use the word coge in the non vulgar manner, and this is just another one. For example, the Mexican American author and professor, Francisco Jimenez, uses it a lot, in a non vulgar manner, in his trilogy of books including Cajas de cartón, Senderos Fronterizos and Más allá de mí.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p361	p362	View Link	The word "judias" refers to beans in Spain. Most Hispanic students will call them "frijoles" instead of "judias."	accept	TPS agree, judias should be replaced with frijoles. This edit will be made.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p391-398 bullet 6	p391-398 bullet 6	View Link	On number 6, page 394, it is written in Spanish from Spain. Some students will be unfamiliar with it, as it differs from Latin-American Spanish. I would encourage authors to use Latin-American Spanish only instead of mixing different Spanish dialects.	accept	TPS agree. It should state, Utilizando los materiales indicados, empiecen a trabajar juntos en la construcción de su modelo. No pueden utilizarse otros materiales. Asegúrate de incluir las medidas cuando corresponda. Most students in the US are not familiar with vuestro or vosotros. However, some Spanish teachers that are from Spain use this in their classrooms. TPS has included and made the edit.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p409	p409	View Link	The word "recogido" will be understood, but it is not gramatically correct. I would replace it with the word "recopilado."	accept	TPS agree with this comment, thank you. The edit will be made.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p444	the paragraph and the table	View Link	Remove the word "vástago," it is redundant, and most students will not understand it. Replace the word "cordel" for "cuerda," as most students will not know the meaning. Replace "férula de madera" for "tabla de madera," as students will not understand what that is.	accept	TPS agree with both comments. TPS agree it should say la cuerda instead of el cordel, and the last one should be tablilla de madera. It should also say this on page 442 under materials instead of férula de madera. These amendments are included in the edits and corrections file.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p478	p478	View Link	The word "problem" should be replaced with "problema."	accept	TPS agree, right after Paso 1: Entiende el problema... Is what it should say, the A is missing. TPS has included as an edit. Thank you.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p5-6	p5-6	View Link	there is too much fluff. the text does not seem very student-friendly.	reject	TPS has provided expository text for students about comparative and experimental investigations. Examples of each are provided and the text is detailed so that students can step through this new information. TPS believe it is student friendly.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes</i>	9781788058919	p50-51	p50-51	View Link	Page 51 - In my opinion, the bar graph is not doing much for the text. I would recommend giving and example of what a true bar graph looks like labelled.	reject	The bar graph included is the Janka Hardness Scale, and provides a visual presentation for the students to use in order to answer the questions.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p513-516	p513	View Link	There are words in English, including "name" and "date." As these errors have occurred multiple times through multiple citations, we will not submit individual errors, but do encourage checking that there are no words left in English.	accept	Thank you for the feedback. Edits will be applied.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto del profesor</i>	9781788058889	p67-69	p67-69	View Link	Most students will not be familiar with the word "esbozar," I would use "hacer un diagrama"	accept	TPS agree with this change, it is easier to understand it this way. The edit will be made. Thank you.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	p82-88	Chapter 5 -reader story; especialmente 84	View Link	I believe that the text took too long to get to the objective it was designed to do.	reject	Thank you for your comments. TPS use component 1, Learn By Doing, as a gentle introduction to the content of each TEKS, using storytelling as its pedagogy. Researched information about this appears in the Teacher Program Guide page 108 'Teaching Pedagogy-Storytelling and STEAM'. You may feel it takes a little longer but the results are excellent. Using real life scenarios which students can identify with is key to learning.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes</i>	9781788058919	p87-93	p87-93	View Link	Add an explanation or other definition /example for "Zumo" de col	accept	Thank you for your idea. TPS is providing an edit to include an image of cabbage and green juice, subtitled underneath "Zumo de col". This is to appear on page 88, the top corner.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p9-10	p9-10	View Link	In my opinion, it meets the standard however, it does not meet the instructional needs of the majority of any of our students.	reject	The content on pages 9-10 relates to safety TEKS 1A and 1B and does meet the standard. The content asks students to consider a list of questions to see whether there are safety concerns. It states 'Safety Science investigations and field trips can be great fun, but we must always make sure that we are working safely and sensibly. Your teacher will show you the Texas Education Safety standards and talk to you about how to perform a risk assessment. A risk assessment involves identifying possible dangers, and finding ways to work safely around them. A good start to a risk assessment for classroom investigations is to ask yourself the following questions'. A list of questions about chemicals, equipment, environment, in the event of accident and field trips is then provided. TPS believe it is appropriate for all Grade 6 students. There are, in addition, student, by grade, safety and reasoning workbooks in the online library together with safety projects in the STEAM library. For example, Safety on the Internet.

Publisher: TPS Publishing

Aquatic Science

STEAM into Aquatic Science - High School Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Aquatic Science</i>	9781788059619	p119-120	p119-120	View Link	You were asked to show this: Define problems based on observations or information from text, phenomena, models, or investigations Yet the link sent us to a page on weathering, which is fine, but how do we make the connection to the TEK of define problems...are there parts we are missing, like a scenario of a problem to connect that learning to?	accept	Thanks, correlation was an error. As you found all other correlations were correct and met the breakout.
<i>Student Textbook - Aquatic Science</i>	9781788059619	p119-120	p119-120	View Link	Caverns of Sonora instead of Caverns of Sonora Caverns	accept	Thank you for the feedback. Edits will be applied.
<i>Student Textbook - Aquatic Science</i>	9781788059619	p20-26	especially 24,	View Link	Hypothesis: you may really want to evaluate the last statements about a hypothesis too. This is very confusing and could be stated in a better manner.	accept	Agreed. Change sentence 'Sometimes, when you carry out your investigation, you find that you do not gather enough information to answer your question.' to 'Sometimes, when you carry out your investigation, you do not gather enough information to adequately support or refute your hypothesis. Additional experiments and/or observations may be required to support or refute your original hypothesis.'

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Aquatic Science</i>	9781788059619	p20-26	Page 26: First line in the Interpreting and Analyzing section.	View Link	" During or after you investigation". Should be your or after you investigate.	accept	Thank you for the feedback. Edits will be applied.
<i>Teacher Textbook - Aquatic Science</i>	9781788059602	p35	p35	View Link	Finding a variable is discussed, but it would be better if it described the difference between independent and dependent variables in the process.	accept	We provide more information about variables on page 149. We also propose an edit to the end of the last paragraph in Activity 3 as follows; Depth is the independent variable (x-axis), temperature is the dependent variable (y-axis) but by convention, oceanographers and limnologists graph depth as a vertical axis.
<i>Teacher Textbook - Aquatic Science</i>	9781788059602	p433	p433	View Link	The term sea water is inaccurate and misleading. Salt water would be a better choice.	reject	In researching various definitions, seawater refers to water taken from the sea. The curriculum references pertain to water taken from the sea. Salt water could include water from any salty body of water including the Great Salt Lake (United States) or the Dead Sea (Israel). Any reference to hypersaline lakes in the curriculum distinguishes their salty water from seawater.
<i>Teacher Textbook - Aquatic Science</i>	9781788059602	p59-63	pages 51-63	View Link	Love that Chi-square is present, but maybe use more aquatic examples for items instead of tomato plants, or general science concepts. Would love to see more specific application to the aquatic sciences/marine sciences.	reject	We introduce using familiar general subject matter and progress to topical subject matter.

Publisher: eDynamic Holdings LP

Astronomy

Astronomy 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 5, Lesson 5, "Galactic Clusters" subheading, text beginning "The Milky Way, Andromeda galaxy, and large and small Magellanic Clouds…"	View Link	We noticed on these also the difference between local group and Local Group which is the name of a specific collection of galaxies.	accept	Thank you for catching this. We will edit the text in U5L3 under the heading "Milky Way" to say "Our Milky Way is part of a group of galaxies called the Virgo Supercluster. Andromeda and the Milky Way are the biggest galaxies in this group.". The Local Group is introduced later on in this unit.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 4, Activity 1 "Energy of Stars", Step 4	View Link	A much more relevant way to involve E=mc2 would be to have students deduce the mass consumption rate of a star given its energy production rate.	reject	While we appreciate this feedback, Activity 1, which has been modified following the TEKS gap filling this summer, does assess students ability to use E=mc2
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 5, Critical Thinking Question 1	View Link	This needs to be rephrased	accept	Thank you for bringing this to our attention. The current wording of CTQ1 is cumbersome. We will edit the question to say "How have astronomers used models to explain how galactic evolution occurs through mergers and collisions? How might a model test an astronomer's understanding of the physical processes of the universe?". After the TEKS alignment work we completed, we now also assess this standard in 1aU6 Activity 1 Step 6 and in the 1aU6 Class 3 lesson plan on the 3rd page under the heading Individual Work.
<i>Astronomy 1a/1b</i>	9781959433507	1A	Please see the document labelled 7Bi's Activity section which provides new content to be added to Astronomy 1a: Introduction, Unit 6, Activity 1 "Model the Milky Way," Step 7, question 1: "Explain how modeled the scale of the Sun, Earth, and Moon systems using your materials."		The "Model The Milky Way" title for this section does not describe it, since it is about modeling the sun-earth-moon system.	accept	We will change the title of this activity to Model our Solar System
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 6, Lab, 2nd bullet point	View Link	Connection to cost-benefit analysis is weak.	reject	The TEKS alignment changes have addressed this gap. Students are now taught and assessed on cost-benefit analysis in the 1a Unit 6 Lab (2nd bullet point). They are also assessed again regarding this concept in the 1b Unit 1 Lab (4th bullet point).
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 2, Critical Thinking Question 1	View Link	This is a bit of a reach	reject	Thank you for the feedback, however we are unable to edit or revise this portion of the course without a more in depth explanation of how this question is a bit of a reach.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 1, Lesson 1, "Organization of the Universe" subheading, text beginning "This discovery also illustrates the benefits of collaboration among scientists.…" (benefit aspect of standard)	View Link	I feel like this benefit is too loosely tied with no clear cost-benefit	reject	The TEKS alignment changes have addressed this gap. Students are now taught and assessed on cost-benefit analysis in the 1a Unit 6 Lab (2nd bullet point). They are also assessed again regarding this concept in the 1b Unit 1 Lab (4th bullet point).
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 6, Critical Thinking Question 1	View Link	Not fully responsive to the "evaluate" part of the standard	reject	This question is not aimed to address any engineering related standard- we believe there may be an error in this suggestion. 1aU6 CT1 is associated with standard 13G- "illustrate how astronomers use geometric parallax to determine stellar distances and intrinsic luminosities."
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 3, Lesson 5, diagram of the Sun, Moon, and Earth during various types of eclipses	View Link	Explanation of eclipses is incomplete without mention of difference in alignment of the orbital planes of the sun-earth and earth-moon systems	reject	While the alignment of the orbital planes of the sun-earth and earth-moon systems are an important part of eclipses, this information is not a mandatory part of any standard and can be considered supplemental or advanced.
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 6, Activity 1 "Model the Milky Way," Step 4	View Link	Modeling, scaling, and distances should all be in metric.	reject	While we agree that scientific measurements are often made using the metric system, there are no specific standards related to this Activity that state the required use of the metric system. Instead we focus on AU's in Step 2 and 3 to meet standard 7A. The metric system is used consistently throughout the course lessons with the equivalent imperial value to increase student comprehension.
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 4, Lesson 3, "Classifying Stars" subheading, Table "The Various Types of Stars"	View Link	It might be helpful to list peak blackbody-radiation wavelength associated with each temperature in the table titled "The various types of stars"	reject	The TEKS gap fill we completed gets much more detailed about blackbody-radiation wavelength (with examples!) and how this helps astronomers estimate planet temperatures and more.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 4, Lesson 2, "Southern Sky" sub-heading, text beginning In particular, when the Sun rises on the summer solstice	View Link	This simply gives the idea that you can make a prediction. This should be covered in book 2, perhaps, in a lesson titled apparent motion of the sun across the sky	reject	We appreciate the feedback on this concept. However, predicting the location of the sun is also covered in 1bU1L2 and in the 1bU1 Class 2 lesson plan. Students are also asked in 1aU4 Critical Thinking Question 2 to use their knowledge of the tilt of the Earth's axis and its effect on seasons to predict sunrise. Creating a new lesson is no small feat as lessons typically run between 1000-1500 words and require significant effort from a team of writers, editors, copywriters and more. Because this concept is already covered and assessed in multiple places throughout the course- we politely reject this suggestion.
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 3, Critical Thinking Question 5	View Link	I do not like this. The question asks the student to consider the model, which they have not been asked to make.	reject	The standard (8C) related to Critical Thinking Question 5 states that students must examine the dynamics of tides using the Sun, Earth, and Moon model- not that they make a model. The TEKS alignment we completed edited CT5 to ask students to 'explain how they would use a model of the Sun, Earth, and Moon to examine the dynamics of tides'. An additional assesment was added to the 1aU3 Class 4 lesson plan under "Direct Instruction" to further address this concept.
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 4, Activity 2 "Working with WF4-358," Step 1	View Link	OK. After losing a lot of time on this garbled investigation, I can see that this works with the continuous spectrum but is a bad lesson.	reject	While we appreciate the time you took to read through the Activity, this comment seems more like an opinion than feedback that will improve the course.
<i>Astronomy 1a/1b</i>	9781959433507	1A	Astronomy 1a: Introduction, Unit 4, Activity 2 "Working with WF4-358," Step 1	View Link	This activity is very unclear and can be reorganized in a much easier manner. You have tried to tie this lesson to too many types of spectrums.	reject	We appreciate the time you took to review this activity. However, after reviewing it again ourselves we do not see how this activity is unclear. The steps are simple and straight forward, allowing little room for confusion from students and teachers.
<i>Astronomy 1a/1b</i>	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 1, Lesson 1, "How'd We Get Here?" subheading, followed by all subheadings in this section "Claudius Ptolemy" to "Isaac Newton," which trace the development of the heliocentric model and how those developments impacted society at the time	View Link	The title of this chapter is misleading and not helpful to a student searching for information. It should more accurately be entitled Ancient Civilizations.	accept	The ancient chinese and egyptian are covered in this lesson but there are many more concepts covered here that aren't represented by the current title. We will change the 1bU1L1 title from "Ancient Chinese and Egyptian Astronomy" to "Astronomy in Ancient Civilizations"

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Astronomy 1a/1b</i>	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 5, Lesson 3, text beginning "Another concept explaining how planets and their moons form…"	View Link	There was only one statement linking the two. However, I am ok with this based on the fact that this is not really the main point with kepler's laws.	accept	We will change the last paragraph in 1bU5L3 to read "Kepler's third law says that the square of the time a planet or satellite takes to complete one orbit is proportional to the cube of its orbital size".
<i>Astronomy 1a/1b</i>	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 1, Critical Thinking Question 2	View Link	I think it needs to specifically address one of the instruments in development.	accept	We will change 1bU1 CT2 to say "How could you create or design a new calendar? What would you think about when developing a new type of calendar? Evaluate how the models developed by ancient civilizations have influenced modern time tracking. Choose an ancient tool or instrument and evaluate how it has influenced our society, time keeping, or navigation. Communicate your findings."
<i>Astronomy 1a/1b</i>	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 1, Critical Thinking Question 2	View Link	It should say evaluate structure, tools, etc. in the question somewhere	accept	We will change 1bU1 CT2 to say "How could you create or design a new calendar? What would you think about when developing a new type of calendar? Evaluate how the models developed by ancient civilizations have influenced modern time tracking. Choose an ancient tool or instrument and evaluate how it has influenced our society, time keeping, or navigation. Communicate your findings."
<i>Astronomy 1a/1b</i>	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 1, Lab, fifth bullet point at end of Lab instructions	View Link	Other pertinent information should be more direct in terms if we want students to identify diverse backgrounds.	reject	Thank you for the suggestion, however the 3rd bullet point asks students to name the scientist(s) and give a brief description of their background, anything that makes them a diverse voice in science, and where this research took place. We believe this section sufficiently meets the "contributions of diverse scientists" portion of the standard (4B).
<i>Astronomy 1a/1b</i>	9781959433507	1B	Refer to 12Dix Activity - new content added to Astronomy 1b: Exploring the Universe, Unit 5, Lesson Plan, Class 4, Direct Instruction section, discussion of slide 30, third bullet point: "Ask students how sunspots originate/form"		Where in this unit does it refer the origin of sunspots? The lesson plan asks a question that is not supported by the text. PPT access would have been nice.	reject	Thank you for the feedback. However the question asked in the lesson plan is supported by the text. Here is the text explaining the origins of sunspots, found in 1bU5L4 "Observations of the Sun have revealed that the areas where sunspots form are areas that have strong magnetic fields. The magnetic field lines in the solar system can become twisted or contorted by various aspects of the solar atmosphere. When the magnetic field lines are wound together and run out of the Sun's interior in an almost straight line, a sunspot is likely to occur. This is because the tightly wound field lines decrease convection at the site, cooling it, and the field lines help keep neighboring plasma from entering the area of the sunspot. Typically, sunspots last up to a few weeks until the magnetic fields weaken in the area and hotter plasma enters the area of the sunspot."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Astronomy 1a/1b</i>	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 1, Critical Thinking Question 2	View Link	This would better match if it included some reference to communication	accept	We will change 1bU1 CT2 to say "How could you create or design a new calendar? What would you think about when developing a new type of calendar? Evaluate how the models developed by ancient civilizations have influenced modern time tracking. Choose an ancient tool or instrument and evaluate how it has influenced our society, time keeping, or navigation. Communicate your findings."
<i>Astronomy 1a/1b</i>	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 1, Lesson 3, "The Uses and Challenges of Unmanned Robotic Space Craft" subheading	View Link	This could have been more explicit in perhaps leading the student to try to define the problem, based on the scenario.	reject	Thank you for the suggestion. However, I am finding it hard to understand what this comment is referencing as it does not relate to a specific standard. The suggestion is not crucial to the robustness of the course and given webpage word count limitations, we do not feel it's appropriate to expand the word count to accommodate this suggestion.
<i>Astronomy 1a/1b</i>	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 1, Critical Thinking Question 2	View Link	Needs to say evaluate in the question.	accept	We will make this change and add "evaluate" to the question.
<i>Astronomy 1a/1b</i>	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 8, Lesson 4, text beginning "this put pressure on NASA…"	View Link	I would like to see more specificity in terms of if NASA doesn't have enough budget then why getting with other countries to increase resources.	accept	We agree, this connection could be made more clear with the addition of a sentence or two. We will edit the 2nd paragraph of 1bU8L4 to say "This put pressure on NASA to begin collecting the data and observations along with now taking on the responsibility of conducting the research and presenting it themselves. However, they were not awarded with a larger budget; on the contrary, their budget was also cut significantly. At this time, NASA increased their collaboration with organizations and scientists that were studying the same topics around the world. This helped NASA collect sufficiently information these topics during a time of low funding. In 1976, Congress asked NASA to start doing more research addressing national needs such as ozone depletion, air pollution, energy efficiency, and, lastly, climate change. Congress revised the Space Act to give NASA the necessary budget and authority to carry out their new objectives, finalizing NASA's place in Earth science research."
<i>Astronomy 1a/1b</i>	9781959433507	same page step 2	Astronomy 1a: Introduction, Unit 4, Activity 1 "Energy of Stars," Step 2	View Link	The only qualitative part of this activity is the inclusion of the photo; it is a very weak response to the stated TEKS	reject	This standard is covered in 1aU3 Activity "Movement of the Moon and Sun".

Astronomy

Astronomy 1a/1b: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Astronomy 1a/1b</i>	9781959433507	1a	Astronomy 1a: Introduction, Unit 7, Lesson Plan, Class 5, Individual Work, Activity, bullet point beginning "Review several prereading strategies…"	View Link	Honestly I think you need to provide more examples of pre-reading strategies here.	accept	Thank you for pointing this out. We will revise the Lesson Plan to incorporate additional pre-reading strategies in class 5.

Publisher: Accelerate Learning Inc.

Biology

STEMscopes Science TX - Biology: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	1	Click on the following: Interactions in Body Systems, Elaborate (top left), Math Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will create a graph as instructed in graph section of page one	View Link	Add a graph for students to use	accept	Blank graph will be added to the student facing material

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	1	Click on the following: Results of Evolution, Elaborate (top left), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete a task as outlined in the handout	View Link	add something about cost analysis to make it fit the identity of the TEK	reject	New citation provided - no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	1	Click on the following: DNA, Elaborate (top left), Engineering Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will perform an activity according to criteria on page one	View Link	Mention need to draw Punnett squares to emphasize diagrams.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	1 and 2	Click on the following: Biomolecules, Explore (top left), Explore: Starchy Digestion (drop-down under Explore), Files (open book icon on top right side), Student Handout, Students will follow a procedure on item 2 of part 1 on page 1 and item 4 of part 2 on page 2	View Link	explain the safety procedures necessary for these scenarios to take place	accept	New citation provided - no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	17	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students collect qualitative data	View Link	Use the vocabulary word at some point. I don't see any mention of the word qualitative nor quantitative	reject	New citation provided - no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	32	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students create a Texas Science Safety quiz game, including safety tools for investigations	View Link	Have students show or describe how to use the lab equipment.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	32	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students create a Texas Science Safety quiz game, including safety tools for investigations	View Link	Add in instructions a descriptor of how to use each piece of equipment to actually hit the verb of the TEK	reject	New citation provided, no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	ALL	Activity - Explore: Evidence of Evolution See the document titled "Biology_9.A.iii_Activity". Anatomical homologies are presented for analysis on page 6 (Station Card), and page 13/16 (Student Handout).		Get rid of the horse sequencing. It is still out of scope	accept	PhD reviewed and removed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1	Click on the following: Diseases, Explore (top left), Explore: Outbreak! (drop-down under Explore), Files (open book icon on the top right side), Scroll down and click on Student Handout, students will read page 1	View Link	Not sure about the word "tricking", I would use the word hijacking.	accept	adjusted to hijacking cellular processes.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1	Click on the following: Prokaryotic and Eukaryotic Cells, Explore (top left), Explore: Comparing the Complexities of Prokaryotic and Eukaryotic Cells (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: The Endosymbiotic Theory, students will read the information on page one	View Link	This is an exceptionally weak narrative for Qualitative data and the teacher notes do not specify to discuss qualitative data.	reject	New citation provided - no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1 criteria	Click on the following: Results of Evolution, Elaborate (top left), Engineering Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will perform an activity according to criteria on page one	View Link	more detailed instructions on the qualitative data you would like to see collected is needed	reject	New citation provided - no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1 criteria	Click on the following: Interactions in Body Systems, Elaborate (top left), Engineering Connections, Files (open book icon on top right side), Scroll down and click on: Student Handout, students will utilize criteria to perform an activity	View Link	This activity would be a stronger example of this TEKS with the addition of data collection on the movement	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1 criteria	Click on the following: Ecological Relationships, Elaborate (top left), Engineering Connections, Files (open book icon on top right side), Scroll down and click on: Student Handout, students will utilize criteria to perform an activity	View Link	Change design to 'design and draw' in order to meet the standard	reject	Subjective opinion, materials appropriately cover the standard. No change needed.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1 driving question	Click on the following: Homeostasis, Elaborate (top left), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete an activity according to the driving question on page one	View Link	Change the driving question to a class discussion and then it meets what the tek says	accept	Adjusted for SRP citations
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1 goals	Click on the following: DNA Technology, Elaborate (top left), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete an activity according to goals on page one	View Link	This activity met the criteria because it provides the opportunity for collaboration. Please consider adding instructions providing for group presentations.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1 question 3	Click on the following: Diseases, Evaluate (top right), Scope Assessment (drop-down under Evaluate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will answer question 3 on page 1	View Link	Even though lytic and lysogenic cycles appear to be removed from the new standards, it is nearly impossible to teach how viruses cause disease without describing both reproductive cycles. We have decided that it is too important to remove from our current curricula, and we advise amping up this concept	reject	beyond the scope of the TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1, question 4	Click on the following: Biomolecules, Evaluate (top right), Scope Assessment (drop-down under Evaluate), Files (open book icon on top right side), Student Handout, Students will answer question four present on page one	View Link	Remove the skeleton from amino acids, replace with cell structure of transmembrane proteins	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1-2 procedure	procedure 1 and 2	View Link	Refer each procedure back to a control variable	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 10	Click on the following: DNA, Explain (top left), STEMscopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read page ten	View Link	This narrative meets the requirement of giving the teacher an opportunity to teach the process skill, but you might consider adding more explicit questions on the student pages to guide new teachers and provide upward differentiation.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 11	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students use a model of moon phases to make observations	View Link	Moon Phases is not appropriate to biology.	reject	New citation provided - no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 11 question 6	Click on the following: Results of Evolution, Explain (top left), STEMscopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will answer question after five on page eleven	View Link	Good question, but prezygotic and postzygotic are not vocabulary terms we would expect students to know, nor would we specifically teach these terms. Change the terms to more student friendly on-level 9th grade terms.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 12	Click on the following: Carbon and Nitrogen Cycles: Explain (top left), STEMscopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read page 12	View Link	Remove the phrase "HaberBosch process". This is not in the TEKS and students will fixate on the process name.	reject	PhD reviewed Subjective opinion, materials appropriately cover the standard.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 13	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students read about appropriate tools to use for investigations	View Link	this is a 9th and 10th grade course, please don't stop at 8th grade. It gives students the thought that this use is below them or feel robbed if they haven't used them in previous grade levels.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 2	Click on the following: Changing Biodiversity, Science Outside the Classroom (middle left), Files (open book icon on top right side), Scroll down and click on: Handout, students will follow the steps outlined on page two	View Link	Add a question about safety with regard to activity.	reject	New citation provided - no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 2	Click on the following: Ecological Relationships, Evaluate (top right), Claim-Evidence-Reasoning (drop-down under Evaluate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete the claim-evidence-reasoning on page two	View Link	for this activity you can include a word bank to cover all of the standards and state that each word or process must be addressed	reject	Subjective opinion, materials appropriately cover the standard.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 2 part 2 of procedure	Click on the following: Biomolecules, Explore (top left), Explore: Starchy Digestion (drop-down under Explore), Files (open book icon on top right side), Student Handout, Students will follow part 2 of an experimental procedure on page 2	View Link	The activity is great, but I believe it fails to hit the cellular process component. It does hit that enzymes are catalysts, but I believe the standard wants specific cellular processes where enzymes are required.	reject	no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 2 question 4	Click on the following: Interactions in Body Systems, Explore (top left), Explore: Interacting Body Systems (drop-down under Explore), Files (open book icon on top right side), Student Handout, Students will answer question 4 on page 2	View Link	Change influenza to a bacterial infection as the immune pathways are somewhat different and may confuse kids. Or add something about why antibiotics wouldn't work with a viral infection.	accept	will adjust to be a bacterial infection.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 2 question 5	Click on the following: Biomolecules, Explore (top left), Explore: Starchy Digestion (drop-down under Explore), Files (open book icon on top right side), Student Handout, Students will answer question 5 on page 2	View Link	additional examples of specific cellular processes are needed in the lab	reject	Subjective opinion, materials appropriately cover the standard.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 2-3	Click on the following: Carbon and Nitrogen Cycles, Elaborate (top left), Science Today (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read pages two and three	View Link	This activity would benefit from additional questions that lead student thinking to a cost-benefit analysis.	reject	New citation provided, no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 26	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students analyze data to identify patterns and to create an explanation based on evidence	View Link	Are pulleys still taught in middle school? It is not a tek in IPC. If a student has never worked with a pulley system this question may have no relevance.	reject	Duplicate - no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 28	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students communicate explanations and solutions individually and collaboratively in a variety of settings and formats	View Link	Specify that they will work in teams/partners for this activity. They suggestion is to talk to someone, however that isn't listed as a requirement in order to appease the collaboration.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 28	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students communicate explanations and solutions individually and collaboratively in a variety of settings and formats	View Link	Have somewhere for teacher to know that both of these options are just that, options. Teacher doesn't have to require both.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 28	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students communicate explanations and solutions individually and collaboratively in a variety of settings and formats	View Link	remove the "at home" instruction and require with a friend or partner to meet the collaboration requirement	reject	no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 3	Click on the following: Cellular Respiration and Photosynthesis, Science Outside the Classroom (middle left), Files (open book icon on top right side), Scroll down and click on: Handout, students will follow the steps outlined on page three	View Link	Need to mention what safety equipment or how safety equipment would be a part of the field experiment.	accept	New citation submitted to SRP to include safety equipment needed, can be found on LCEC changes

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 3	Click on the following: Carbon and Nitrogen Cycles, Evaluate (top right), Claim-Evidence-Reasoning (drop-down under Evaluate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read a rubric on page 3	View Link	Have direction somewhere in activity that a minimum number of reasons is required.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 3	Click on the following: DNA, Science Outside the Classroom (middle left), Files (open book icon on top right side), Scroll down and click on: Handout, students will follow the steps outlined on page three	View Link	This activity would provide the teacher the opportunity to teach about safety, but it is not specific enough about the safety requirement. This activity would be enhanced with a section for safety equipment.	reject	New citation provided - no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 3	Click on the following: Evidence for Evolution, Explore (top left), first Explore (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students complete the section titled molecular homologies on page 3	View Link	fix the graph to show that time is linear.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 3	Click on the following: Interactions in Body Systems, Evaluate (top right), claim-evidence-reasoning (drop-down under evaluate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read a rubric on page 3	View Link	Only option student is given in this example is writing. Need to offer other ways for students to be able to demonstrate understanding.	reject	New citation provided, no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 3 question 3	Click on the following: Gene Expression, Explore (top left), Explore (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete question 3 on page 3	View Link	My opinion is a strand of nucleotides is not considered a model. This would be better addressed with a 3D drawing or graphic organizer.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 32	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students create a Texas Science Safety quiz game, including safety tools for investigations	View Link	Add description of which items are lab specific and which items are field specific and which items can be used in both situations.	reject	New citation provided - no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4	Click on the following: DNA Technology, Elaborate (top left), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read a rubric on page 4	View Link	Modify rubric to state student group rather than individual student since this is a collaborative activity	accept	rubric adjustment made to reflect the collaborative activity.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4	Click on the following: Evidence for Evolution, Explore (top left), first Explore (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Station Cards, students will complete an activity following directions on page 4	View Link	The answers are typed into the station card	accept	remove answers
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4	Click on the following: Biomolecules, Elaborate (top left), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read a rubric on page four	View Link	Add a clarifier on how the teacher ensures that all voices are heard during the activity	reject	Subjective opinion, materials appropriately cover the standard. No change needed.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4 question 3	Click on the following: Results of Evolution, Explore (top left), First Explore (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete question three on page four	View Link	This question is more related to genetic drift than gene flow	reject	no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4 question 4	Click on the following: Carbon and Nitrogen Cycles, Elaborate (top left), Science Today (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will answer question four on page four	View Link	This is a minimal meeting of the TEKS and does not foster HOT.	reject	New citation provided no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4 question 7	Click on the following: Mechanisms of Natural Selection, Explore (top left), Explore (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete question seven on page four	View Link	running is a bad example of a trait. Change it to speed.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4 reflection 3	Click on the following: Results of Evolution, Explore (top left), Explore: Spork Evolution (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will answer reflection question three on page four	View Link	This particular question could be Explanation or Prediction. You might consider clarifying this question.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4-6	Click on the following: Interactions in Body Systems: Explain (top left), STEMscopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read pages four through six	View Link	signal transduction response pathway would be out of scope for the standard and vocab terms that we would not expect students to know. Can be good context to teach though.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 5	Click on the following: Ecological Relationships: Explore (top left), Explore: Cycling of Matter and Flow of Energy through Trophic Levels (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete question three on page five	View Link	On question 3 ask students to draw the models and then explain, or provide pictures of the three models and ask them to explain.	reject	Subjective opinion, materials appropriately cover the standard. No change needed.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 5	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students design a model and write about how the model helps to represent the problem	View Link	Add a question about how models can benefit scientists.	accept	already addressed in SRP citations
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 6	Click on the following: Mechanisms of Natural Selection, Elaborate (top left), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read a rubric on page 6	View Link	Add something about appropriate response (respect)	reject	Subjective opinion, materials appropriately cover the standard. No change needed.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 6-7	Click on the following: Prokaryotic and Eukaryotic Cells, Explain (top left), STEMscopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read on pages 6 and 7	View Link	Taxonomy removed from standards, recommend removing from the passage.	reject	Taxonomy supports the content so no change needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 8	Click on the following: Evidence for Evolution, Explain (top left), STEM-scopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students complete a reading passage on page 8	View Link	Reduce the size of the font regarding molecular examples. It gives the appearance that they are additional labels on the graph.	accept	image adjustment made on new SRP submission
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 8	Click on the following: Evidence for Evolution, Explain (top left), STEM-scopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students read a passage on page 8	View Link	graph axis need to be switched	accept	PhD Review required Will change axis.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	paragraph 19	Click on the following: DNA, Teacher Background (middle left), teachers will read paragraph 19	View Link	While this citation does provide the teacher an opportunity to discuss equipment and safety in an experiment, it would be hard for a new teacher to extrapolate that goal from this reading. Please find more appropriate citations or vary them.	reject	New citation submitted - no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	paragraph 7	Click on the following: Evidence for Evolution, Teacher Background (middle left), teachers read paragraphs six and seven	View Link	Include a picture with the examples of analogous structures to allow teacher to have visual for student support.	accept	New citation was provided with visuals. Noted on LCEC

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	preparation	Click on the following: Diseases, Explore (top left), Explore (drop-down under Explore), Explore (top left), Explore: Outbreak (drop-down under Explore), teachers will read the preparation	View Link	Please consider adding a safety component or review to all of your activities.	accept	addressed in new citation to SRP
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	slides 1-10	Click on the following: Resources (top right), Instructional Supports, Lab Safety, View Files (open book icon on top right side), Safety Poster 3-High School, students view slides about safety practices	View Link	These slides provide an opportunity for the teacher to teach about lab safety, but it is a minimal slide show and should be enhanced with HS appropriate equipment.	accept	New citation provided - no change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	the problem & the criteria and constraints	Click on the following: Mechanisms of Natural Selection, Elaborate (top left), Engineering Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, Students will examine the effect of producing more offspring than can survive according to the constraints of the engineering connection.	View Link	hardy Weinberg is not in the standards	reject	Subjective opinion, materials appropriately cover the standard. No change needed.

Biology

STEMscopes Science TX - Biology: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	N/A	An explanation of the prereading support has been added. See the highlighted text in the document titled "Biology_ELPS_4.D i_Activity".	View Link	What does "scanning at a high level mean" Calling something high level doesn't mean that it is actually high level.	reject	Subjective opinion, materials appropriately cover the standard.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	Scroll down to English Language Support Strategies	Click on the following: Cellular Respiration and Photosynthesis, Explore (top left), Virtual Explore: Cellular Respiration and Photosynthesis (drop-down under Explore), Scroll down to Differentiation, English Language Support Strategies, Strategy: Vocabulary Alive (various levels are on each tab)	View Link	You need to add a clarification of what "vocabulary alive" is and provide a useable link, not just amazon.	accept	Added the following: Teachers introduce body movements for each new vocabulary term. Students practice newly acquired vocabulary terms by performing the movement whenever they hear the new vocabulary word spoken.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	Scroll down to English Language Support Strategies	Click on the following: Changing Biodiversity, Engage (top left), Scope Phenomenon (drop-down box under Engage), Scroll down to Differentiation, English Language Support Strategies, Strategy: Structured Conversations (various levels are on each tab)	View Link	The lesson clearly meets the cooperative requirements of the ELP. but the strategy you cited for the teacher is unclear. Please give details of the strategies.	accept	Added the following: Students will engage in partnered academic dialogue with pre-planned sentence starters to begin and further the conversation.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	Scroll down to English Language Support Strategies	Click on the following: Biomolecules, Explore (top left), Virtual Explore: Biomolecules (drop-down under Explore), Scroll down to Differentiation, English Language Support Strategies, Strategy: Creating Analogies (various levels are on each tab)	View Link	The use of the Frayer model in the student INB is what allows for this ELP to pass, not the use of analogies.	reject	No change needed
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	Scroll down to English Language Support Strategies	Click on the following: Cellular Respiration and Photosynthesis, Engage (top left), Scope Phenomenon (drop-down under Engage), Scroll down to Differentiation, English Language Support Strategies, Strategy: Carousel Activity (various levels are on each tab)	View Link	No description of what carousel activity is	accept	Added the following facilitation: The teacher will print out a set Picture Vocabulary terms for the scope. They will then cut off the definitions from each key term. Teachers then post the terms with images around the room and assign students to groups. Groups will be assigned to a picture vocabulary term and are asked to define the term in their own words. After a preset time, the student groups will rotate to the next term and repeat this process until all terms were visited and all definitions created.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	Scroll down to English Language Support Strategies	Click on the following: Cell Cycle and Specialization, Explain (top left), Picture Vocabulary (drop-down under Explain), Scroll down to Differentiation, English Language Support Strategies, Strategy: Creating Words (various levels are on each tab)	View Link	I followed the links all the way to the teacher resources and I could not find an explanation of "Creating words" It might be a great activity, but I can't approve it if I don't know what it is.	accept	Added the following: Students play a vocabulary game to review knowledge and represent words in creative ways. Students select a word and roll a cube with options. Options include modeling, drawing, acting, writing, and talking tasks. Students complete the rolled task and other group members or classmates guess the correct term.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	Scroll down to English Language Support Strategies	Click on the following: Cellular Respiration and Photosynthesis, Engage (top left), Scope Phenomenon (drop-down under Enagae), Scroll down to Differentiation, English Language Support Strategies, Strategy: Carousel Activity (various levels are on each tab)	View Link	Identify activity and what it does	accept	Added the following: The teacher will print out a set of Picture Vocabulary terms for the scope. They will then cut off the definitions from each key term. The teachers will then post the terms with images around the room and assign students to groups. Groups will be assigned to a Picture Vocabulary term and will be asked to define the term in their own words. After a preset time, the student groups will rotate to the next term and repeat this process until all terms are visited and all definitions are created.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	Scroll down to English Language Support Strategies	Click on the following: Homeostasis, Explore (top left), Explore: Moving Molecules (drop-down under Explore), Scroll down to Differentiation, English Language Support Strategies, Strategy: Chat Room (various levels are on each tab)	View Link	Need to provide what the activity Chat room is in order to help teachers understand what student expectation is with regards to writing.	accept	Added the following: Each student is provided a term or concept and a paper cell phone template. On the cell phone screen, students describe the new content through an informal text message. Then, students pair up and trade cell phones with partners. Partners use formal English to rewrite the text message.
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	Scroll down to English Language Support Strategies	Click on the following: Carbon and Nitrogen Cycles, Explain (top left), Stemslopedia (drop-down under Explain), Scroll down to Differentiation, English Language Support Strategies, Strategy: Expert/Novice (various levels are on each tab)	View Link	activity instructions needed	accept	Added the following: Students are paired and given a role of expert/novice or formal/informal and asked to question and respond from their given role. For instance, the novice could ask a question and the expert respond, or the informal speaker could ask a question with a formal response given back. This can be used for introductory activities such as classroom procedures or for higher-level activities involving greater depth of concepts.

Publisher: BIOZONE Corporation

Biology

Biology for Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Biology for texas</i>	9781991014054	100	p100 (flipbook p112) investigation. Flipbook password XTfAQY3D	View Link	This lab could be more student center by adding a second part that allows students to pick their own variables to investigate the rate of photosynthesis.	reject	Unfortunately, there is no space on the page in this activity page to add the suggested changes without compromising existing content. We will consider accommodating this suggestion in future editions. Thank you for your understanding.
<i>Biology for texas</i>	9781991014054	237	p237 (flipbook p249) paragraphs under Modifying Yukon potatoes. Flipbook password XTfAQY3D	View Link	Update image of potato to be a side by side of the potato and the team that conducted the research if there is an open source image. If not, possibly mention the researchers names.	accept	There is no print quality image available. Instead, we will add the researcher's names to the text, as suggested.
<i>Biology for texas</i>	9781991014054	239	p239 (flipbook p251) Q5. Flipbook password XTfAQY3D	View Link	TEKS matching could be improved by adding a bullet point that asks students to think about current problems that have been solved. Such as "Include a major development in solving a genetic disease / problem in your chosen career path."	accept	Thank you for this suggestion. Another bullet point has been added as suggested.
<i>Biology for texas</i>	9781991014054	282	p282 (flipbook p294) Q21. Flipbook password XTfAQY3D	View Link	TEKS matching could be improved by adding a bullet point asking students to describe a solution to a genetic problem/disease that current genetic research/knowledge has solved.	accept	Thank you for this suggestion. Another bullet point has been added as suggested.
<i>Biology for texas</i>	9781991014054	31	p31 (p43 flipbook) top 4 paragraphs. Flipbook password XTfAQY3D	View Link	Another explanation of cellular complexity is the autogenous model that might allow an opportunity to compare and contrast.	accept	We have opted to use a different theory to allow comparison. Rather than using the autogenous theory, we have decided to use the 'inside out' theory. New text will be included as a new bullet point as follows: An alternative theory for the evolution of eukaryotic cells is called the "inside-out theory" in which protrusions from the eukaryotic ancestor cell wrapped around bacteria and fused creating the membrane structures in the eukaryotic cell.
<i>Biology for texas</i>	9781991014054	315	p315 (flipbook p327) Q3. Flipbook password XTfAQY3D	View Link	It's difficult to understand what the question is asking. A better question would be to ask how is this model of natural selection limited compared to natural selection OR what are the limitations of using m&ms to model natural selection?	accept	Question will be edited as suggested.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Biology for texas</i>	9781991014054	342	p342 (flipbook p354) Q3a. Flipbook password XTfAQY3D	View Link	Q 1 from this page could be adjusted to say 'critique this statement:' to provide improved TEKS alignment.	accept	This question will be reworded as suggested.
<i>Biology for texas</i>	9781991014054	348	p348 (flipbook p360) 2nd paragraph top left. Flipbook password XTfAQY3D	View Link	Did the humans over hunt the mammoths? How does this related to the trampling of the ground? We were struggling to connect this to the TEKS referenced.	accept	Text will be edited as follows to make it clearer. New text as follows: Woolly mammoths belonged to the same family as modern Asian and African elephants. They lived on Earth from about 300,000 years ago to around 10,000 years ago. Alongside other large, grazing herbivores, they occupied an ecosystem of treeless grasslands. In winter, they scraped off snow with their tusks, grazing, and trampling the grassland. This maintained the landscape, keeping the ground compacted and frozen and preventing shrubs and trees from establishing. Evidence suggests human hunting activity, in conjunction with climatic warming may have contributed to the extinction of the large grazers, including mammoths, in these grasslands. Without the trampling effect of the grazers, the ground grew softer and other plants were able to establish themselves. What was formerly grassland changed such that small shrubs and trees grew. The ground began to thaw, melting the permafrost cover, and changing the ecosystem.
<i>Biology for texas</i>	9781991014054	367	p367 (flipbook p379) Q2. Flipbook password XTfAQY3D	View Link	We would like you to use the words "Invasive Species", Instead of "Alien Pest"	accept	We will edit all applicable text as requested
<i>Biology for texas</i>	9781991014054	372	p372 (flipbook p384) investigation 9.2. Flipbook password XTfAQY3D	View Link	Question 4 below the investigation could be modified to improve TEKS matching for this investigation by restating "...in any suitable format [and setting]."	accept	Thank you. This will be reworded as suggested
<i>Biology for texas</i>	9781991014054	47	p47 (flipbook p59) Q4. Flipbook password XTfAQY3D	View Link	Explain why a virus in the lysogenic cycle would make an organism appear to not be infected.	accept	wording on the lysogenic cycle will be edited for clarity as follows: In the lysogenic cycle, the viral genetic material is incorporated into the host's. It is then replicated when the cell is replicated - no virus particles are made. Disease is often in a 'dormant' state, with no symptoms seen. Because the lysogenic cycle allows a phage to reproduce without killing its host, the host could appear not to be infected.
<i>Biology for texas</i>	9781991014054	8	p8 (p20 flipbook) Q1-3 . Flipbook password XTfAQY3D	View Link	To improve TEKS matching change question 4 to read "Explain the role that the nucleic acid biomolecule plays in cell [structure and] function. "	accept	Question 4 will be reworded as requested

Biology

Biology for Texas: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Biology for texas</i>	9781991014054	206	Description of what to do, page 197 (flipbook 209). Listening ELPS icon (ear) top left of margin, page 206 (flipbook 218). Flipbook password XTfAQY3D	View Link	The ELPS level description is listed incorrectly for 2.C.i. Should read: "Learn new language structures heard during classroom instruction and interactions"	accept	Thank you. This will be corrected
<i>Biology for texas</i>	9781991014054	261	Description of what to do, page 245 (flipbook 257). Speaking ELPS icon (speech bubbles) top left of margin, page 261 (flipbook 273), beside table. Flipbook password XTfAQY3D	View Link	The ELPS breakout description on page 245 includes both verbs "ask and give" but should only include "ask".	accept	This will be corrected

Publisher: Cengage Learning Inc.

Biology

National Geographic Biology, Texas Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>National Geographic Biology, Texas Edition, Student Edition</i>	9780357541838	177	Section 6.3 all paragraphs (especially figure 6-18a)	View Link	Please create 6-18c to show the balanced chemical equation. This will allow the teacher to take it to the next level and help the students see it in more than one way. Testing does not always have one graphic.	accept	Thank you for your feedback. This change would be difficult to make on page 177. However, we will revise the chemical equations shown above the figures on pages 179 (respiration) and 182 (photosynthesis) so that they are balanced.
<i>National Geographic Biology, Texas Edition, Student Edition</i>	9780357541838	187	Ch6 CR Math/ELA #4	View Link	Would prefer a question on how Rosolin Franklin works on our understanding of science.	reject	Thank you for your feedback. This question and passage tie back to the discussion of Antoni van Leeuwenhoek in the Connections feature on page 159.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>National Geographic Biology, Texas Edition, Student Edition</i>	9780357541838	250	Ch8 SR 8.4 #3, #4	View Link	The questions could be worded in a way that will allow the students to have more mastery of the TEKS.	reject	Thank you for your feedback. Additional questions in the Chapter Review (pp. 254–255) provide more opportunities for mastery of this standard (questions 6, 7, 8, and 10). Additional questions appear in the Unit 3 Practice Test, the End-of-Course Practice Test, and the Chapter 8 Assessment.

Publisher: Discovery Education Inc

Biology

Science Techbook for Texas by Discovery Education - Biology: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Biology (Digital)</i>	9781616296551	3643066	Unit: Life's Diversity > Concept: Evolution > 5E: Explore > Lesson 3: Analyzing Elements of Natural Selection > Section: Predict > The questions below the header and the item "Prediction"	View Link	Change wording to the following: Predict what factors could have an impact on how the population of rabbits changes during the Exploration. These allow student to compare the many different factors that might effect population changes.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Biology (Digital)</i>	9781616296551	Analysis and Conclusions	Unit: Ecology > Concept: Nutrient Cycles > 5E: Explore > Lesson 4: Hands-On Activity: Modeling the Carbon Cycle > Section: Analysis and Conclusions > Item: Climate Change	View Link	Item Climate Change: Instructions say select 3, but key shows only one correct answer	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Biology (Digital)</i>	9781616296551	Lesson 1 KWL Chart	Unit: Animals > Concept: Homeostasis > 5E: Engage > Lesson 1: Discovering Homeostasis > Section: Some Like it Hot > Item: KWL Chart	View Link	Please remove all KWL chart from your textbook for teacher lead classes for secondary classes. These chart are not taught by teacher any more and student will not do them.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Biology (Digital)</i>	9781616296551	Lesson 10 Genetics Careers and Expertise	Unit: Heredity > Concept: Non-Mendelian Genetics > 5E: Elaborate > Lesson 10: Applying Non-Mendelian Genetics > Section: Check for Understanding > Genetics Careers and Expertise Item	View Link	This activity need to be a more in depth reseach and not a read and match infor text activity.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Biology (Digital)</i>	9781616296551	Lesson 3 bullet 1-5	Unit: Heredity > Concept: Genetic Disorders and Technology > 5E: Explore > Lesson 3: Hands-On Lab: Investigating Human Karyotypes > Section: Analysis and Conclusions > Discussion questions (Bullets 1-5)	View Link	Bullet point 1 and 2 provide a more detailt question such as. Discuss the features that you can you find between homologous pairs of chromosomes? Compare and contrast your results with another group. Discuss any differences in your karyotypes.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
<i>Science Techbook for Texas by Discovery Education - Biology (Digital)</i>	9781616296551	Lesson 3 Procedure	Unit: Plants > Concept: Plant Reproduction > 5E: Explore > Lesson 3: Hands-On Lab: Investigating the Effect of Light on Plant Growth > Section: Analysis and Conclusions > Item: Procedures	View Link	Need to change the wording from you to the group. Which would match the rubric that you provided.	reject	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process.

Biology

Science Techbook for Texas by Discovery Education - Biology: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Biology (Digital)</i>	9781616296551	https://app.discoveryeducation.com/learn/player/306b2b6d-8054-45a1-bfe0-c3873724c7e2	Unit: Heredity > Concept: DNA > 5E: Elaborate > Lesson 10: Applying DNA > Section(s): Applying DNA > Media + Discussion questions + Assessment items	View Link	Sample Size for DNA fingerprinting: There is no question and only says "prompt"	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Publisher: EduSmart

Biology

2024 EduSmart Science Biology: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2024 EduSmart Science Biology</i>	9781939511256GB	1	assignment section	View Link	The actual assignment covers the TEKS, not the background information	accept	We are not sure what to do with this feedback. The citation was accepted. Did we cite the wrong location? Not sure how to make a change.
<i>2024 EduSmart Science Biology</i>	9781939511256GB	1	introduction	View Link	engineering practices should be outlined and explained	accept	We have implemented this change. https://drive.google.com/file/d/1495vBf6PfsD4KrQy2Ffp_z-LlqfKIZAX/view?usp=drive_link
<i>2024 EduSmart Science Biology</i>	9781939511256GB	interactive screens	all slides/tasks	View Link	Please check pronunciation of scientific words because this has mispronounced words and many others have them as well. In this one specifically adenovirus is not even close.	accept	We have edited the audio to have the correct pronunciation. https://review.edusmart.com/authenticated/content/previewResource/634811
<i>2024 EduSmart Science Biology</i>	9781939511256GB	video	subtopic 1 - interactions between organisms - after seven forward clicks	View Link	The narrator needs to pronounce the words correctly.	accept	We have edited the audio to have the correct pronunciation. https://review.edusmart.com/authenticated/content/previewResource/634811

Publisher: Kiddom

Biology

OpenStax Biology powered by Kiddom - Online and Print: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
OpenStax Biology powered by Kiddom	9781960634566	[504]	Unit 4 Evolutionary Processes > Chapter 19 The Evolution of Populations > Critical Thinking Questions > #7	View Link	This question is a very WEAK opportunity for the student to demonstrate the action of ANALYZING anything.	accept	<p>new content added to support this</p> <p>Make question 7 multipart or add an additional question:</p> <p>Male elk grow large, branched antlers that require a significant amount of energy and nutrients to develop. These antlers can be cumbersome, making it more difficult for elk to maneuver through dense vegetation and escape predators. However, during the mating season, male elk use their antlers to compete with other males for access to females. The size and quality of the antlers can making them attractive to females.</p> <p>Analyze and describe how elk antlers are an example of the handicap principle.</p>

Biology

OpenStax Biology powered by Kiddom - Online and Print: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
OpenStax Biology powered by Kiddom	9781960634566	[30]	English Language Learner Support > After listening to a lecture or discussion about a section of the text, students work in small groups to retell each other one thing that each has learned. Students may select a photograph or picture to facilitate their retelling.	View Link	When asking students to discuss it would be useful for the teacher to have a more structured support to accomplish this. The TEKS will be better supported in a student centered activities for students.	reject	This strategy was accepted during the ELPS review of this content.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Biology powered by Kiddom</i>	9781960634566	[491]	English Language Learner Support > At the end of instruction for a section, assign intermediate and advanced language learners to prepare an oral response to one of the "By the end of this section" bullet points. Gather all levels of language learners in a small group to listen to the oral responses. Listening students may add information and/or ask questions at the end of each response.	View Link	Isolating language learners into groups separate from native language speakers is not an appropriate practice in the classroom. Language learners should be included with all learners. Learning a language occurs best when immersed in the language.	reject	This strategy was accepted during the ELPS review of Biology content.
<i>OpenStax Biology powered by Kiddom</i>	9781960634566	[628]	English Language Learner Support > For Critical Thinking Questions, assign partners and provide the following oral directions to language learners. - Partners take turns reading the questions aloud. -Partners discuss the answer to the question. - When partners disagree, they should look back at the relevant portion of the text. -Partners take turns writing the agreed upon response. Check in with groups as they are working to monitor whether they demonstrate a good understanding of the directions.	View Link	A Clarifying Bookmark activity with desired language structure could be useful for this ELPS. They will use this structure to interact with each other listening and providing feedback to each other using grade level language.	accept	We will work to incorporate this bookmark into our structure. We are updating the structure to our content.

Publisher: Myriad Sensors, Inc.

Biology

Conceptual Academy Biology (Texas Edition): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card10	Card 10: Concept Check Question	View Link	Is check your answer meant to be on the student form?	reject	Thank you for this feedback. Yes, the answer is intended to be available to students on all of our concept checks.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card11	Cards 11 and 12: 1.2 (j) Reading Check; 1.2 (k) Concept Check. Questions asking student to evaluate experimental design.	View Link	Answers to question on concept check are there for students. Not sure if this is intentional	reject	Thank you for this feedback. The answers to the concept checks are intentionally provided for the student
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card12	Card 12: 10.7 (k) How Plant Structures Respond and Work Together	View Link	Should mention tropisms and hormone system	accept	Thank you for this feedback. Tropism and the role of hormones will be added to this section.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card23	Card 23. Your Turn (Scientific Drawings). Student organizes quantitative data into scientific drawing	View Link	have a box or an area where students can provide the quantitative data for their drawing.	accept	Thank you for this feedback. We will add some space where students can provide the quantitative data used for their drawing.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card3	Card 3: Video Check Question	View Link	gene drive is outside the scope	reject	Thank you for this feedback. The discussion of gene drive is provided as an extension activity for many students.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card3	Card 3: Investigation Question plus the Lab Activity	View Link	Please be more clear on the conservation of matter and energy. Add in how it relates to cellular respiration would be the easiest way to accomplish this.	accept	Thank you for this feedback. We will offer more clarity on the conservation of matter and energy in this activity.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card3	Card 3: Simple Review Questions, Number 7.	View Link	Types of survivorship is outside the scope of this standards. Only the concept is necessary	reject	Thank you for this feedback. The details on survivorship curves provides an extension opportunity for many students

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card3	Card3: Practice page worksheet: The Cell Membrane	View Link	To be better, it should be referencing how carbohydrates make up cell walls and provide energy for cells.	reject	Thank you for this feedback. Our focus here, relative to carbohydrates, is their role in cell identifications.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card3	Card 3: Challenging Review Questions. Numbers 29 and 31.	View Link	Question 29 doesn't not require the use of a model. Question 31 is sufficient to address the TEKS	accept	Thank you for this feedback and for looking beyond our original citation.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card4	Card 4: Challenging Review Questions. Number 24	View Link	Type III survivorship curves outside the scope of this course	reject	Thank you for this feedback. We provide this detail as an extension opportunity for select students.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card6	Cards 6-15: 3. The Salt-to-Ice Experiment (Your Turn)	View Link	The answers are posted in the question section	reject	Thank you for this feedback. The way our platform works, a teacher needs to actively assign a card for students to see it. The teacher shares the answers only when they wish or need to.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card7	Card 7: Concept Check question	View Link	Students need to be required to name specific organ systems and how they interact. These are great for homeostasis, but doesn't clearly address this standard	reject	Thank you for this feedback. Organ systems are extensively discussed across chapters 12, 13, 14, and 15. This section on homeostasis is but one example of having students learn about and naming organ systems as required by this standard.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card8	Card 8: Section 11.5 (g) Your Turn to Explain	View Link	Pirons are outside of the scope of the TEKS.	reject	Thank you for this feedback. While prions are outside the scope of TEKS they nonetheless offer an important extension opportunity for many students.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card9	Card 9: The Krebs Cycle and Electron Transport, paragraphs 1=4, Figure 4.21	View Link	Too much focus on the krebs cycle which is out of scope for this standard	reject	Thank you for this feedback. We offer abbreviated video lessons on the krebs cycle. Further, our treatment of the krebs cycle offers extension opportunities for many students.
<i>Conceptual Academy Biology Student Edition</i>	978196187002	Card9	Card 9: Video: Active Transport	View Link	Video is overkill for what the standard is asking students to know.	reject	Thank you for this feedback. We would prefer to keep the information available to the teacher to assign or not assign.

Biology

Conceptual Academy Biology (Texas Edition): ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Conceptual Academy Biology Student Edition	978196187002	Card2	Card 2: 5.2 (a) Video: Chromosomes: Students learn the language structures used to talk about DNA, chromosomes, histones, diploid cells, haploid cells,	View Link	Please require the students to actually do something with the vocabulary. sit and get vocab..or in this case sit and listen vocab is ineffective	accept	Thank you for this feedback. We have since developed "Word Windows" activities for every chapter for this very purpose.

Publisher: Savvas Learning

Biology

Texas Miller & Levine Experience Biology (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Biology Student Handbook	9781418358921	173	p. 173, Question 2 Explain	View Link	the connection between DNA and traits is not clearly made. Changes this question to say something along the lines of "Describe the connection between DNA and traits"	accept	Thank you for the feedback. We are the revising the question as suggested. New wording: "Describe the connection between DNA and traits." Link to revised copy of the page: https://drive.google.com/file/d/1R9Mhk72SiGo-wA685wL3phnJq1MYveA/view?usp=drive_link
Biology Student Handbook	9781418358921	390-393	pp. 390-393, Obtaining and Absorbing Nutrients	View Link	the information presented on the digestive system is too detailed for the scope of this course.	reject	Thank you for the feedback. We are not accepting this comment as we think that this content can be used for enrichment or for advanced students.
Biology Student Handbook	9781418358921	436	p. 436, Question 4 Compare	View Link	The lead in to the question talks about viruses needing a host cell to reproduce, then asks to compare structures of cells to viruses. It's an awkward transition. The reproduction part should be removed or the question should relate to the structures.	accept	Thank you for the feedback. We are revising the question as suggested. New wording: "What structures does a cell have compared to a virus?" Link to revised copy of the page: https://drive.google.com/file/d/11fFUAC8kWMc2t8XhhWs4Cjr1EG5iQLhS/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Biology Student Handbook</i>	9781418358921	439	p. 439, Question 11 Develop Models	View Link	Even though it seems lytic and lysogenic cycles have been removed from the teks, and are included in the teacher text, in order to create a model they will need more explicit instruction in the student book regarding these two cycles.	accept	Thank you for the feedback. We are revising the question to remove the modeling ask. New wording: " Explain Explain how viruses cause disease. Use a specific example to support your answer." Link to a revised copy of the page: https://drive.google.com/file/d/1gCKPILs0nCZbSY3wSYLasJkU_dEZFn-/view?usp=drive_link
<i>Biology Student Handbook</i>	9781418358921	496-499	pp. 496-499, Niches and Communities	View Link	Competitive Exclusion is outside the scope of this course	reject	Thank you for the feedback. We are not accepting this comment as we think that this content can be used for enrichment or for advanced students.
<i>Biology Student Handbook</i>	9781418358921	517	p. 517, Question 50 SEP Construct an Explanation	View Link	The transition of the first part of the question from asking about carp to asking about sea otters is confusing. Possible typo?	accept	Thank you for the feedback. We are revising the question to remove the mention of sea otters, which should not have been there. New wording: "Asian carp were introduced to the lakes and rivers in the midwestern United States in the 1960s. Their U.S. population is increasing much more rapidly than native populations, and the species is considered invasive in the United States. Investigate why the U.S. population of carp is increasing so rapidly." Link to a revised copy of the page: https://drive.google.com/file/d/1_goK9D5CMKXh1y0NedaSa1oLiZZBxMSz/view?usp=drive_link
<i>Biology Student Handbook</i>	9781418358921	54-55	pp. 54-56, How Cells Use Energy	View Link	krebs and ATP are out of scope. The images indicate college level (above AP) levels of understanding	reject	Thank you for the feedback. We are not accepting this comment as we think that this content can be used for enrichment or for advanced students.
<i>Biology Student Handbook</i>	9781418358921	54-56	pp. 54-56, How Cells Use Energy	View Link	The image on page 55 is literally the worst. Just delete it.	reject	Thank you for the feedback. We are not accepting this comment as we are not deleting the figure, and we are unable to consider revisions without more specific feedback.
<i>Biology Student Handbook</i>	9781418358921	75	<p>p. 75, An Overview of Photosynthesis</p>	View Link	<p>The detailed description of photosynthesis (the different steps) are outside scope of this course.</p>	reject	Thank you for the feedback. We are not accepting this comment as we think that this content can be used for enrichment or for advanced students.
<i>Biology Student Handbook</i>	9781418358921	81	p. 81, Question 33 Organize Data	View Link	calvin cycle is outside the scope of this standard	reject	Thank you for the feedback. We are not accepting this comment as we think that this content can be used for enrichment or for advanced students.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Biology Digital Components</i>	9781428553941	Worksheet Link	Performance-Based Assessment: Paclitaxel: A Drug, a Poison, or Both? (Scroll to the third page and find Question 3)	View Link	specifically state in the question to "use data"	accept	<p>Thank you for the feedback. We are revising the question as suggested.</p> <p>New wording: "Why is paclitaxel useful for fighting cancer? Support your explanation with scientific principles and data from the text. (Hint: Review the definition of cancer and the examples of malignant tumors.)"</p> <p>Revised copies of the worksheet can be seen at these links.</p> <p>Student version: https://docs.google.com/document/d/1Uc2tmmCvIjW0uFrUHSgyNGc1ahMBt9Oigay-g3jARSI/edit#heading=h.pmbww1kx9cw6</p> <p>Teacher version: https://docs.google.com/document/d/1PW-X0UrvVWa1BxBXRSVN2oWosanTWeHJdvHeocZjnc/edit#heading=h.pmbww1kx9cw6</p>

Publisher: Smart Biology

Biology

BIOLOGY Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060				In general, the reading level required for this textbook is far above the average 9th grader in our classrooms. For example, 7.C.1 on mutations was accepted because the material is there, but the language used becomes prohibitive for our students to understand the concept. Many sections of text and diagrams are more aligned with my AP Biology curriculum.	reject	This book (BIOLOGY Texas) is intended for grade 11 and/or 12, not grade 9.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	Apply Activity Chap 15	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64078132a562d5002f4151fd (This will bring you to Unit 4, Chapter 15, Module 6)</p> <p>Step 2. Click on "APPLY: Activity" on the left of the page.</p> <p>Step 3. Read activity instructions: Students define problems based on information from the chapter they just finished.</p></p>	View Link	Question 1 does not work for this TEKS and would need to be rewritten	reject	Teacher is welcome to skip.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	Apply Chap 16	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6407815fa562d5002f4151fe (This will bring you to Unit 4, Chapter 16, Module 4)</p> <p>Step 2. Click on "APPLY: Activity" on the left of the page.</p> <p>Step 3. Read activity instructions: Students define problems based on information from the chapter they just finished.</p></p>	View Link	Rewrite question such as: Question 1. Provide an example of microevolution that we might observe in the environment around us and what do you think might be causing it? Is it directional, disruptive, or stabilizing, and why? Question 2. Design a model that simulates a bottleneck effect. For example, you could use colored marbles or objects.	reject	We will keep the question as is, because these will remain basic questions. We've included additional activities with questions that expand into what this reviewer is describing.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	Chap 7	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64067d4aa562d5002f4151bd (This will bring you to Unit 2, Chapter 7, Module 5)</p> <p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p>Step 3. See figure, read figure caption, read question/answer, and read proposed experiment.</p></p>	View Link	Rewrite the last sentence as: With the help of your teacher, and with supplies provided by your teacher, you can set up and preform this experiment.	reject	We have added labs and experiments since this comment was made, with instructions to both teachers and students, so this feedback is not obsolete.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	Chap 8	<p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64067d84a562d5002f4151be (This will bring you to Unit 2, Chapter 8, Module 5)</p> <p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p>Step 3. See figure, read figure caption, read question/answer, and read proposed experiment.</p>	View Link	Rewrite the last sentence as: With the help of your teacher, and with supplies provided by your teacher, you can set up and preform this experiment.	reject	We have added labs and experiments since this comment was made, with instructions to both teachers and students, so this feedback is not obsolete.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64067d84a562d5002f4151be (This will bring you to Unit 2, Chapter 8, Module 5)</p> <p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p>Step 3. See figure, read text, read question, and read experiment.</p>	View Link	In the question of "Why does this occur?" Have the student to "Explain in detail what is going on with the plant when the light is moved?"	reject	Rather than making this change, we have since added experiments and labs that allow students the opportunity to do so, including for this specific example.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64067d84a562d5002f4151be (This will bring you to Unit 2, Chapter 8, Module 5)</p> <p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p>Step 3. See figure, read text, read question, and read experiment.</p>	View Link	It is mention that the plant attempt to maximize the exposure of the leaves to light where as it should be plant attempt to maxiimize the amount of light that the plant can capture or Phototropism is the process that plants utilize to get to a light source for photosynthesis, or to optimize the amount of light intake.	reject	It is correct that a plant may attempt to maximize the exposure of the leaves to light. A plant cannot "maximize the amount of light", as the plant has no control over the amount of light available. Also, we don't cover phototropism here.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=640781f3a562d5002f415201 (This will bring you to Unit 5, Chapter 19, Module 5)</p> <p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p>Step 3. See figure, read text, read question and answer to students.</p>	View Link	Types of survivorship curves are outside of the standards required for Biology students	reject	Teachers have the option to teach this content or to skip. Those teachers that do not want to teach this content are welcome to skip this section.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=63a10c8d369ecf65fe1e641f (This will bring you to Unit 4, Chapter 16, Module 2)</p> <p>Step 2. Click on "Take Quiz" on the left of the page to answer the quiz questions. These questions are graded automatically once the quiz is complete. Please note that these quiz questions cover all of the topics in this module, not just this breakout.</p> <p>Step 3. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6407815fa562d5002f4151fe (This will bring you to Unit 4, Chapter 16, Module 4)</p> <p>Step 4. Click on "GO BEYOND: Real-World Relevance" on the left. See figure, read text, and read question/experiment.</p> <p>Step 5. Click on "GO BEYOND: Techniques and Experiments" on the left. See figure, read text, and read question/experiment.</p></p>	View Link	Needs to remove the quiz and the coin toss from this citation and add to the Hardy-Weinberg part a statement/question that includes that the principle only works as it relates to these factors: absence of genetic drift, natrucal selection, non-randon mating, and other similar evolutionary influences, the allele frequency. And if you wish to keep the quiz as part of this need to add a question as it relates to the above statement.	reject	Nothing to change now, since this process is now over.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6407788ea562d5002f4151d6 (This will bring you to Unit 3, Chapter 10, Module 4)</p> <p>Step 2. Click on "APPLY: Activity" on the left of the page.</p> <p>Step 3. Read activity instructions, particularly the two possible activity questions posed to students.</p></p>	View Link	Develop question 2 more	reject	We are happy with the level of question 2 so we will not edit.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
BIOLOGY Texas / Teacher Edition	9781777945060	See-description-below	<p>This breakout includes quizzes, short answer questions, and activities. All of these occur at the module level. In other words, the assessments/activities that cover lipids, also cover the other three types of biomolecules (/macromolecules). The following instructions in all 8 of these breakouts will therefore be identical. Two sets of instructions appear below, one for biomolecules, the other for macromolecules (please see the corresponding "Narrative" activity type for each, where we explained this rationale).</p> <p>BIOMOLECULE:</p> <p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=62da03e57abfb13842567900 (This will bring you to Unit 1, Chapter 2, Module 4)</p> <p>Step 2. Click on "Take Quiz" on the left of the page to answer the quiz questions. These questions are graded automatically once the quiz is complete.</p> <p>Step 3. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64002ab3560222002ff1554a (This will bring you to Unit 1, Chapter 2, Module 5)</p> <p>Step 4. See 3 "ASSESS" questions (answers are underlined after the question in the teacher edition. Answers are not included in the student edition.</p> <p>Step 5. Click on "APPLY: Activity for Chapter 2" on the left. Read through activity questions. Note that the format of all of our activities is the same throughout all chapters, only the questions themselves differ.</p> <p>Step 6. Click on each of the three "GO BEYOND" sections (on the left) and for each one, see figure, student question, and underlined teacher answer.</p> <p>MACROMOLECULE:</p> <p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6397dbc69a20d27fc50883f8 (This will bring you to Unit 1, Chapter 3, Module 4)</p> <p>Step 2. Click on "Take Quiz" on the left of the page to answer the quiz questions. These questions are graded automatically once the quiz is complete.</p> <p>Step 3. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64002e53560222002ff15554 (This will bring you to Unit 1, Chapter 3, Module 5)</p> <p>Step 4. See 3 "ASSESS" questions (answers are underlined after the question in the teacher edition. Answers are not included in the student edition.</p> <p>Step 5. Click on "APPLY: Activity for Chapter 3" on the left. Read through activity questions. Note that the format of all of our activities is the same throughout all chapters, only the questions themselves differ.</p> <p>Step 6. Click on each of the three "GO BEYOND" sections (on the left) and for each one, see figure, student question, and underlined teacher answer.</p>	View Link	These goes beyond the TEKS	reject	This is background/introductory material that the teacher can skip if they chose so.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6407788ea562d5002f4151d6 (This will bring you to Unit 3, Chapter 10, Module 4)</p> <p>Step 2. Click on "GO BEYOND: Careers" on the left of the page.</p> <p>Step 3. See figure and read text.</p>	View Link	please provide more information about the career, these would engage the student more	reject	We have many instances where students are taught about different possible careers related to biology, which is sufficient for. In future editions we may expand this.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6397d7b99a20d27fc50883c6 (This will bring you to Unit 1, Chapter 3, Module 2)</p> <p>Step 2. Click on "Take Quiz" on the left of the page to answer the quiz questions. These questions are graded automatically once the quiz is complete. Please note that these quiz questions cover all of the topics in this module, not just this breakout.</p> <p>Step 3. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64002e53560222002ff15554 (This will bring you to Unit 1, Chapter 3, Module 5)</p> <p>Step 4. Click on "ASSESS" on the left (should already be selected by default) and read question 1.</p> <p>Step 5. Click on "GO BEYOND: Techniques and Experiments" on the left. See figure, read text, and read question.</p>	View Link	there are some error in your quiz that need to be fixed.	reject	I went through that quiz and did not see any errors.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64067d4aa562d5002f4151bd (This will bring you to Unit 2, Chapter 7, Module 5)</p> <p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p>Step 3. See figure, read text, and read question/experiment.</p>	View Link	Activity needs to include explicit detailed instructions. Either provide tools, procedures, and data tables, or instruct students to create their own design to include those sections.	accept	We have added many activities and labs, all with explicit detailed instructions, procedures, etc.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=63a47bad369ecf65fe1e65d6 (This will bring you to Unit 5, Chapter 19, Module 4)</p> <p>Step 2. Click on "Lesson 2 Species Richness vs Relative Abundance" on the left of the page.</p> <p>Step 3. Watch video, see Figures 1-2, and read "Lesson Text" (at bottom).</p>	View Link	In Texas, the terms species richness and relative abundance are not used. It meets the breakout, but does not use the terminology students will see on district and state assessments.	accept	In Texas, as in many places, ecologists and researchers commonly use the terms "species diversity" and "species evenness" instead of "species richness" and "relative abundance." We will therefore make these changes to be more in line with the Texas curriculum.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64067d84a562d5002f4151be (This will bring you to Unit 2, Chapter 8, Module 5)</p> <p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p>Step 3. See figure, read text, and read question/experiment.</p>	View Link	Activity needs to include explicit detailed instructions. Either provide tools, procedures, and data tables, or instruct students to create their own design to include those sections.	accept	We have added many activities and labs, all with explicit detailed instructions, procedures, etc.

Biology

BIOLOGY Texas: ELPS

Component Title	ISBN	Page Number	Location	Lin.85k	Description of Feedback	Publisher Accept/Reject	Publisher Response
<p><i>BIOLOGY Texas / Teacher Edition</i></p>	<p>9781777945060</p>	<p>See-description-below</p>	<p><p>Monitoring oral language: students listen to the oral narration for each lesson (~500 lessons total).</p> <p>Monitor written language: all videos are captioned at the bottom, and both the oral narration and the captions occur at the same time.</p> <p>Here is an example of one lesson video (although this applies to all videos):</p> <p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6397eac19a20d27fc50884b8 (This will bring you to Unit 1, Chapter 5, Module 1)</p> <p>Step 2. Click on "Lesson 1 The Cellular World Where it All Comes Together" on the left of the page (this lesson should already be selected by default).</p> <p>Step 3. Watch video.</p> <p>Self-corrective techniques: these are quizzes at the end of each module. The quizzes are auto-graded with feedback when the incorrect answer is chosen. Students can thus self-evaluate their understanding of the content they received (orally and written) via these quizzes. Here is an example of one of these quizzes:</p> <p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6397eac19a20d27fc50884b8 (This will bring you to Unit 1, Chapter 5, Module 1)</p> <p>Step 2. Click on "Take Quiz" on the left of the page.</p> <p>Step 3. Take quiz and observe results at end.</p> <p>Self-corrective techniques and evaluation: there is an activity at the end of each chapter. Students work individually, then in a group, discuss, interpret, and finally present their conclusions to the class (at teacher's discretion). Here is an example of one such activity:</p> <p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64054239a562d5002f415169 (This will bring you to Unit 1, Chapter 5, Module 8)</p> <p>Step 2. Click on "APPLY: Activity" on the left of the page.</p> <p>Step 3. Read through the activity instructions.</p></p>	<p>View Link</p>	<p>Remove the quiz - only the APPLY works for this ELPS</p>	<p>reject</p>	<p>I think this comment is in reference to the voting process, which is now over.</p>

Publisher: Summit K12 Holdings

Biology

Dynamic Biology: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Biology Student/Teacher Resources</i>	9781433406959	6	B.12A Lesson Guide -- Under Apply and Extend -- Alzheimer's Research -- Teacher Version -- Question 1	View Link	https://www.ted.com/talks/samuel_cohen_alzheimer_s_is_not_normal_aging_and_we_can_cure_it The url listed did not work. I googled it and found this though...	accept	Thank you! We rechecked the link in our LMS and have corrected the URL.

Publisher: TPS Publishing

Biology

STEAM into Biology - High School Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Biology</i>	9781788059572	p13	Table - engaging in scientific argument	View Link	Adding the word 'respectful' in front of 'discussion and debate' in the right column regarding argumentation would remedy this.	accept	Thank you for the feedback. Edits will be applied.
<i>Teacher Textbook - Biology</i>	9781788059565	p13-14	Lesson Plan Points 1 - 3 - note the use of textbook slides - see main menu High School Biology Slides	View Link	There is nothing on these pages labeled 'point'. Citation needs clarification.	accept	Would have been better as described as Tasks 1-3.
<i>Teacher Textbook - Biology</i>	9781788059565	p13-14	lesson plan point 4	View Link	No label of 'point' on this page only tasks.	reject	Would have been better as described as Task 4, however SRP accepted citation.
<i>Student Textbook - Biology</i>	9781788059572	p183-184	Task 4, 5 and plenary	View Link	This is vague in terms of a student's ability to demonstrate their understanding of the function of DNA.	accept	Agreed. We will add the following to the end of Task 4 on page 183: Make sure that the students can answer the questions on slide 26. Why are the 'base' candies always paired with the same color? (Slide 23) What limitation does using cocktail sticks to connect the bases and the sugar:phosphate spine place upon this model? AND the following to the end of the Plenary on page 184: Students should answer the Extension Questions – Slides 34-38 – to demonstrate their understanding of the structure and function of the DNA molecule.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Biology</i>	9781788059572	p224-226	Expository text, bottom 225-227 DNA replication	View Link	In regards to the process of mitosis, listing Interphase as part of mitosis will lead to misconceptions in understanding the cell cycle.	accept	Agree. Page 228 change IPMAT to PMAT and IP on to P on....
<i>Student Textbook - Biology</i>	9781788059572	p26	Risk Assessment	View Link	Lack of teacher supports in this area is of concern especially for inexperienced teachers.	accept	<p>The reference is to a student page, however in order to clarify and further assist inexperienced teachers we propose the following to page 41 of the teacher textbook.</p> <p>Complete the table with further information relating to equipment and working environment.</p> <p>Add a teacher note as follows.</p> <p>INFORMATION FOR TEACHERS</p> <p>PLEASE NOTE! – For further support and guidance about how to safely and successfully carry out any potentially hazardous activity in science, please download and thoroughly study the Texas Safety Standards PDF. This document contains a comprehensive overview of all expectations and requirements, and provides guidance for teaching staff in the care, planning and handling measures required for carrying out any practical activity and using chemicals and equipment either in the classroom, a laboratory, or during a field trip. The Texas Safety Standards document can be found here.</p> <p>https://tea.texas.gov/academics/subject-areas/science/tea-texas-safety-standards.pdf</p> <p>Teachers can also use the Online Library – Student Reasoning Library – Scientific, Investigation and Reasoning Handbook and choose Forensic Science safety books, and use the checklist content to assist them as these are for all high school subjects.</p>
<i>Teacher Textbook - Biology</i>	9781788059565	p27-28	lesson plan - answers on powerpoint slides - The slides are housed in the Online library - High School Biology Slides	View Link	Providing page numbers referencing the teacher pages then having to navigate to unknown slide numbers is confusing. Will need to clarify and polish for for manageable and improved end user experience.	reject	This seems to refer to information provided in the citations. It was assumed that the Textbook section referenced, which clearly states exactly which slides to review, would be used. In all lessons it is clearly stated which slides to use at which stage of the lesson.
<i>Teacher Textbook - Biology</i>	9781788059565	p278	ELL/ESL section	View Link	Teachers will not have access to the process TEKS and the reason is they are using a topic that is no longer part of the Biology Content (Taxonomy) as it has been moved to Grade eight.	reject	Sorry, do not understand what the feedback relates to. Although we do refer to Grade 8 in the cited text, there is no reference to Taxonomy. Furthermore our citation was accepted by the SRP.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Biology</i>	9781788059572	p305	Practice questions 2,3	View Link	Students need an opportunity to practice a punnet square with multiple alleles and there is not enough explicit instruction to teacher or students around this topic.	accept	We believe the 2 questions do cover this, however upon further review propose including more Punnett squares for the coat colour of rabbits. Also edit question 3 on page 305 to allow the students to practice one of these Punnett squares.
<i>Student Textbook - Biology</i>	9781788059572	p337-338	Expository text - 337 Variation in beak shape	View Link	This question could be extended or changed to include: explain how inherited variation results in differential reproductive success how this has helped this species survive.	accept	We believe the text does explain what has been fedback – This is called differential reproductive success – line 5 and the final paragraph includes all of these ideas? However it can perhaps be made more explicit by minor edits of the second to last paragraph as follows: This is called differential reproductive success – offspring who inherited the most favorable characteristics are most likely to be healthier individuals, live longer, survive and reproduce, also known as ‘survival of the fittest’. Also by adding an Extension Question as follows: How did inherited variation in the shape of the finch beaks result in differential reproductive success which helped the different finch species survive and evolve?
<i>Student Textbook - Biology</i>	9781788059572	p343	Plenary Slide show 24 Student Slides.	View Link	While this question covers the topic in a general sense, asking students to focus on environmental resources and its effect on reproductive success.	accept	This appears as an observation only. However upon review we propose adding the following to the end of the Plenary on page 343: Slides 26-27 can be used as an extension task allowing students to describe and explain the evolution of antibiotic resistance in the MRSA bacterium.
<i>Student Textbook - Biology</i>	9781788059572	p380-384	Expository text - 380-381 enzymes with examples of types	View Link	While technically these enzyme examples do work at a cellular level, the lack of explicit instruction relating to cellular examples of enzymes is of concern. TEKS matching could be improved by discussion examples such as ATP synthase, polymerase, etc.	accept	Agree and propose adding the following; At the beginning of TEKS 7B – we learnt that, inside the nucleus, the enzyme RNA Polymerase was responsible for building the complimentary strand of RNA in the first stage of protein synthesis. In reality, the vast majority of enzymes function at a cellular level, catalyzing virtually all chemical reactions occurring inside the cell. In protein synthesis, the enzyme DNA Helicase unravels the gene, breaking open the hydrogen bonds between the complimentary DNA strands so that RNA Polymerase enzymes can build a single strand of mRNA. In the ribosomes, a Peptidyl Transferase enzyme forms the peptide bonds between amino acids, sticking them together in order to construct the protein. DNA Replication, discussed in TEKS 7A requires the enzyme DNA Polymerase to assemble new DNA strands, and the cellular processes of Photosynthesis and Respiration (TEKS 11A) require many enzymes, e.g. molecules of ATP need to be both broken down to release energy, by ATP Hydrolase enzymes and reformed, using ATP Synthase enzymes.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Biology</i>	9781788059572	p406	Practice question 2,3	View Link	It's interesting that questions 2 and 3 ask about relationship between various system in regards to plant reproduction, but there is no content to support the learning of this intersection of topics.	accept	These questions are designed to stimulate students to think about how plant systems interact, and have deliberately not included a reference/answers to these questions in the text. The aim is to get students to make links for themselves. However based on SRP feedback we propose adding a Hint as follows; Think about what substances a plant will need in order to grow, and to produce flowers. How do those substances get to the growing tips and growth areas? What must plants be responding to so that they grow at the correct time of year, and flowers are produced and open at the correct times?
<i>Teacher Textbook - Biology</i>	9781788059565	p683-684	Teacher background	View Link	While the title of this text promotes S.T.E.A.M. it was disappointing that there was not more STEAM themes integrated through out the main body of the process and content TEKS during this review. There seemed to be no integration of the coloring book with the main text.	reject	The program is STEAM based and includes a number of different components accordingly. The coloring book activity, and other STEAM project components align to the TEKS and ELPS and teacher advice for how to use them appears in the Teacher Textbook.
<i>Student Textbook - Biology</i>	9781788059572	XXXIV-XXXV	Expository Text - page 2-3 asking questions based on observations, phenomena	View Link	The tone and text of this paragraph appears to be a call to action for teachers to wade into a politically sticky situations and is inappropriate. "This has the potential to be quite damaging, so dismantling these traditional views of gender at a young age is important." A commentary on controversies that may arise regarding biological gender versus gender identity and how to approach those with compassion, dignity, and legal considerations would be more appropriate.	reject	This is in the TE not the SE as listed. However, I disagree that it is "inappropriate". The edit that the reviewer has put forward separates those with biological gender versus gender identity, from the rest of the class. Whereas, TPS has asked for all students to be supported and encouraged.

Biology

STEAM into Biology - High School Edition: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Biology</i>	9781788059572	290	Student Focus Exercise	View Link	TEKS matching could be improved by including a limited bank of high frequency words.	reject	The key words are listed directly above the exercise.
<i>Student Textbook - Biology</i>	9781788059572	290	Student Focus Exercise	View Link	Would be improved by including very limited bank of high-frequency, high-need, concrete vocabulary.	reject	The key words are listed directly above the exercise.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
		379	All ELPS support	View Link	While these citations check the box for meeting the definition of the ELPS they are not integrated into activities in any meaningful way. In the diversity statement at the beginning there is no attention to diversity of languages or emergent bilinguals referenced. This could easily have been added to the section on cultural differences.	reject	<p>The ELPS activities have been written so that they can be utilized within the lesson plan in which they are found, as separate activities, and/or as teaching prompts in order to ensure development of English language throughout the program. Having students perform simple exercises/activities, alongside the science lessons, is a useful way for students to work on, and develop, their English language abilities.</p> <p>In the Incorporating diversity into your teachings, section "Race and Culture" we go into detail about diversity of languages and ways in which to approach learning in an inclusive and effective manner with this in mind. TPS work hard to work with educators to ensure the needs of each individual student are met, and within every lesson plan, there is a section fully dedicated to ELL/ESL learners in which further teacher instruction and advice can be found.</p>

Publisher: Kiddom

Chemistry

OpenStax Chemistry powered by Kiddom - Online and Print: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[110-117]	Chapter 2 > Section 2.7 Chemical Nomenclature	View Link	Although it does provided THE HOW, emphasizing or providing more examples would help. Also including a chart on the prefixes used in writing formulas for covalent compounds.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[110-117]	Chapter 2 > Section 2.7 Chemical Nomenclature	View Link	Although there is a chart, it could be reemphasized in the section for covalent bonds.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[110-117]	Chapter 2 > Section 2.7 Chemical Nomenclature	View Link	Although it does explain writing formulas for ionic compounds, including a visual of THE HOW would be better for the student to understand.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[121]	Chapter 2 > Exercises > 2.2 Evolution of Atomic Theory > #1	View Link	These activities are more summative than formative. They could be more interactive.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[128]	Chapter 2 > Exercises > Section 2.7 Chemical Nomenclature > #1	View Link	Include more examples of Covalent Compounds. There's more of an emphasis of ionic compounds.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[128]	Chapter 2 > Exercises > 2.7 Chemical Nomenclature > #3, #4	View Link	Question 3 lacks practice on acids.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[128]	Chapter 2 > Exercises > 2.7 Chemical Nomenclature > #3, #4	View Link	Question #3 has not application to Standard but #4 has one acid. Use Question #14 instead	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[1]	Chapter 12 > Exercises > 12.7 Catalysis > Question 10	View Link	The activities seem to have a question on cost benefit inserted at the end to fit the TEK. It seems to be an afterthought.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[1]	Chapter 19 > Exercises > 19.2 Coordination Chemistry of Transition Metals > Question 12	View Link	It seems as the last question is asking what the TEK requires, as if an after thought.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[1]	Chapter 7 > Exercises > 7.3 Lewis Symbols and Structures > Question 22	View Link	The only Cost Benefit Analysis in this section is the very Last question on Charcoal. Cost Benefit is needed in the Narrative.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[219]	Chapter 4 > Exercises > 4.3 Reaction Stoichiometry > #3	View Link	consider rewording these problems. For example, "how many grams of Mg is required to react with 5.00g HCl to produce MgCl ₂ and H ₂ ."	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[222]	Chapter 4 > Exercises > 4.5 Quantitative Chemical Analysis > #1	View Link	An activity would be more interactive such as using the linked PHET simulations and asking questions based off of their observations.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[284-288]	Chapter 6 > Section 6.2 The Bohr Model	View Link	Text concentrates on calculations but the standard requires construction of a model. No Model appears in the text.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[293-298]	Chapter 6 > Section 6.3 Development of Quantum Theory > Understanding Quantum Theory of Electrons in Atoms	View Link	Due the importance of this image in this review, Please increase 6.20 and 6.21 in size and caption detail	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[328-329]	Chapter 7 > Section 7.1 Ionic Bonding > The Formation of Ionic Compounds	View Link	Include the term "intramolecular force" when discussing the "electrostatic interaction" between ions.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[328-329]	Chapter 7 > Section 7.1 Ionic Bonding > The Formation of Ionic Compounds	View Link	Discuss intramolecular force of electrostatic charge in ionic bonded compounds	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[331]	Chapter 7 > Section 7.2 Covalent Bonding > Formation of Covalent Bonds	View Link	The only thing missing is he mention of "intramolecular forces" when discussing the "sharing of electrons"	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[343]	Chapter 7 > Section 7.3 Lewis Symbols and Structures > HOW SCIENCES INTERCONNECT	View Link	The only reference to cost benefit analysis is found in the Exercise for this unit at the very bottom. The passage on Carbon does not mention any benefit of cost analysis, only how "fullerene shows promise."	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[357]	Chapter 7 > Section 7.6 Molecular Structure and Polarity > VSEPR Theory	View Link	Enlarge figure 7.16	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[357]	Chapter 7 > Section 7.6 Molecular Structure and Polarity > VSEPR Theory	View Link	Provide definition and verbiage for the difference between electron dot structures and Lewis Structure as per College Board	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[357]	Chapter 7 > Section 7.6 Molecular Structure and Polarity > VSEPR Theory	View Link	Enlarge figure 7.19, it's way too small. Also, possible include examples in the chart.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[366-367]	Chapter 7 > Section 7.6 Molecular Structure and Polarity > Example 7.16	View Link	Add more examples that are NOT in multi centered molecules.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[525-526]	Chapter 10 > Section 10.5 The Solid State of Matter > Metallic Solids	View Link	Again, in this section please include "intramolecular" for ALL as it fits for each ionic, covalent, and metallic.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[64]	Chapter 1 > Exercises > 1.1 Chemistry in Context > #2	View Link	The exercises are more summative rather an activity for the section.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[99]	Chapter 2 > Section 2.5 The Periodic Table > para 3	View Link	Mass needs more emphasis as a deciding factor in Periodic Table organization	accept	This was addressed in the re-reviews.

Chemistry

OpenStax Chemistry powered by Kiddom - Online and Print: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[1066]	English Language Learner Support > As language learners participate in classroom discussions, it is important that they learn common expressions that are used by their peers. When students feel like they "fit in," they will feel more free to express themselves. Some common expression can be given to beginning students as sentence frames. These include: I disagree with you because. I agree with some of what you say, but In my opinion What I understood from the reading was.	View Link	Provide an opportunity for small groups.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[1066]	English Language Learner Support > As language learners participate in classroom discussions, it is important that they learn common expressions that are used by their peers. When students feel like they "fit in," they will feel more free to express themselves. Some common expression can be given to beginning students as sentence frames. These include: I disagree with you because. I agree with some of what you say, but In my opinion What I understood from the reading was.	View Link	The use of teams or small groups will grow a sense of community and self confidence that will encourage EB participation	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[118]	English Language Learner Support > To Play: Students take turns playing "teacher." "Teacher" selects and reads out a key term and its definition. Each student takes a turn coming up with a sentence that correctly uses the key term. To Score: Students that come up with a sentence that makes sense and uses the word properly score one point. Students who manage to include other key terms in their sentence score one point for each term used. "Teacher" is the judge of whether the word is properly used.	View Link	EB students require more structure to attain confidence and begin too participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are a t a disadvantage since no one in the group may understand the questions or be able to phase the answer.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[118]	English Language Learner Support > To Play: Students take turns playing "teacher." "Teacher" selects and reads out a key term and its definition. Each student takes a turn coming up with a sentence that correctly uses the key term. To Score: Students that come up with a sentence that makes sense and uses the word properly score one point. Students who manage to include other key terms in their sentence score one point for each term used. "Teacher" is the judge of whether the word is properly used.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[119]	English Language Learner Support > Have language learners work together in a small group to review the chapter summary. Each student quietly reads one section of the summary. Then, students take turns using their own words to share information from their section with the group. Group members may ask questions before moving on to the next section.	View Link	EB students require more structure to attain confidence and begin too participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are a t a disadvantage since no one in the group may understand the questions or be able to phase the answer. Grouping EB students only is not inclusive.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[119]	English Language Learner Support > Have language learners work together in a small group to review the chapter summary. Each student quietly reads one section of the summary. Then, students take turns using their own words to share information from their section with the group. Group members may ask questions before moving on to the next section.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[135]	English Language Learner Support > Set aside time for one-on-one conferences and invite language learners to schedule conferences. Encourage language learners to ask for information that will help them to comprehend complex concepts. Beginning ELLs may use limited high-frequency vocabulary, such as "I do not understand" or "Can you explain" whereas more advanced language learners may be more comfortable using abstract and content based vocabulary. In either case, work with students to figure out where they are stuck and how you can help. Use simple language and employ visual aids and/or gestures where appropriate.	View Link	EB students require more structure to attain confidence and begin too participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are a t a disadvantage since no one in the group may understand the questions or be able to phase the answer.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[135]	English Language Learner Support > Set aside time for one-on-one conferences and invite language learners to schedule conferences. Encourage language learners to ask for information that will help them to comprehend complex concepts. Beginning ELLs may use limited high-frequency vocabulary, such as "I do not understand" or "Can you explain" whereas more advanced language learners may be more comfortable using abstract and content based vocabulary. In either case, work with students to figure out where they are stuck and how you can help. Use simple language and employ visual aids and/or gestures where appropriate.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary. The high frequency words used by EB's is all wrong. They will never say "I don't understand" more like "no se" or "I don't know"	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[151]	English Language Learner Support > When encountering new scientific terms with Greek and Latin roots, it is a good exercise to ask students, "What words do you know that sound like or are spelled like this word?" Then encourage them to guess what the word might mean based on its relatives. Examples: -- photosynthesis sounds like photograph -- aqueous starts with the same letters as aquarium --refraction sounds like fracture	View Link	Give more examples related to chemistry on the ELPS support. For example: aqu-water (not aquarium)	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[165]	English Language Learner Support > At the end of each chapter, work with language learners in a small group to read Chapter Summaries aloud. As students read, write selected academic vocabulary words on the board. After each section, check on students' understanding of the words, calling on a volunteer to define the word. If the group is unable to define a word, they may consult notes, the glossary, or other resources.	View Link	EB students require more structure to attain confidence and begin to participate in classroom activities. Consistent Teams or small groups will foster this behavior.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[165]	English Language Learner Support > At the end of each chapter, work with language learners in a small group to read Chapter Summaries aloud. As students read, write selected academic vocabulary words on the board. After each section, check on students' understanding of the words, calling on a volunteer to define the word. If the group is unable to define a word, they may consult notes, the glossary, or other resources.	View Link	Encourage more structured conversation in small groups.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[188]	English Language Learner Support > Periodically assign simple extended speaking assignments to language learners, asking them to relate something they have learned to their day-to-day life or a personal experience. Give students a list of topics to choose from based on the current chapter being studied. Have language learners present to a small audience consisting of either their fellow ELL classmates or a group of classmates that includes native speakers. Guide beginning ELLS to select topics that lend themselves to their limited vocabulary. Beginning language learners will relay on a bank of high-frequency words to communicate their ideas. However, as they participate in classroom activities and listen to their peers' speaking assignments, beginning learners will naturally acquire and begin to incorporate abstract and content-based vocabulary.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[198]	English Language Learner Support > Assign language learners to use poster board and markers to recreate and important tables, charts, and/or diagrams from each chapter along with any relevant labels. Hang these in the classroom. Arrange time for a "Gallery talk and Walk." Each student give a short presentation of their work. Then, students walk around the room to get a closer look at the tables, charts, and diagrams as well as their labels.	View Link	EB students require more structure to attain confidence and begin too participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are a t a disadvantage since no one in the group may understand the questions or be able to phase the answer.	accept	This was already addressed in the re-review process.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[23]	English Language Learner Support > At the beginning of each chapter, have students read the Introduction, Chapter Outline, Section Goals, and preview the various headings and graphics. As a class, with a partner or group, or individually, have students complete a K-W-L Chart for the topics covered in the upcoming section. Then, as they read the section, they can complete their "L" sections.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[23]	English Language Learner Support > At the beginning of each chapter, have students read the Introduction, Chapter Outline, Section Goals, and preview the various headings and graphics. As a class, with a partner or group, or individually, have students complete a K-W-L Chart for the topics covered in the upcoming section. Then, as they read the section, they can complete their "L" sections.	View Link	EB students require more structure to attain confidence and begin to participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are at a disadvantage since no one in the group may understand the questions or be able to phrase the answer.	accept	This was already addressed in the re-review process.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[25]	English Language Learner Support > As you teach, be aware of various levels of language learners present in the classroom. Beginning language learners often need help understanding basic vocabulary used in science instruction. Words such as introduction; process; summary; examine; and method are easily translated online into students' native languages. Empower students to use online translation tools whenever they wish to define basic vocabulary. Students may wish to keep a list of translations in a dedicated notebook.	View Link	Suggest more structured groups, incorporating sentence stems and/or word wall.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[25]	English Language Learner Support > As you teach, be aware of various levels of language learners present in the classroom. Beginning language learners often need help understanding basic vocabulary used in science instruction. Words such as introduction; process; summary; examine; and method are easily translated online into students' native languages. Empower students to use online translation tools whenever they wish to define basic vocabulary. Students may wish to keep a list of translations in dedicated notebook.	View Link	EB students require more structure to attain confidence and begin too participate in classroom activities. Consistent Teams or small groups will foster this behavior.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[26]	English Language Learner Support > Students will work with the scientific method throughout this text. At various steps during the process, have individual students describe their work to the class. Provide sentence frames where needed. For example: "I observe that …" "My hypothesis is. . ." "I predict that. . ."	View Link	EB students require more structure to attain confidence and begin too participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are a t a disadvantage since no one in the group may understand the questions or be able to phase the answer.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[35]	English Language Learner Support > Create small groups that mix language learners and native speakers. Have them work together to discuss the Chemistry in Everyday Life sections Beginning language learners may choose to listen if they do not feel confident contributing to discussion. Invite language learners to ask peers and/or teacher for clarification if they are unsure about a word, phrase, or concept in a question or oral response.	View Link	How will small groups scaffold the comprehension of all learners throughout the course?	accept	This was already addressed in the re-review process.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[35]	English Language Learner Support > Create small groups that mix language learners and native speakers. Have them work together to discuss the Chemistry in Everyday Life sections Beginning language learners may choose to listen if they do not feel confident contributing to discussion. Invite language learners to ask peers and/or teacher for clarification if they are unsure about a word, phrase, or concept in a question or oral response.	View Link	Strategic group small groups. Determine small groups based on one EB, bilingual, etc..	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[36]	English Language Learner Support > Be alert to opportunities to invite beginning ELLs into the conversation. When a section of the text addresses something familiar--such as food--students with limited language can more easily enter the conversation. Invite them to give simple opinions or relate the topic to everyday life. Eventually, students will pick up more advanced and academic terms from listening to teacher and peers' contributions during these discussions.	View Link	Include in the ELPS breakout "structure conversations"	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[372]	English Language Learner Support > Have language learners write a short summary of the most interesting concept(s) they learned in the chapter. Their summary should include a minimum of four Key Terms. Students then exchange their summaries with a partner. After reading each other's summaries, students may ask each other clarifying questions.	View Link	Provide more guidance for summaries.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[372]	English Language Learner Support > Have language learners write a short summary of the most interesting concept(s) they learned in the chapter. Their summary should include a minimum of four Key Terms. Students then exchange their summaries with a partner. After reading each other's summaries, students may ask each other clarifying questions.	View Link	Additional structure needed for EB in each lesson.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[389]	English Language Learner Support > When introducing the topic of a new chapter, rephrase complex concepts using simple language. Similarly, when students contribute to the discussion, rephrase their language to make sure it is on-level for language learners in the classroom. After class discussion, meet with language learners as a group to answer questions and provide any needed clarifications. Continue monitoring understanding of classroom instruction on a daily basis, providing opportunities for small group meetings and/or one-on-one meetings where needed.	View Link	Suggestion: pull small groups within instruction to address misconceptions and/or language barriers.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[38]	English Language Learner Support > After listening to a lecture or discussion about a section of the text, students work in small groups to retell each other one thing that each has learned. Students may select a photograph or picture to facilitate their retelling.	View Link	EB students require more structure to attain confidence and begin to participate in classroom activities. Consistent Teams or small groups will foster this behavior. Share discussions with the class as students become more proficient.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[390]	English Language Learner Support > At each section end, encourage language learners to discuss, describe, and explain new concepts. Assist students in building speaking confidence by affirming and praising students' correct understanding of content. Do not focus on pronunciation errors. Rather than correcting errors, model correct pronunciation when teaching and reviewing content.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary. For this citation, encourage to occur in small groups.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[390]	English Language Learner Support > At each section end, encourage language learners to discuss, describe, and explain new concepts. Assist students in building speaking confidence by affirming and praising students' correct understanding of content. Do not focus on pronunciation errors. Rather than correcting errors, model correct pronunciation when teaching and reviewing content.	View Link	Demonstrations should be constructed to facilitate EB student response. Discuss, Explain and Calculate methodologies are needed.	accept	This was already addressed in the re-review process.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[39]	English Language Learner Support > After introducing new concepts that include complex academic vocabulary, allow language learners an opportunity to seek clarification. Explain to students that they may ask for you to (1) repeat (2) rephrase and/or (3) slow down.	View Link	Structured conversations are important. Even beginning with a visual stimuli, then offer students the opportunity to speak on what they see using sentence stems. This could be used to introduce a topic.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[39]	English Language Learner Support > After introducing new concepts that include complex academic vocabulary, allow language learners an opportunity to seek clarification. Explain to students that they may ask for you to (1) repeat (2) rephrase and/or (3) slow down.	View Link	Structured conversations are important. Even beginning with a visual stimuli, then offer students the opportunity to speak on what they see using sentence stems. This could be used to introduce a topic.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[437]	English Language Learner Support > After reading aloud and discussing the "How Sciences Interconnect" section, ask students for their opinion on whether they would enjoy the career described. Beginning language learners may respond with a simple word or phrase such as "Yes" or "Sounds good to me." or "I think it would be boring." Intermediate and advanced language learners may express their opinions in an extended discussion with peers. If a career sounds especially appealing to a student, suggest that they begin an "Interesting Careers" list in their notebook.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[437]	English Language Learner Support > After reading aloud and discussing the "How Sciences Interconnect" section, ask students for their opinion on whether they would enjoy the career described. Beginning language learners may respond with a simple word or phrase such as "Yes" or "Sounds good to me." or "I think it would be boring." Intermediate and advanced language learners may express their opinions in an extended discussion with peers. If a career sounds especially appealing to a student, suggest that they begin an "Interesting Careers" list in their notebook.	View Link	EB students require more structure to attain confidence and begin too participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are a t a disadvantage since no one in the group may understand the questions or be able to phase the answer.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[440]	English Language Learner Support > To give students speaking practice AND internalize new academic language, you can have students work in pairs or groups to prepare a presentation of a key diagram or graphic within the chapter. Students can draw a large poster version of the graphic or simply present it on the screen. Then, the partners will take turns presenting the diagram to the rest of the class.	View Link	Consider working in intentionally assigned teams to build community and student confidence	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[445]	English Language Learner Support > Work with students in small groups to respond to activities. Based on language ability, encourage single word, short phrase, or extended responses. Provide appropriate support by (1) allowing sufficient time for students to process and communicate responses; and (2) focusing on content of student responses rather than on pronunciation.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[445]	English Language Learner Support > Work with students in small groups to respond to activities. Based on language ability, encourage single word, short phrase, or extended responses. Provide appropriate support by (1) allowing sufficient time for students to process and communicate responses; and (2) focusing on content of student responses rather than on pronunciation.	View Link	EB students require more structure to attain confidence and begin to participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are at a disadvantage since no one in the group may understand the questions or be able to phrase the answer.	accept	This was already addressed in the re-review process.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[496]	English Language Learner Support > Throughout this course, students will require support to comprehend challenging language. Use "Link to Learning" videos to provide some of that support but be mindful that the videos are geared to native speakers. To properly support language learners, you may need to pause the video in strategic spots to help students integrate what they have seen and heard. Similarly, parts of the video may need to be replayed.	View Link	Small groups that only contain EB students are at a disadvantage since no one in the group may understand the questions or be able to phrase the answer. This standard encourages "scaffolding" throughout the semester. How will the small groups increase understanding while decreasing group support?	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[496]	English Language Learner Support > Throughout this course, students will require support to comprehend challenging language. Use "Link to Learning" videos to provide some of that support but be mindful that the videos are geared to native speakers. To properly support language learners, you may need to pause the video in strategic spots to help students integrate what they have seen and heard. Similarly, parts of the video may need to be replayed.	View Link	The same activities are being used even though this TEK is to "comprehend increasingly challenging language." New activities or suggestions should be provided.	accept	This was already addressed in the re-review process.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[507]	English Language Learner Support > Diagrams are a great opportunity to assist language learners with complex vocabulary. Have students copy diagrams--complete with labels--into their notebooks.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[548]	English Language Learner Support > By the end of each chapter, intermediate and advanced language learners should have developed a basic sight vocabulary of the chapter's key terms. Have a small group of students play the following game: 1) Assign beginning language learners to act as "teachers." 2) Their job is to take turns selecting a key term and writing it on the board. 3) The intermediate/advanced language learners compete to be the first to shout out the correct definition for the key term. 4) If no one shouts out the correct definition, the "teacher" has stumped the group. Scoring: 1) Each student who is the first to shout out a correct definition scores a point. 2) Each time a "teacher" stumps the group, they score a point.	View Link	EB students require more structure to attain confidence and begin to participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are a disadvantage since no one in the group may understand the questions or be able to phrase the answer.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[548]	English Language Learner Support > By the end of each chapter, intermediate and advanced language learners should have developed a basic sight vocabulary of the chapter's key terms. Have a small group of students play the following game: 1) Assign beginning language learners to act as "teachers." 2) Their job is to take turns selecting a key term and writing it on the board. 3) The intermediate/advanced language learners compete to be the first to shout out the correct definition for the key term. 4) If no one shouts out the correct definition, the "teacher" has stumped the group. Scoring: 1) Each student who is the first to shout out a correct definition scores a point. 2) Each time a "teacher" stumps the group, they score a point.	View Link	The activity can be conducted in smaller groups rather than full class.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[54]	English Language Learner Support > Open ended questions in the text or in a caption are great opportunities to have ELLs practice their oral language production. Where needed, restate the question in simpler terms. Give student plenty of time to answer the question. Beginning language learners may use incorrect words or misstate their ideas. Allow them plenty of time and opportunity to self-correct and provide gentle assistance if they seem stuck for a word.	View Link	In Texas, English Language Learner (ELL) is not longer used. This learner is referred to as Emergent Bilingual (EB). Also utilize sentence stems using an academic word wall.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[54]	English Language Learner Support > Open ended questions in the text or in a caption are great opportunities to have ELLs practice their oral language production. Where needed, restate the question in simpler terms. Give student plenty of time to answer the question. Beginning language learners may use incorrect words or misstate their ideas. Allow them plenty of time and opportunity to self-correct and provide gentle assistance if they seem stuck for a word.	View Link	For these open ended questions, provide a word bank and/or sentence for students to ensure the academic vocabulary is being used.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[564]	English Language Learner Support > Support ELLs by pre-teaching new vocabulary that they will encounter in a reading assignment. List new words and terms on the board and ask ELLs to copy the terms in their notebooks. Then, provide a definition for each. Keep in mind that when pre-teaching vocabulary for complex scientific topics, you will often be teaching part of the topic as well. After pre-teaching the vocabulary, provide students extra time for independent reading so they may consult their vocabulary notes. When possible, be available while students are reading so they may ask questions.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary. Utilize small groups rather than whole class.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[566]	English Language Learner Support > After watching a video, meet with language learners in a mixed-level group. Ask a volunteer to explain the content of the video. When the volunteer has completed their explanation, other students may raise their hands to ask questions or to contribute to the explanation. As a student's language acquisition improves, they will be able to explain with increased specificity and detail.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary. Also, completing this activity in small groups rather than whole group would be better. Ensure that the small groups have a diverse group of individuals (spanish speaker, one student that is bilingual, etc.) The group of students helps.	accept	This was already addressed in the re-review process.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[566]	English Language Learner Support > After watching a video, meet with language learners in a mixed-level group. Ask a volunteer to explain the content of the video. When the volunteer has completed their explanation, other students may raise their hands to ask questions or to contribute to the explanation. As a student's language acquisition improves, they will be able to explain with increased specificity and detail.	View Link	EB students require more structure to attain confidence and begin too participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are a t a disadvantage since no one in the group may understand the questions or be able to phase the answer.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[613]	English Language Learner Support > Explain that students will benefit from taking time to examine photographs and match them to identifying labels and descriptions in the text. Where photos are not provided in the text, encourage students to keep a list of unknown nouns they come across in their reading and search for identifying images online. Students may create their own "Picture Glossary" of nouns and images.	View Link	EB students require more structure to attain confidence and begin to participate in classroom activities. Consistent Teams or small groups will foster this behavior. Grouping only EB students is not an Inclusive activity	accept	This was already addressed in the re-review process.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[64]	English Language Learner Support > When students get to the End-of-Chapter Exercises, point out that there is a structure to each type of question (multiple choice vs. open-ended), and that the answer to the first type will be found in the text. Have them read the questions, carefully, underlining key words. Then, they should search for those words in the text, using section headings, bolded vocabulary, and graphics to guide their search.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[75]	English Language Learner Support > Where possible, provide linguistic accommodations for students who are unable to read the text. Check online for accommodated content area materials that students can read on their own and then set up a time to discuss comprehension. Help student wean off the accommodated materials as comprehension allows.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was already addressed in the re-review process.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[76]	English Language Learner Support > Remind students to take notes during class lectures and offer tips for organizing notes, including the use headings and subheadings. For students who require additional support, periodically check notebooks and offer suggestions for better organizing or clarifying notes.	View Link	EB students require more structure to attain confidence and begin too participate in classroom activities. Consistent Teams or small groups will foster this behavior. Consider fill in the blanks notes that can then lead to more independent note taking	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[77]	English Language Learner Support > After reading and/or listening to classroom instruction, have partners review applicable diagrams. One partner explains the diagram's meaning. The other partner listens and asks clarifying questions. Where partners disagree or otherwise do not understand a diagram they may (1) refer to the text, or (2) ask for clarification.	View Link	Small groups that only contain EB students are at a disadvantage since no one in the group may understand the questions or be able to phrase the answer. Grouping EB students Only is not Inclusive	accept	This was already addressed in the re-review process.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[84]	English Language Learner Support > Ask students to give short oral summaries about what they have learned from their reading. Provide assistance to students who speak mostly in present tense but are ready to learn proper verb tenses. To convert present-tense sentences to appropriate tense, students may benefit from a simple past/present/future graphic organizer where they record proper tense for irregular verbs.	View Link	Responses need to be guided. Provide academic vocabulary to be utilized or sentence stems.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[84]	English Language Learner Support > Ask students to give short oral summaries about what they have learned from their reading. Provide assistance to students who speak mostly in present tense but are ready to learn proper verb tenses. To convert present-tense sentences to appropriate tense, students may benefit from a simple past/present/future graphic organizer where they record proper tense for irregular verbs.	View Link	Students need to become comfortable in the class before they will provide any comments	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[853]	English Language Learner Support > After watching a "Link to Learning" video, have students write a summary of what they learned. Students should make sure to include and underline least three vocabulary words from this chapter in their writing. Scaffold the assignment for beginning language learners by speaking with them individually about the video and what it taught and providing three vocabulary words for them to use in their summaries. Meet one on one with students to discuss their summaries. Provide feedback that includes (1) at least one thing they have done well, and (2) one way they can improve their writing.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[86]	English Language Learner Support > During instruction, provide positive feedback to language learners who respond to your questions with brief or one-word responses. When possible, rephrase correct responses using full sentences. Consistent modeling will assist ELL students to expand and internalize English vocabulary and routine language needed classroom communication.	View Link	Implement the use to structure conversations using sentence stems and/or academic vocabulary.	accept	This was addressed in the re-reviews.
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[93]	English Language Learner Support > Students work with partners to respond to one of the "by the end of this section" tasks using content based vocabulary. Pairs then gather in a group to present their responses to each other. Listeners take notes and ask questions.	View Link	EB students require more structure to attain confidence and begin to participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are at a disadvantage since no one in the group may understand the questions or be able to phrase the answer.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[93]	English Language Learner Support > Students work with partners to respond to one of the "by the end of this section" tasks using content based vocabulary. Pairs then gather in a group to present their responses to each other. Listeners take notes and ask questions.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was addressed in the re-reviews.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
OpenStax Chemistry powered by Kiddom	9781960634580	[96]	English Language Learner Support > Point out to students that the word chemist ends in the suffix -ist. Ask language learners what they think -ist means. As a group, look up the meaning of the suffix and discuss that it refers to a person who studies something or is an expert in something. Have students come up with words they know in English that end with the suffix -ist (cardiologist; psychologist; geologist; biologist.) Write the suggestions on the board and define each one as a group, using online resources. Share with students that the suffix -logy means the study of. Have them convert their words on the board using -logy (cardiology; psychology; geology; biology)	View Link	EB students require more structure to attain confidence and begin too participate in classroom activities. Consistent Teams or small groups will foster this behavior. Small groups that only contain EB students are a t a disadvantage since no one in the group may understand the questions or be able to phase the answer.	accept	This was already addressed in the re-review process.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Chemistry powered by Kiddom</i>	9781960634580	[972]	English Language Learner Support > Gather a small group of ELLs to read aloud and discuss the "Portrait of a Chemist" section. Help students understand any new vocabulary and create a list of newly acquired words. Assign students to write a short paragraph that answers the question: Is this chemist's work useful? Why or why not? Students should use at least three newly acquired words in their paragraph. After students write their paragraphs, offer the option of reading aloud to the group.	View Link	Structure conversations are necessary. The use of sentence stems and/or academic vocabulary.	accept	This was already addressed in the re-review process.

Publisher: McGraw Hill

Chemistry

McGraw Hill Texas Chemistry : TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	1	Effective Use of a Bunsen Burner, Under Safety (Page 1 of document)	View Link	Local community colleges are no longer allowing students to use bunsen burners, so allowing students in high school to use them is ambitious. It would be a better use of time teaching the students the appropriate methods for using beakers, graduated cylinders and test tubes.	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	1	Investigate Acids and Bases; Task and Process sections	View Link	While this lab does qualify for the TEK that specifies "observational testing" and the "experimental testing" and "empirical evidence," since there are three separate TEKS for these activities, there should be clearly separated tasks and opportunities for demonstration of mastery for these activities. The fact that we are being offered the Acid/Base lab as the citation for all of these requirements is a weak covering of these TEKS.	reject	Thank you for your feedback. We have met the TEKS through the citations provided and agree there are other examples that could support them further.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	10	Covalent Compounds, Under Safety(page 1 of document)	View Link	These two activities are almost the same.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	10	Covalent Compounds, Under "Safety" (page 1 of document)	View Link	This activity is so similar to the first one. Perhaps consider a manipulative equation balancing activity, a candy stoichiometry activity, or a candy half-life activity.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	119-121	Under Electron configuration notation	View Link	In table 4, it might be helpful to color code the orbital diagram listing and boxes. Also, the fonts are different sizes.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	122-123	Under Electron-dot structures	View Link	The set up of table 6 is very distracting. Everything needs to be vertically aligned and the image sizes for the dot structures need to be the same size.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	128	Under Elaborate, SEP: Obtaining, Evaluating and Communicating Information	View Link	How in the world is 10 minutes an appropriate length of time for this activity?	accept	Thank you for your feedback. We will adjust the pacing in the implementation course.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	13	Covalent Compounds, Under Data and Observations, Table 3	View Link	The data table by itself we don't think really qualifies. We would like to see the procedure for part C included as part of the citation.	reject	Thank you for your feedback. We have met the TEKS through the citations provided and agree there are other examples that could support them further.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	135	Under Engage, Activity	View Link	If there is not one, a set of possible visual examples would be very helpful for the teacher to organize this lesson.	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	140	First two paragraphs and figure 10 show valence electrons of representative elements and link those to chemical properties.	View Link	I believe this would best be addressed by combining the two narrative citations for this TEK.	reject	Thank you for your feedback. We have met the TEKS and agree that the combination of both narratives are necessary.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	140	First two paragraphs and figure 10 show valence electrons of representative elements and link those to chemical properties.	View Link	The different font styles within the text are distracting.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	156	Under Explore, Demonstration: Energy and Frequency	View Link	It might be good to include the wavelength or frequency of the colors.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	158–159	From the top of page 158 under the "Electronegativity" head through the first two paragraphs on page 159.	View Link	It would be nice to see a reference to distance of the energy levels for the group patterns in addition to shielding.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	175	Under Elaborate, SEP: Obtaining, Evaluating, and Communicating Information	View Link	Comparing and contrasting models is not the same as developing explanations that are supported by models..	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	187	Under Properties of metals, paragraphs 1-3	View Link	Since the TEK specifically applies to properties based on IMFs, should there be a specific mention about the connection between metallic properties and how metals are held together?	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	1–2	Design a Solution; Brainstorm and Work Through It steps (see particularly step 10)	View Link	I might change the "particularly step 10" to "particularly steps 9 and 10"	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	1–2	AP: Contributions of Diverse Scientists; see Task, Process, and Presentation sections	View Link	Having a reference list for students to choose from would be helpful for both the teacher and the student.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	1–2	Engage in Scientific Argumentation; see Procedure steps	View Link	Solutions have now been communicated through video, debate and report. There are so many other ways to communicate information that have not been offered as opportunities for the students.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	1–2	Design a Solution; Brainstorm and Work Through It steps	View Link	This is not a strong example of students using models as the TEK outlines. Better and stronger examples can be written to help focus the students on using models primarily, not as an afterthought.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	1–3	Design a Solution; in particular, see second point under Finish Up, top of page 3	View Link	General Suggestion for communication opportunities for students: You could put together an Appendix of a variety of communication formats and settings with associated grading rubrics. This appendix can be referenced for all the specific assignments.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	1–3	Design a Solution; see particularly Work Through It step 9 on page 2	View Link	"Researching" (as put in #9) is not the same as "proposing" as is written in the TEK.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	1–3	Design a Solution; in particular, see three points under Finish Up, top of page 3	View Link	It might be nice to have an appendix or something that gives some options for report and presentation format ideas.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	1–4	Lab: Periodic Trends in the Periodic Table. Lab analyzing trends on the periodic table. For ionization energy, see Procedure steps 2 and 4–10 (page 1); Data tables 1–4 (pages 2 and 3); and Analyze and Conclude questions 2 and 4–7 (page 4).	View Link	The formatting in these data tables needs to be revisited.	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	2	Under Procedure, Steps 3-4	View Link	This is a lab manual, which assumes the intent to conduct the experiment. Steps 3-4 of the procedure only relate to designing the experiment. I might add step 8, in conjunction with steps 3-4.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	2	The Photoelectric Effect, under Analyze and Conclude	View Link	If you separate the question for the sources of error into its own question more emphasis is placed on it and the students will take more care to answer the question.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	222	Table 5 Molecular Shapes	View Link	image is missing alt text	accept	Thank you for your feedback. This missing alt text will be added for final implementation.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	222	Table 5 Molecular Shapes	View Link	formatting of this table needs some TLC... different fonts, different alignment, missing at least one alt text description	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	223	At the top of the page under the "Visual Literacy" head, exercise asking students to connect ionization energy values as seen in Table 6 to the number of electrons an atom would lose in forming a positive ion.	View Link	This is an AP level skill.	reject	Thank you for your feedback. We strive to provide comprehensive content coverage to support students preparing for college or in advanced courses.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	227	Under Exit Tickets, Topic: Atomic Radius, Topic: Ionic Radius, and Topic: Ionization Energy	View Link	The citations provided for both 3.ii and 3.iii are identical. While the concepts are similar, it would benefit both the student and the teacher if additional examples were provided.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	227	Under Exit Tickets, Topics: Atomic Radius, Ionic Radius, Ionization Energy	View Link	Do students have access to data, a chart, etc... that counts as data.	reject	Thank you for your feedback. We have met the TEKS and will consider future enhancements in the future.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	227	Under Exit Tickets, Topics: Atomic Radius, Ionic Radius, Ionization Energy	View Link	Do students have access to data, a chart, etc... that counts as data.	reject	Thank you for your feedback. We have met the TEKS and will consider future enhancements in the future.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	248	Under Explore, Quick Demo: Conductivity of Ionic Compounds	View Link	I don't feel like this really addresses the intermolecular forces aspect of the TEK well.	reject	Thank you for your feedback. We have met the TEKS and will consider future enhancements in the future.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	254–256	From the head "Reactions that form precipitates" near the middle of page 254 through the end of Example Problem 3 on page 256.	View Link	Net Ionic Equations are AP level material and do not need to be addressed at this level.	reject	Thank you for your feedback. We strive to provide comprehensive content coverage to support students preparing for college or in advanced courses.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	254–256	From the head "Reactions that form precipitates" near the middle of page 254 through the end of Example Problem 3 on page 256.	View Link	It would be good to have a section that specifically instructs on how to determine solubility using solubility rules or chart unless it is already somewhere else.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	254–262	From the "Types of Reactions in Aqueous Solutions" head on page 254 through the end of the lesson on page 262.	View Link	This section addresses precipitation and acid-base to some extent. However, all three narratives really need to be included in order to fully realize the TEK. It might be beneficial to include an actual lesson/section for students to learn and demonstrate this combined TEK. It shows up in AP as well.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	271	Under Explain continued, Theme: Structure and Function	View Link	In order to strengthen this activity with regard to the TEKS language, it would be a benefit to add verbiage for INTRA and INTERmolecular forces	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	289	Under Percent composition from experimental data	View Link	Adding a visual of (part/whole)*100 would be a nice addition to your explanation.	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	29	Under Topic: Dimensional Analysis, IN-CLASS Example	View Link	All of these citations are coming from chapter 1. It would be nice to see other places this might appear. There are so many to choose from.	reject	Thank you for your feedback. We have met the TEKS through the citations provided and agree there are other examples that could support them further.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	333	Under Elaborate, Apply Your Knowledge	View Link	It would be nice if the activity purposely labeled intra vs inter molecular attractions in the stem to lead students toward thinking about the particles themselves.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	335	Whole page. Includes definition in first paragraphs and heads for postulates regarding size, motion, and energy of particles.	View Link	It would be really nice to have a call out box that listed the postulates.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	384	Table 4, and Under Categories of crystalline solids, paragraph 5	View Link	Taking all three narratives together, the concepts are here. They all seem to have a piece of the TEK, but there is not a cohesive connection between the intramolecular force and the properties.	reject	Thank you for your feedback. We have met the TEKS and agree that the combination of the three narratives are necessary.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	4	Safe Practices and Safety Equipment for Investigations	View Link	Idea- use a variant of the quantity of baking soda/vinegar air bag lab to see if they can create a situation in which they can protect an egg from breaking using their design. Safety equipment would still apply. Something forensic science... determining what is going on in an area of the school property where plants are dying. Or even splitting up the weathering lesson to look specifically at oxidative weathering and rusting and acid rain as a separate field investigation.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	417–418	From the head "Aqueous solutions of ionic compounds" at the top of page 417 through the middle of page 418, including Figure 14 and the Ask Yourself question on page 418.	View Link	Adding the partial polarities on the water molecules would be a great way to underline why the molecules line up the way that they do and it fall in line with the verbiage of the TEKS ("unique role of water IN TERMS OF POLARITY")	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	420	Two paragraphs near the bottom of page 420 under the heads "Saturated solutions" and "Unsaturated solutions", including the Ask Yourself question at the bottom of the page.	View Link	In figure 19, the differing scales of the images are distracting. Maybe pull them all in to the same scale.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	420	Two paragraphs near the bottom of page 420 under the heads "Saturated solutions" and "Unsaturated solutions", including the Ask Yourself question at the bottom of the page.	View Link	It would be nice to either have a graph that shows solubility of both solid and gaseous solutes OR have an activity where students create the graph and identify the patterns.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	423	First paragraph under "Solubility of gases" head at top of page 423. (Includes reference to Table 4, which is at the bottom of page 421.)	View Link	A previous comment applies more effectively here. It would be nice to see a graph with both solid and gaseous solutes over a temperature range or an activity where students create the graph.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	426–427	Begins with the head "Electrolytes and Colligative Properties" near the top of page 426 through the Ask Yourself question near the middle of page 427.	View Link	This does give the opportunity to teach electrolytes and it needs to be in a different place in the text. To my understanding, the new TEKS don't cover colligative properties. Could electrolytes be covered within the scope of ionic & covalent bonding and then revisited in solutions? Could there be a section on electrolytes that is NOT part of the colligative properties section?	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	437	Under Elaborate, Extension	View Link	While this example fulfills the TEK, it has been used multiple times in the past few breakouts. Adding either depth to separate the various breakouts, or variety of activities would strengthen the text.	reject	Thank you for your feedback. We have met the TEKS through the citations provided and agree there are other examples that could support them further.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	439	Whole page. Defines and explains first and zeroth laws.	View Link	This description is not very strong. It would be a better idea to break out each of the 4 laws with their every day examples to strengthen to the alignment with the TEK as written. This citation together with the next one comply with the nature of the TEK.	reject	Thank you for your feedback. We have met the TEKS and agree that the combination of both narratives are necessary.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	44	The Photoelectric Effect, under Data and Observations, Step 2 and Data Table 2	View Link	This lab requires equipment that not all schools have access to. It would benefit more students if labs can be derived from Grocery store items. That makes them more accessible to a greater number of students.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	44	The Photoelectric Effect, under Data and Observations, Step 2 and Data Table 2	View Link	On page 4, in #3, the formulas and given values are not similar to the rest of the text in font or layout. It is distracting from the readability of the page.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	452–456	Starting with Lesson head "Thermochemical Equations" and running through the end of the lesson.	View Link	It would be nice to individual endothermic and exothermic reaction energy diagrams. The one in there is a confusing to me.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	465–466	From "What is entropy" head near middle of page 465 through Ask Yourself question near bottom of page 466. Defines and explains second and third laws.	View Link	Meeting the standard requires both of these narratives.	reject	Thank you for your feedback. We have met the TEKS and agree that the combination of both narratives are necessary.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	533–534	From "What is pH?" head near top of page 533 through the end of Example Problem 2 (calculates pH from the hydrogen ion concentration) on page 534.	View Link	Please check the text formatting in the examples in this lesson.	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	634	Reinforcement question under the head "Topic: Electrolytes and Colligative Properties" head near the middle of page 634.	View Link	Whether the electrolyte is strong or weak is not part of the TEK. Students need to be able to find a solution that IS an electrolyte and one that IS NOT an electrolyte.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	634	Reinforcement question under the head "Topic: Electrolytes and Colligative Properties" head near the middle of page 634.	View Link	Colligative properties are not addressed in the TEKS at all.	reject	Thank you for your feedback. We strive to provide comprehensive content coverage to support students preparing for college or in advanced courses.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	679	Under Elaborate, SEP: Engaging in Argument from Evidence	View Link	As with the previous comment when the activity asks for "economic and environmental considerations" one can imply that this means empirical evidence, but it is not explicitly stated. The explicit statement would fall more into the approved TEK policy.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	687	Under IUPAC names of branched-chain alkanes	View Link	This is beyond even AP Chemistry.	reject	Thank you for your feedback. We strive to provide comprehensive content coverage to support students preparing for college or in advanced courses.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	746	Under Elaborate, SEP: Planning and Carrying Out Investigations	View Link	This lesson is AP chemistry level or above. In fact, it is beyond the scope of the AP chemistry course as of the most current curriculum document.	reject	Thank you for your feedback. We strive to provide comprehensive content coverage to support students preparing for college or in advanced courses.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	796	The activity under the "Apply Your Knowledge" head near the middle of page 796.	View Link	Net ionic equations are beyond the scope of a general high school chemistry class. Definitely AP level material.	reject	Thank you for your feedback. We strive to provide comprehensive content coverage to support students preparing for college or in advanced courses.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	889	Under Explain continued, SEP: Planning and Carrying Out Investigations	View Link	This activity is more appropriate in an AP level course.	reject	Thank you for your feedback. We strive to provide comprehensive content coverage to support students preparing for college or in advanced courses.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	890	Under Topic: Using Standard Reduction Potentials, SEP: Planning and Carrying Out Investigations	View Link	This is a upper level, high Honors or AP level concept.	reject	Thank you for your feedback. We strive to provide comprehensive content coverage to support students preparing for college or in advanced courses.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	890	Under Topic: Using Standard Reduction Potentials, SEP: Planning and Carrying Out Investigations	View Link	This is something that is an AP Chemistry level task.	reject	Thank you for your feedback. We strive to provide comprehensive content coverage to support students preparing for college or in advanced courses.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	9	Under Modeling matter, paragraph 1	View Link	There is no explanation of the limitation of the model aside from the vague statement that it is "simplified."	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	929	Under Elaborate, Extension: Alchemists	View Link	There is no specific requirement for a "cost-benefit" analysis for this activity even though the TEK requires it.	reject	Thank you for your feedback. We have met the TEKS through the citations provided and agree there are other examples that could support them further.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	942	Under Elaborate, SEP: Obtaining Evaluating and Communicating Information	View Link	Since this one relates to a variety of formats, it might be nice to provide some possible format options within the assignment.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	Digital Suite	Chapter 0 Chapter Test "Dr. Rona Chandrawati…"	View Link	The word likely is misspelled in the question stem.	accept	Thank you for your feedback. We will correct the misspelling for the implementation course.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	Digital suite	Chapter 15 Review	View Link	This is an end of Honors/AP level concept. The verbiage of the question is vague and confusing.	reject	Thank you for your feedback. We strive to provide comprehensive content coverage to support students preparing for college or in advanced courses.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	Digital Suite	chapter 7 test	View Link	This question assumes the students will tie the VSEPR together with the Lewis Structures to answer the question about Lewis Structures.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	Digital Suite	chapter 7 test	View Link	This question assumes the students will tie the VSEPR together with the Lewis Structures to answer the question about Lewis Structures.	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	Digital Suite	Chapter Test question asking students to identify the trend in atomic mass and discuss Mendeleev's interpretation of anomalies in the trend.	View Link	I agree that this is the BEST answer. However, since the vast majority of the mass is found in the nucleus, there are likely to be many who select only protons and neutrons.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	Digital Suite	Chapter 0 Chapter Test "Dr. Rona Chandrawati…"	View Link	It seems as if this question was added in order to have a second activity for this TEK - kind of like an after thought.	reject	Thank you for your feedback. We have met the TEKS through the citations provided and agree there are other examples that could support them further.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	Digital Suite	Chapter 3 Lesson 2 Quiz	View Link	This is a very weak assessment of the skill of asking questions.	reject	Thank you for your feedback. We will take enhanced coverage into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	Digital Suite	Chapter 16 Test	View Link	Do we really need the words "Analyze, evaluate, and critique..." in the question statement together? It seems purposefully over the top.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808	Sci-19	Under Developing and using models, paragraph 2	View Link	The heading label for data table 3 is on a separate page from the data table itself.	reject	Thank you for the feedback. We will investigate this further but we cannot replicate this disconnect.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	Sci-45	Under Explain, SEP: Engaging in Argument from Evidence	View Link	While the TEK is satisfied by the activity, there is no emphasis on the difference between using empirical evidence and applied scientific explanation. (The difference in TEK C.ii and C.iii)	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	Sci-46	Under Elaborate, Apply Your Knowledge	View Link	This is a vague way of hinting at "empirical evidence" since it just says evidence.	reject	Thank you for your feedback. We will take this into future consideration.

Chemistry

McGraw Hill Texas Chemistry: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	137	The English Language Proficiency Standards box provides three levels of na activity to support students in reading long sentences before beginning a reading.	View Link	While this strategy will accomplish alignment with the ELPS, realistically speaking anchor charts with images helping students know what a subject, verb, noun, etc. would be necessary to make full use of the teaching strategy.	reject	Thank you for your feedback. We have met the ELPS and we will take enhanced coverage into future consideration.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	204	The English Language Proficiency box provides teachers with three levels of a strategy to help students review the contents of each section after reading a text.	View Link	This activity would align more fully with the ELPS if sentence stems were provided instead of relying on the students repeating the text verbatim from the reading material.	reject	Thank you for your feedback. We have met the ELPS and we will take enhanced coverage into future consideration.

Publisher: Myriad Sensors, Inc.

Chemistry

Conceptual Academy Chemistry (Texas Edition): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Conceptual Academy Chemistry Student Edition</i>	9781961087019	Card4	Card 4: Section 6.2 (c) Ion Formation. Please Note: The mass of an ion has little to do with its chemistry.	View Link	The Bohr model of the atom used in the Ion formation discussion has been discredited for almost 100 years. Please begin to use electron configurations for this discussion instead.	reject	Our program emphasizes the utility of atomic models. We point out clearly that the Bohr model was never intended to be taken as a fully accurate account of the atom. Aspects of the Bohr model, however, remain utilitarian, especially when it comes to introducing the concepts of chemistry to the beginning student.
<i>Conceptual Academy Chemistry Student Edition</i>	9781961087019	Card4	Card 4: Section 4.8 (c) Probability Clouds	View Link	The BOHR Model shown has NO Electron cloud.	reject	This. is a lesson on atomic orbitals and probability clouds. There is no Bohr model shown or discussed.

Publisher: PASCO SCIENTIFIC**Chemistry****Essential Chemistry : TEKS**

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Essential Chemistry Teacher Edition Package</i>	9781937492267	276	Questions 14, 18, 20, 24, 26-28 in Electrons & Trends assignment linked from text p.276	View Link	page 2,question 22, replace the term largest with higher to be consistent with the questions that follow.	accept	We have made this correction. #22 now reads Which element will have the highest ionization energy?
<i>Essential Chemistry Teacher Edition Package</i>	9781937492267	xii	Laboratory Safety Procedures, 3 pages in frontmatter, investigation manual	View Link	Lab safety procedures 13 Change deluge station to safety shower.	accept	We have made this correction. Know the locations of the safety features in the lab such as eye wash stations, safety shower.....

Publisher: Savvas Learning

Chemistry

Texas Experience Chemistry (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Chemistry Student Digital Access</i>	9781428553958	worksheet link	Analyzing Data: Graphing Periodic Properties, scroll down to p. 2-3, questions 1-4	View Link	Please include more textual information on valence electrons specifically in the inert or noble gases. I found page 80 in the hardcopy.	accept	<p>Thank you. We are revising the introductory paragraph on p.1 as follows:</p> <p>The periodic table relies on patterns and similarities of the electron configurations, including the number of valence electrons, and chemical properties of elements. The data table lists some melting points and boiling points of elements in Groups 18 (noble gases), 17 (halogens), 14, and 2 (alkaline earth metals). To help you understand their periodicity, refer to the data in the table and locate the elements on the periodic table as you complete the activity.</p> <p>(Data table, p.1-2, see new column for "Valence Electrons," which lists the number of valence electrons for each element in the table.)</p> <p>(On page 5, see new question 8:) THEME Patterns Describe the relationships among group number, location on the periodic table, and the number of valence electrons.</p> <p>Revised copy of Student version of worksheet: https://docs.google.com/document/d/1JmcQLanaP-gaCGlxuPOdazq3Q-jpGyodnZ0QCupN8ys/edit</p> <p>Revised copy of Teacher version of worksheet (with answers): https://docs.google.com/document/d/13EuWgVreEwTVU3ITMaTS2_N3mogxTZE2ztf6CMFGPFc/edit</p>

Publisher: Summit K12 Holdings

Chemistry

Dynamic Chemistry: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	1	8.2 Video -- Endothermic vs. Exothermic Reactions -- timestamp 7:53-10:11	View Link	It would be nice to see the connection of the reaction graphs to the thermochemical equations in this video.	reject	We believe the connections are made in other activities before students see this video.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	1	9.2 Video -- Solubility and Net Ionic Reactions -- timestamp 0:17-1:07	View Link	In a couple places, (right at the beginning, starting about 0:40, etc) - Should the CN- ion be in the always soluble category of the solubility rules in the first table? I'm not sure I've ever seen it in a solubility table before.	reject	This information for solubility rules was copied directly from the STAAR reference chart for chemistry.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	1	CHE SEPs -- Skills Companion -- C.3A, C.3B, C.3C Use Evidence to Communicate Findings -- Click "Open" and a PPT file will be downloaded to your computer. Open the PowerPoint to view the slides.	View Link	This citation would be strengthened if there was a mention of the etiquette of respectful presentation of findings and information. Students need to be specifically taught the norms of argumentation.	reject	Student norms for argumentation are already present in other portions of the lesson guide.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	1	CHE SEPs -- Skills Companion -- C.3A, C.3B, C.3C Use Evidence to Communicate Findings -- Click "Open" and a PPT file will be downloaded to your computer. Open the PowerPoint to view the slides.	View Link	Within the powerpoint, it talks about components of scientific argument, but it avoids the potential conflict aspects. As is evident in our current society, people need to be taught explicitly how to engage in respectful scientific argument.	reject	The norms of argumentation are already present in other portions of the lesson.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	1	3.1 Video 1 -- Development of the Periodic Table (00:26-5:00)	View Link	This video is narrated by a monotone narrator and is too long. My students would be much more likely to complete this activity if they could see "diverse" people presenting as well as shorter (under 3 minute) videos.	reject	Thank you for your feedback. Teachers are provided a script to make instructional decisions for how much video to show at one time.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	1	10.2 Video 1 -- Acids, Bases, and Neutralization -- Timestamp 0:49-1:26	View Link	The timestamp provided only shows the strong acids, but the weak acids come a little later.	reject	Weak acids and strong acids are both covered in this video.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	1	3.2 Video 1 -- Periodic Trends (01:13-02:36)	View Link	In this section of the video, it would be really nice to see a model of how the radius is measured to connect with the definition given.	reject	This is demonstrated in the image for the vocabulary section of the video.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	1	3.2 Video 1 -- Periodic Trends (01:13-02:36)	View Link	This activity is an explanatory video and does not offer the students an opportunity to "analyze" which is how the TEK is written.	reject	Students analyze in other activities in the lesson guide.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	1	3.2 Formative Assessment 1 -- Question 1 -- Which of these describes the pattern for INCREASING atomic radius on the periodic table?	View Link	This activity would be strengthened if there was a list of elements and the student were required to look at data to place them in order of either decreasing or increasing atomic radius.	reject	We have other activities that support this.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	1	3.2 Formative Assessment 1 -- Question 2 -- In the image below, the data supports that the pattern for DECREASING ionization energy is	View Link	This is a fine question, but moving the arrows was not easily accomplished.	reject	The arrows are able to be moved.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	3	6.2 Lesson Guide -- Under Apply and Extend -- page 3, 3rd atom box on page -- Putting It Together: Calculating Mass and Particles -- entire document	View Link	Consider using fun as the abbreviation for formula unit rather than F.U.	accept	Thank you for your feedback. We will make this change.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	3	10.1 Lesson Guide -- Under Teach and Discuss -- page 3, 1st atom box on page -- Practice - Properties of Acids and Bases Reading and Reading Guide Key -- Questions 16-19, 21, 23, 24	View Link	Students are not able to practice differentiating between the two types of Acid-Base definitions on Practice page. They are only given the opportunity to pick out the acid in the equation and the base in the equation. The activity would be strengthened if they could pick out the acid that what Arrhenius Acid there is among a list of Bronsted-Lowry Acids. (or vice versa).	reject	Thank you for your feedback, but making this change would be out of context for these specific questions.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	5	5.1 Lesson Guide -- Under Teach and Discuss -- page 5, 2nd atom box on page -- Covalent Bonding Reading Guide -- third (what is the difference between...) and fourth (use the reading to draw examples of ...) questions	View Link	The thing that hits the TEK here is the examples, not the noted questions.	reject	The TEKS are covered in this reading guide with the questions.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	6	3.1 Lesson Guide -- Under Apply and Extend -- Page 6 -- 4th Gray Box -- Women of the Periodic Table - Teacher Notes -- Infographic and Poster Presentation	View Link	It would be nice to a diversity activity that was more than just women.	reject	Thank you for your suggestion. Because this topic is about 'women' of the periodic table, there is little to add to the current content.

Chemistry

Dynamic Chemistry: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	2	1.3 Lesson Guide -- Under Engage -- Gray Box "Literacy Connection - Selecting Lab Equipment"	View Link	It might be useful to include some questioning prompts for beginner, intermediate, and advanced learners.	accept	Sentence stems will be included to support beginning and intermediate students.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	2	8.3 Lesson Guide -- Under Key Concepts -- Gray Box "Literacy Connection - Real World Connections to Specific Heat"	View Link	It might be nice to see an anchor chart or example of the surfaces mentioned for ELL students.	reject	Our EPoster provides information for this concept.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	3	2.4 Lesson Guide -- Under Key Concepts -- Gray Box "Literacy Connection - Electron Arrangements Effect on Properties"	View Link	The ELPS description in the box includes the need for a visual but the student prompt does not include the need for a visual component.	accept	Additional language has been added for a visual component.
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	4	9.2 Lesson Guide -- Under Key Concepts -- Gray Box "Literacy Connection - Total Ionic Equations vs. Net Ionic Equations"	View Link	This is an AP level concept and not really appropriate for an ELL student in terms of vocabulary and content.	reject	We respectfully disagree and believe all students, including ELL, are able to comprehend this concept,
<i>Dynamic Chemistry Student/Teacher Resources</i>	9781433406973	All ELPS Notations		View Link	<p>I have really appreciated the organization of this resource overall. One thing I would really like to see added, particularly in support of English language learners, are some specific sentence prompts and levels regarding how to interact with beginning, intermediate, and advanced level students.</p>	reject	Thank you for this suggestion. This is something we'll consider doing in the future, but unfortunately, we won't be able to do this right now.

Publisher: TPS Publishing

Chemistry

STEAM into Chemistry - High School Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Chemistry</i>	9781788059497	p270-274	particularly 273-274	View Link	Please consider removing the triangle. Students need to learn dimensional analysis, and it is possible for them to learn it.	reject	TPS does not believe a triangle discriminates against anybody. What triangles do, is provide support for the less able. Such triangles make things in chemistry accessible for those with poor mathematics skills. This is a CHEMISTRY course, but mathematics is key and TPS is a STEAM provider. TPS therefore provide content to assist students master chemistry that involves mathematics. Anything that supports students with weaknesses in their mathematics will help them access and solve chemistry problems and prevent mathematical skills being a barrier. Such triangles provide a structure for students to rearrange equations, even if their mathematical skills are weak.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Chemistry</i>	9781788059497	p270-274	particularly 273-274	View Link	Please consider removing the TRIANGLE and adding instead the use of equalities that produce conversion facts. These type of mnemonics are crippling to the success of all students and particularly those that a English language learners	reject	TPS does not believe a triangle discriminates against anybody. What triangles do, is provide support for the less able. Such triangles make things in chemistry accessible for those with poor mathematics skills. This is a CHEMISTRY course, but mathematics is key and TPS is a STEAM provider. TPS therefore provide content to assist students master chemistry that involves mathematics. Anything that supports students with weaknesses in their mathematics will help them access and solve chemistry problems and prevent mathematical skills being a barrier. Such triangles provide a structure for students to rearrange equations, even if their mathematical skills are weak.
<i>Student Textbook - Chemistry</i>	9781788059497	p275-276	particularly student task 2 and plenary	View Link	Please remove these TRIANGLES that discriminate against some students	reject	TPS does not believe a triangle discriminates against anybody. What triangles do, is provide support for the less able. Such triangles make things in chemistry accessible for those with poor mathematics skills. This is a CHEMISTRY course, but mathematics is key and TPS is a STEAM provider. TPS therefore provide content to assist students master chemistry that involves mathematics. Anything that supports students with weaknesses in their mathematics will help them access and solve chemistry problems and prevent mathematical skills being a barrier. Such triangles provide a structure for students to rearrange equations, even if their mathematical skills are weak.
<i>Student Textbook - Chemistry</i>	9781788059497	p275-276	particularly student task 2 and plenary	View Link	Please consider removing this triangle. There is no need for it. Students can learn dimensional analysis which will set them up for Physics.	reject	TPS does not believe a triangle discriminates against anybody. What triangles do, is provide support for the less able. Such triangles make things in chemistry accessible for those with poor mathematics skills. This is a CHEMISTRY course, but mathematics is key and TPS is a STEAM provider. TPS therefore provide content to assist students master chemistry that involves mathematics. Anything that supports students with weaknesses in their mathematics will help them access and solve chemistry problems and prevent mathematical skills being a barrier. Such triangles provide a structure for students to rearrange equations, even if their mathematical skills are weak.
<i>Student Textbook - Chemistry</i>	9781788059497	p278-280	particularly 280	View Link	Using acronyms that are not consistent across the discipline (RAM) as well as mathematical techniques (Triangles) that inhibit student success are Not beneficial to students progress in chemistry	reject	The acronym RAM is well known and is commonly used. A triangle is not found on this page.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Chemistry</i>	9781788059497	p323-326	particularly 323	View Link	Although this does provide a teacher the opportunity to teach the concept of stoichiometry, it does not allow the student to understand the concept of stoichiometry. Not using commonly used acronyms within the discipline will hamper the student's success in any and all future chemistry courses	accept	<p>TPS wrote the content to align to the TEKS language and on page 323 the following text is present “This allows us to perform stoichiometric calculations. Stoichiometry involves using the ratio of moles in a reaction to calculate the masses of products made (or reactants needed) in that reaction. Acronyms were not part of the required content.</p> <p>The scientific terms required to understand the topic are present in the textbook. Terms such as limiting reactant, percentage yield, theoretical yield etc. are all present.</p> <p>However, for clarification, TPS will add a note on page 322 Student Chemistry textbook.</p> <p>In this lesson it may help you to study the following common acronyms used when studying stoichiometry.</p> <p>Acronym Stoichiometry Topics BEQ Balancing chemical equation WEQ Writing chemical equation MC Mole concept SR Stoichiometric ratio PY Percent yield CM Conservation of mass EF Empirical formula MF Molecular formula LR Limiting reagent</p>
<i>Student Textbook - Chemistry</i>	9781788059497	p323-326	particularly 323	View Link	Dimensional Analysis should be taught especially during Stoichiometry. The way it is explained in this text makes it way more complicated than it is.	reject	<p>TPS disagree and believe the image of solving a problem using dimensional analysis is very clear.</p> <p>TPS believe the way we explain this topic provides students with an understanding of how the ratio of moles shown in a balanced equation can be used to determine the missing mass of a product or reactant. This way of thinking leads to complete mastery and understanding of the topic, rather than just the memorization of equations.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Chemistry</i>	9781788059497	p386-390	particularly 386	View Link	Using the triangle cripples the students mathematic skills.	reject	<p>TPS do not agree. – The equation triangle is an established tool used by science and mathematics teachers to help students rearrange equations – it is not a gimmick; it is common practice. In addition, the following pages up to page 389 include the individual steps of the rearranging of equations are also clearly shown so students can follow along without the use of helpful “gimmicks”.</p> <p>Also, the triangle applies ONLY to the equation on page 386 and 387 – the range stated here is 386-390 but the examples in the rest of the pages up to 390 require a completely different solution and no triangle is used to help them. The steps of the working out are shown clearly, step by step.</p> <p>However, TPS will make the following edit:</p> <p>In this part of the lesson plan, after the triangle is shown, a line will be added saying “students may also be provided with the following equation”</p> <p style="text-align: center;">Number of moles = mass in grams relative formula mass</p>
<i>Student Textbook - Chemistry</i>	9781788059497	p386-390	particularly 386	View Link	The use of mathematical "tricks" or gimmicks hamper student success and limit their ability to be success when the variables are greater than 3. Use equalities and conversion factors strengthen the student and improve their ability to understand what they are calculating and why the use the conversion factors that they use.	reject	<p>TPS do not agree. – The equation triangle is an established tool used by science and mathematics teachers to help students rearrange equations – it is not a gimmick; it is common practice. In addition, the following pages up to page 389 include the individual steps of the rearranging of equations are also clearly shown so students can follow along without the use of helpful “gimmicks”.</p> <p>In terms of conversion factors TPS believe you may mean that we did not explain that 500 mL was 0.5 Liters?</p> <p>TPS will add a text box to the side saying (1000 mL = 1 L Therefore 500 mL = 0.5 L). This is on page 386 Student Chemistry textbook.</p>

Publisher: Cengage Learning Inc.

Earth Systems Science

Earth Systems, Texas Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	121	DA 4.4, #6	View Link	#6 Refers to figures 4.9A and 4.9B. The figures are actually 4.19A and 4.19B. This is a typo.	accept	Thank you for the feedback. The typos have been corrected.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	151	LA 5.4, #2	View Link	Need to add to the teacher's notes that igneous rock from the moon is considered older material. Some teachers will go over this not knowing the true meaning of the question.	reject	Thank you for your feedback. There is no room to add a teacher note on this page. Moon material is not relevant to this question.
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	178	Natural Gas, paragraphs 1, 2	View Link	Saying natural gas produces "fewer pollutants" is extremely misleading when there are communities fenceline to LNG exporters that are breathing in formaldehyde and benzene from the industries' gas-powered combustion turbines to liquify the methane gas	reject	Thank you for your feedback. We adhere to the facts.
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	187	Social Solutions, paragraph 3	View Link	I appreciate the note that consumerism is a factor in pollution HOWEVER it is wrong to place blame on individuals when the politics and industries that influence our society are the one's in control of the bigger picture. I know that as publishers you are not likely to say that if coca-cola and nestle stopped producing plastic bottles or if the government actually made laws against emitting more GHGs, we would be much better off environmentally. BUT that is the real answer to reduce pollution and I hope you can add that to social solutions.....	accept	Thank you for your feedback. The text has been edited to reflect corporations' role in the creation of plastic waste.
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	205	Early Hypothesis, paragraphs 1, 2 (first sentence)	View Link	Adding a student note that the hypothesis is looking at a protoplanet, could help students make a stronger connection to what they learned prior in middle school about planet formation hypothesis.	accept	Thank you for your feedback. The term "protoplanets" has been added to the page.
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	368	<p>paragraph 1</p>	View Link	<p>specify pressure release fracturing</p>	reject	Thank you for your feedback. This TEKS citation should have specified the paragraphs under "Pressure-Release Fracturing" on page 368. Although we cannot update the citations that were provided to the TEA, we will check that the citations in the front pages of the textbook are correct.
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	521	Deep-Sea Currents, paragraphs 1, 2	View Link	We would like to see you address the tek more. It is implied that this is periodically	reject	Thank you for your feedback. We think the periodic nature of thermohaline circulation is sufficiently clear to students and reinforced in summative assessments. Additional support is given in the Teacher Edition.
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	628	ML 19.2, #3	View Link	This question could have more depth by asking a follow up question over how these gases impact the weather/climate. High DOK	reject	Thank you for the feedback. There is not room for this addition on page 628; we will consider it for a future revision.
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	753	The Sun and the Eight Planets, paragraph 2	View Link	"condensed into separate masses to produce the planets" correlates with protoplanets.	accept	Thank you for your feedback. Additional protoplanet content has been added to the page.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	755	LA 23.1, #1	View Link	Suggested feedback. Include in the answer key that the students could discuss the protoplanets that are part of this process.	accept	Thank you for your feedback. "Protoplanet" has been added to the answer.
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	817	DA 25.2, #5	View Link	Minor edit from "Do all the data support" to "Does all the data support".	accept	Thank you for the feedback. The sentence has been changed.

Earth Systems Science

Earth Systems, Texas Edition: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Earth Systems, Texas Edition Teacher Edition</i>	9798214068725	630	ELL/ELPS	View Link	I believe that an online simulator would help with comprehension.	reject	Thank you for your feedback. This is outside the scope of this program, but we will consider it for a future iteration.

Publisher: Cengage Learning Inc.

Environmental Systems

Environmental Science: Sustaining Your World, Texas Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	1	SE Lab Manual pg 1-6	View Link	As a classroom Teacher, I would hope the Reviewers (including myself) have many more citation page examples. For the Safety TEKS, page 101 #9 is continually cited.	reject	In addition: 2 UEP p. 195 #11 3 UEP p. 277 #10 13 CA p. 455 ACT-A Appendix 1 Science Safety, pp. 644–647 TE Lab Manual, pp. 3–4 Chapter Investigations 1–3, 5–14, 16–17
<i>Environmental Science: Sustaining Your World, Texas Edition, Lab Manual</i>	9798214076591	1	SE Lab Manual pg 1-6	View Link	It's only a picture of people on a hike in what appears to be a rainforest setting. They are wearing Safety Equipment but there is nothing to alert the student to Safety in the picture.	reject	Thank you for your feedback. If this is about the cover photograph, it appears on the cover of each book in this program.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	1	SE Lab Manual pg 1-6	View Link	Student & Teacher Lab Manual page numbers should coincide.	reject	Thank you for your feedback. The page numbers are correct.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	119	Ch4 LA 4.2 #4	View Link	Refer to my notes	accept	Thank you for the feedback. We have updated the text regarding "believe" vs. "think."
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	119	Ch4 LA 4.2 #4	View Link	Best Practice use the word think instead of believe!	accept	Thank you for the feedback. We agree and have updated the text.
<i>Environmental Science: Sustaining Your World, Texas Edition, Lab Manual</i>	9798214076591	144	Ch17 Investigation: Procedure #7	View Link	Activity says p. 144 (Chapter 5) but references Ch. 17. - not correct.	reject	Chapter 17 Investigation begins on SE p. 144/TE p. 204. Procedure step 7 appears on SE p. 145/TE p. 205. CI 17 is referenced in the FM chart for TEKS 1.F
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	247	Ch8 Ckpt	View Link	Add the word sink in the textbook text	accept	Thank you for the feedback. We have updated the text.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	275	Ch8 CP-A #1, #2, #5	View Link	Teacher's Edition, p. 275, Chapter Activities section - What "package directions" will help me make artificial seawater? Where will the Teacher get this "package"?	accept	Thank you for the feedback. We have updated the text.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	397	paragraphs 1-2	View Link	The issue with this citation (for this entire TEK actually) is an energy sink is not defined for the students. Examples are described but the TEK term of "energy sink" should be defined.	accept	Thank you for the feedback. We have updated the text.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	397	paragraphs 1-2	View Link	The issue with this citation (for this entire TEK actually) is an energy sink is not defined for the students. Examples are described but the TEK term of "energy sink" should be defined.	accept	Thank you for the feedback. We have updated the text.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	407	Ch12 Ckpt	View Link	Yes coal is an energy sink, however the term is not mentioned. Please add a definition for energy sink somewhere especially to help new teachers.	accept	Thank you for the feedback. We have updated the text.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	42	Ch1 CA #20, #21	View Link	#20 A is acceptable to matching this particular TEK of 12E.i. However, parts b and c seem unrelated to this TEK because it doesnt talk about environmental health vs. healthy economy.	accept	Thank you for the feedback. We have updated the text.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	50	Image on page.	View Link	Consider including a picture of the entire building alongside the up-close picture --- the smaller picture needs some perspective; 'The Big Picture'.	accept	Thank you for the feedback. We have updated the photo as requested.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	65	Ch2 CP-A #8	View Link	This Lab needs a picture/clipart for success construction of the models.	accept	Thank you for the feedback. We have included an illustration of a completed model.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	87	paragraphs 3-5	View Link	The model is there but add "sink" to citation explanation	accept	Thank you for the feedback. We have updated the text.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	87	paragraphs 3-5	View Link	The word sink needs to be added to the citation explanation for carbon sinks	accept	Thank you for the feedback. We have updated the text.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	88	paragraphs 1-2 and figure	View Link	The explanation of the amount of carbon that exists on earth is present, but does discuss carbon sinks.	accept	Thank you for the feedback. We have updated the text.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	89	all paragraphs and figure	View Link	The citation should include the word "nitrogen cycle"	accept	Thank you for the feedback. We have updated the text.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	90	Ch3 Ckpt	View Link	Please add "nitrogen sink" to the text area for students to be able to answer the question properly understanding the TEK fully.	accept	Thank you for the feedback. We have added "nitrogen sink."
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	90	paragraphs 4 to 8	View Link	The word sink needs to be added to this section.	accept	Thank you for the feedback. We have updated the text.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	91	all paragraphs	View Link	The word silicate "sink" needs to be included in the citation explanation.	accept	Thank you for the feedback. We have updated the text.
<i>Environmental Science: Sustaining Your World, Texas Edition, Student Edition</i>	9798214069432	91	Ch3 Ckpt	View Link	Add the word "sink" to the citation explanation to fully support the TEK	accept	Thank you for the feedback. We have updated the text.

Publisher: Accelerate Learning Inc.

Integrated Physics and Chemistry

STEMscopes Science TX - IPC: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - IPC (Online)</i>	9798888266762	advantage vs disadvantage organizer	Click on the following: Nuclear Reactions, Explore (top left) , Explore: Nuclear Technology Research (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will fill in the advantage and disadvantage graphic organizer with data	View Link	While this example meets the TEKS it is weak. the comparison while is qualitative data is not made clear to the students that they are recording qualitative data.	accept	"qualitative data" will be added to signify what type of data is being collected.
<i>STEMscopes Science TX - IPC (Online)</i>	9798888266762	all	Refer to document titled "IPC 2.B.iii Activity 1" refer to background narrative		While this does meet the TEKS to identify sources of error, it only focus on one source of error (not enough data points to determine a trend) it does not take into account other sources of error, equipment error, mathematical rounding errors, variable errors, human error - observations, applying outside force... all of these are other sources of error that are not address and should be addressed.	reject	Additional sources of error are found throughout the product.
<i>STEMscopes Science TX - IPC (Online)</i>	9798888266762	opening paragraph and graph	Click on the following: Graphing and Analyzing Motion, Elaborate (top right), Math Connection(drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students will investigate the position using the mathematical relationships by reading a graph	View Link	The TALK analysis of the graph is good however I think there needs to be more prompting on what is meant by the A - examine All data. prompts such as relationship between independent and dependent variables, slopes, trends, outliers....excreta....	reject	The facilitation is found in the teacher facing material.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - IPC (Online)</i>	9798888266762	procedure part 1 and 2	Click on the following: Series and Parallel Circuits, Explore (top left), Explore: Series and Parallel Circuits (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will procedure part 1 and 2	View Link	Add something for students about how to safely disconnect wires (Al Foil) from batteries to avoid shock.	accept	This will be updated in the student document.

Integrated Physics and Chemistry

STEMscopes Science TX - IPC: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - IPC (Online)</i>	9798888266762	Scroll down to English Language Support Strategies	Click on the following: Transferring Energy and Information, Explore (top left), Virtual Explore (drop-down under Explore), Scroll down to Differentiation, English Language Support Strategies, Strategy: Creating Analogies (various levels are on each tab)	View Link	The ELPS citation is for speaking but this is what is listed. Both Speaking & Writing could be listed for 2nd differentiation listed ELPS: Writing c5B: write using newly acquired basic vocabulary and content-based grade-level vocabulary	reject	The citation contains the following: c1E: internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. The activity allows for this to be demonstrated by the students.

Publisher: McGraw Hill

Integrated Physics and Chemistry

McGraw Hill Texas Integrated Physics and Chemistry: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition</i>	9781265771430	1	Lab: Field Investigation of Observing Weathering and Erosion, Under header "Safety", and Procedure step 1	View Link	Lab procedure needs to include a sentence for teacher/student to use safety equipment (wash hands) at the end of the experiment. Equipment is listed and implied but the sentence added with completely cover the TEKS.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition</i>	9781265771430	1	Quick Lab: Model Equilibrium, Under the header "Safety", the bullet after "CAUTION:"	View Link	Include using goggles during lab.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition</i>	9781265771430	1	Quick Lab: Model Equilibrium, Under the header "Safety", the bullet after "CAUTION:"	View Link	The pictures show the safety goggles, but the caution sentence does not include an instruction for the students to wear safety goggles during the procedure.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition</i>	9781265771430	1029	Demonstration: Properties of Ceramics	View Link	Lab procedure needs to include a sentence for demonstrating teacher or student to use safety equipment. Equipment is listed and implied but the sentence added with completely cover the TEKS.	reject	Thank you for your feedback. We have met the TEKS and we will take enhanced coverage into future consideration.
<i>McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition</i>	9781265771430	127	Extension	View Link	In the middle of the sentence, there's a period after the word data which should actually be placed after the words in pink (after acceleration).	accept	Thank you for your feedback. We will correct this in the implementation course.
<i>McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition</i>	9781265771430	206	Demonstration: Insulators	View Link	Lab procedure needs to include a sentence for demonstrating teacher or student to use safety equipment. Equipment is listed and implied but the sentence added with completely cover the TEKS.	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Integrated Physics and Chemistry Student Edition</i>	9780076981687	29	Digital: 12 Print: 30 The 4 paragraphs under header "Economic Forces That Shape Technology"	View Link	This section seems to discuss the impact of society on current research (funding, voting, etc.) rather than the research impacting society.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition</i>	9781265771430	Sci-24	SEP Engaging in Argument from Evidence	View Link	Adding an example using empirical evidence would make it easier for the student to meet the expectation.	reject	Thank you for your feedback. We will take this into future consideration.

Publisher: Myriad Sensors, Inc.

Integrated Physics and Chemistry

Conceptual Academy Integrated Physics and Chemistry: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Conceptual Academy Integrated Physics and Chemistry Student Edition</i>	9781961087033	AllCards	Presentation Activity: Safer Fission Reactors	View Link	A clear narrative description of disadvantages of Nuclear reactions in CURRENT TECHNOLOGIES is present but scattered (not clearly stated), as stated students might find it difficult to identify the advantages and disadvantages of the nuclear reactions in current technologies. A simple way would be to add a table stating advantages and disadvantages and add a clear activity that would allow the student to master it. asking the student to find an online resource with the current trends should not be an activity as clearer directions on how that can be done should be provided instead.	reject	We agree with the value of adding more student guidance. Using our platform, however, each teacher can add such guidance as they see fit for their particular class of students. The main goal of this particular lesson is an introduction to alternate means of nuclear fission and a launching pad for further exploration.
<i>Conceptual Academy Integrated Physics and Chemistry Student Edition</i>	9781961087033	AllCards	Presentation Activity: Safer Fission Reactors	View Link	Making a presentation and highlighting would not be the best way to present a student's research nor will providing a conclusion on the advantages and disadvantages. A clear concerted activity that would allow the student to demonstrate his understanding, mastery is needed. examples would be a report, posterboard (with allowing students to do a gallery walk) a presentation to his peers on his learning, making an infographic that he could present to underclassman etc...	accept	Thank you for this feedback. Alternative methods of demonstrating mastery, such as those suggested, will be suggested to the teacher.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Conceptual Academy Integrated Physics and Chemistry Student Edition</i>	9781961087033	AllCards	[required]esson 14.1 Physical and Conceptual Models	View Link	"Model basic atomic structure" There is a lot of information on the physical and conceptual model and the model itself but a clear explanation of the atomic structure, basically stating the sub atomic particles, the nucleus, their charges their masses and how they are arranged is missing. as this is basic introductory course to chemistry the foundation needs to be clear, strong and should allow the student to learn and then build on it which is missing.	reject	Thank you for this feedback. This one chapter section on physical and conceptual models is part of an entire chapter dedicated to the understanding of basic atomic models. The reviewers request for information on the organization of subatomic particles is found in section 14.4
<i>Conceptual Academy Integrated Physics and Chemistry Student Edition</i>	9781961087033	AllCards	Presentation Activity: Safer Fission Reactors	View Link	A clear activity targeting on student identifying advantages of nuclear reactions is missing, information is randomly placed but it needs to be clearer.	reject	Thank you for this feedback. Our hopes for this particular activity is for the student to be able to gain practice at collating the necessary information.
<i>Conceptual Academy Integrated Physics and Chemistry Student Edition</i>	9781961087033	Card 3	Practice Page: Electron-Dot Structures	View Link	The breakout is for building and modeling basic atomic structure but not to do the dot diagrams	reject	Thank you for this feedback. We see this worksheet as an application of atomic models developed earlier. Applications themselves are a means to helping students learn the value of the models. We offer ample materials for the meeting the breakout of building and modeling basic atomic structure.
<i>Conceptual Academy Integrated Physics and Chemistry Student Edition</i>	9781961087033	Card3	PhET Simulation: isotopes and Atomic Mass	View Link	Phet Simulation are an excellent way to introduce the concept, but in this breakout the concept is to build a basic atomic structure, not isotopes, not mixtures but a simple basic atom model which is missing.	reject	Thank you for this feedback. An understanding of the atomic nucleus is vital to any basic atomic model. Also, note that this one activity is not a stand alone approach to satisfying the breakout. Our other resources work together with this one activity to meet the breakout.

Publisher: SASC, LLC dba Activate Learning

Integrated Physics and Chemistry

Integrated Physics and Chemistry : TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Integrated Physics and Chemistry Teacher Edition</i>	9781682316917	1167	TE, p. 1167, Chapter 4, Section - Chem at Work teacher instructions. PDF 1212	View Link	Would like to have a discussion or research over careers after this section.	reject	This was resolved with a new citation in Round 3 voting and was accepted

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Integrated Physics and Chemistry Teacher Edition</i>	9781682316917	1167	TE, p. 1167, Chapter 4, Section - Chem at Work teacher instructions. PDF 1212	View Link	The picture for Cathy Culver is not of a person. The other 2 people chosen to highlight are not diverse. It would be nice to see a more diverse group of people to highlight where possible.	reject	This was resolved with a new citation in Round 3 voting and was accepted
<i>Integrated Physics and Chemistry Student Edition</i>	9781682316900	117	SE, p. 117, Chapter 1 Section 10, Investigate question # 3c. PDF 157	View Link	Using question 2a is an example of a question that will meet this student expectation.	reject	This was resolved with a new citation in Round 3 voting and was accepted
<i>Integrated Physics and Chemistry Student Edition</i>	9781682316900	188	SE, p. 188, Chapter 2 Section 3, Inquiring Further Thomas Edison questions and debriefing PDF 228	View Link	Activity has student research inventions but does not tie back to the impact of society. Would help make more connections if you add the note for students to explain why these major items are important/change society.	reject	This was resolved with a new citation in Round 3 voting and was accepted
<i>Integrated Physics and Chemistry Teacher Edition</i>	9781682316917	22	TE, p. 22, Chapter 1, Section 1, Teacher instructions for safety procedures to follow in the lab. These type of instructions are available in every single Section of the 5 chapters of the IPC book where applicable PDF 66	View Link	This is not a field investigation by definition (going outside) but the tool (photogate) may or may not be available to go in an outdoor setting depending on the school so I approved it.	reject	This was resolved with a new citation in Round 3 voting and was accepted
<i>Integrated Physics and Chemistry Teacher Edition</i>	9781682316917	246	TE, p. 246, Chapter 1, Section 10, Investigate question 3c teacher instructions about using a model to represent a real-life situation for the collision taking the lab. PDF 291	View Link	Question 2a or 3a is a better example of a question to meet this expectation.	reject	This was resolved with a new citation in Round 3 voting and was accepted
<i>Integrated Physics and Chemistry Teacher Edition</i>	9781682316917	402	TE, p. 402, Chapter 2, Section 3, Inquiring Further teacher instructions PDF 447	View Link	Would recommend more background on Ohm's.	reject	This was resolved with a new citation in Round 3 voting and was accepted

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Integrated Physics and Chemistry Teacher Edition</i>	9781682316917	415-416	TE, p. 415-416, Chapter 2, Section 4, Physics Talk teacher instructions on Ohm's Law PDF 460 -461	View Link	Other than the picture of Ohm and the Ohm's law equation, no information is given about Ohm or the impact of his contribution to society.	reject	This was resolved with a new citation in Round 3 voting and was accepted
<i>Integrated Physics and Chemistry Student Edition</i>	9781682316900	452	SE, p. 452, Chapter 4, Section 2, Investigate 2 safety instructions on left side of page PDF 492	View Link	Please clarify what is meant by Investigate 2 since question 2 is using the periodic table which does not require safety equipment. Question 6 does require safety equipment but it is not clear since the safety instructions are placed at a distance from this question.	reject	This was resolved with a new citation in Round 3 voting and was accepted
<i>Integrated Physics and Chemistry Student Edition</i>	9781682316900	480-483	SE, p. 480-483, Chapter 4 Section 5, Chem Talk read and share out of two graphs on 2nd page of Chem Talk PDF 520 - 523	View Link	Perhaps adding a question for the students to draw an energy diagram and label it or answering questions based on an energy diagram would help meet the student expectation.	reject	This was resolved with a new citation in Round 3 voting and was accepted
<i>Integrated Physics and Chemistry Student Edition</i>	9781682316900	503	SE, p. 503, Chapter 4, Section 7, Inquiring Further #4. PD 543	View Link	Please clarify what is meant by #4 since there are no numbers or questions in the location given.	reject	This was resolved with a new citation in Round 3 voting and was accepted
<i>Integrated Physics and Chemistry Student Edition</i>	9781682316900	503	SE, p. 503, Chapter 4, Section 7, Inquiring Further #3 PDF 543	View Link	Please clarify what is meant by #3 since there are no numbers or questions in the location given.	reject	This was resolved with a new citation in Round 3 voting and was accepted
<i>Integrated Physics and Chemistry Student Edition</i>	9781682316900	pg8	SE, p. 8 Chapter 1, Section 1, Investigate question 7b, Part B. PDF pg 48	View Link	Could encourage more student dialog/question generation if you have student collaborate and compare their results with other students. This would encourage more questioning, evaluation, and feedback between classmates.	reject	This was resolved with a new citation in Round 3 voting and was accepted

Integrated Physics and Chemistry

Integrated Physics and Chemistry : ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Integrated Physics and Chemistry Student Edition</i>	9781682316900	291	cartoon image of grocery aisle	View Link	Its on page 301	reject	This was resolved with a new citation in Round 3 voting and was accepted
<i>Integrated Physics and Chemistry Student Edition</i>	9781682316900	639	What Do You See? cartoon. PDF 684	View Link	page 646	reject	This was resolved with a new citation in Round 3 voting and was accepted

Publisher: Summit K12 Holdings

Integrated Physics and Chemistry

Dynamic Integrated Physics and Chemistry: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	1	1.6 Lesson Guide -- under Teach and Discuss - 1st gray box activity - "Gravitational Force Virtual Lab - Key" - Steps 1 and 2	View Link	include more examples/ questions on distance	accept	Thank you. We have added more examples and calculations to this activity.
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	1	1.1 Video -- Velocity - timestamp 2:50 - 3:09	View Link	A best practice is using equations like math not using "the triangle" shortcut.	accept	Thank you. We will remove the triangle short cut from our content.
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	1	1.2 Study Guide Key -- Wrap Up Section	View Link	Missing x-axis label. It should be: time (s).	accept	This has been corrected to (time) s.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	1	1.5 Study Guide Key -- Core Vocabulary Section - Questions #2, 6, 8	View Link	Recommend expanding the activity to increase the rigor, perhaps an open-ended essay explanation instead.	reject	Thank you. We already have additional opportunities for students to make connections and draw conclusions about the content in the study guide.
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	1	IPC Study Notes -- 1.6 Gravitational and Electrical Forces	View Link	add examples/calculations to show the relationship mathematically	accept	Thank you. We will add more calculations and examples.
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	1	2.1 Formative Assessment 1 -- Question 4 - "Analyze the transfer of electrical energy for a string of Christmas tree lights, which is a series circuit, by moving the arrows to the correct location. Arrows may be used more than once. Move ONE correct answer to each box.."	View Link	Consider adding a live activity or PhET simulation for students to actually construct and not just design the circuit.	reject	Thank you. We already have activities such as the one that was suggested.
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	1	IPC Study Notes -- 1.6 Gravitational and Electrical Forces	View Link	add more examples and calculations about changes	accept	Thank you. We will add more examples and calculations for student practice.
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	1	IPC Study Notes -- 1.6 Gravitational and Electrical Forces	View Link	expand notes to include an example calculation with evidence	accept	Thank you. We have added three pages to the 1.6 Study Notes, including calculations for gravitational force and an example.
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	1	IPC Study Notes -- 1.6 Gravitational and Electrical Forces	View Link	not robust/rigorous enough - add evidence based calculation	accept	Thank you. We have added three pages to the 1.6 Study Notes that include calculations for gravitational force and an example.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	1	IPC Study Notes -- 1.6 Gravitational and Electrical Forces	View Link	The factual information is there; however, I would suggest that the teacher do some sample calculations. You could include distance and mass and how they change the forces.	accept	Thank you. We have added these suggestions to our teacher notes.
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	2	2.4 Study Guide Key -- Apply	View Link	Explanation should include transfer of energy between liquids. Also under Core Vocabulary on the key - conduction definition should include liquids	accept	Thank you. We will add this additional connection.

Publisher: TPS Publishing

Integrated Physics and Chemistry

STEAM into Integrated Physics and Chemistry - High School Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Integrated Physics and Chemistry</i>	9781788059893	p182	task 4	View Link	Change the wording to "formulate an equation that would link "	reject	Sorry, we cannot understand which part of the task SRP believe the wording should change. We do not ask students to come up with an equation.
<i>Student Textbook - Integrated Physics and Chemistry</i>	9781788059893	p314	p314	View Link	In general on any field trip that takes place would be good to place some general rules such as close toes shoes, sunscreen, hat, appropriate clothing.	accept	Thanks and agreed. Please see section for TEKS 1C starting on page 19, where this is covered.

Publisher: Accelerate Learning Inc.

Physics

STEMscopes Science TX - Physics: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Physics (Online)</i>	9798888266748	4-6	Narrative 1: Refer to STEMscopedia pages 4-6 that focuses on past research and methodologies that studied the photoelectric effect.	View Link	Link is broken can not view content.	accept	Other citations were approved - no change needed
<i>STEMscopes Science TX - Physics (Online)</i>	9798888266748	7	Refer to the document titled "Physics 5.f.i.ii.vi.viii.ix.x & 5.g.iii" Page 7 highlighted text		These pages for forces are well done	accept	No change needed
<i>STEMscopes Science TX - Physics (Online)</i>	9798888266748	8	Refer to the document titled "Physics 5.f.i.ii.vi.viii.ix.x & 5.g.iii" Page 8, paragraphs 1-4, highlighted text		Great explanation!	accept	No change needed
<i>STEMscopes Science TX - Physics (Online)</i>	9798888266748	9	Refer to the document titled "Physics 5.f.i.ii.vi.viii.ix.x & 5.g.iii" Page 9, highlighted text.		Great diagrams and explanations.	accept	No changes needed

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Physics (Online)</i>	9798888266748	page 1-2 reading pas- sage	Click on the following: Graphing Motion, Elaborate (top left), Science Today (drop-down under Elabo- rate), View Files (open book icon on top right side), Student Handout, Students will read a relevant pas- sage with the final paragraph citing hu- man benefit and ef- fects	View Link	The article about land migration is really good. however the title of the article 'Under the sea, humans have change ocean sounds' does not go with the article.	accept	Article title will be updated to be New migration maps serve as tools to help big game in West
<i>STEMscopes Science TX - Physics (Online)</i>	9798888266748	page 6	Click on the following: Projectile Motion, Evaluate (top right), Scope Assessment (drop-down under Evaluate), View Files (open book icon on top right side), Student Handout, Students will answer a specific ques- tion	View Link	The description should indicate students should answer question 10 in order for the citation to be accurate.	reject	New citation submitted
<i>STEMscopes Science TX - Physics (Online)</i>	9798888266748	page 9 Scien- tist in the Spotlight	<p>Click on the follow- ing: Characteristics of Waves, Explain (top left), STEMscopedia (drop-down under Explain), View Files (open book icon on top right side), Click on the following: Student Handout, Students will read a relevant pas- sage</p>	View Link	<p>A little more information on the three scientists at LIGO and their diversity (there doesn't appear to be parameters in the TEKS as to what that entails) would be a more enriching for the student.</p>	reject	Addressed in other elements throughout the curriculum

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Physics (Online)</i>	9798888266748	page 9 Scientist in the Spotlight	Click on the following: Characteristics of Waves, Explain (top left), STEMscopedia (drop-down under Explain), View Files (open book icon on top right side), Click on the following: Student Handout, Students will read a relevant passage	View Link	Stating LIGO scientists are a diverse group while technically meets the TEK does not provide enough detail to show the diversity of scientists. The meaning of this is to show students that there are scientists like them (A scientist is not just a white middle aged man.) This TEK is meaning to showcase women, Hispanic, Black, Asian, Indigenous people, excreta working as scientists.	accept	Standard is appropriately addressed throughout several spots in the curriculum.
<i>STEMscopes Science TX - Physics (Online)</i>	9798888266748	reading passage	Click on the following: Real World Electromagnetism, Elaborate (top left), Reading Science (drop-down under Elaborate), View Files (open book icon on top right side), Student Handout-On Level, Students will read a relevant passage	View Link	The article touches briefly on the methodology in paragraph 3 when discussing low temperatures. The article could be worked a little more to included methodology in paragraph 2 when discussing a way to use superconducting electromagnets.	reject	New citation submitted to address concerns

Publisher: McGraw Hill

Physics

McGraw Hill Texas Physics: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	1	Lab: Field Investigation: Observing Weathering and Erosion, "Safety"	View Link	Most of the labs have the safety equipment symbols, while this is acceptable notation I would encourage you to think about also breaking it out into a description of the equipment needed.	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	1, 2	Applying Practices: The Big Bang Theory, entire activity	View Link	I would be careful with topics such as the Big Bang theory; it has become more controversial and has been removed from TEKS in younger levels. I am not sure it is taught at all in school anymore unless the teacher decides to add it to the curriculum. Maybe relate it to the big bang without explicitly stating it is the big bang you are referring to.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	1, 2	Applying Practices: Use a Computer Simulation, under "Get Started" and "Brainstorm Solutions"	View Link	As in the previous two feedbacks, this pertains more to biology/ecology. Perhaps find a physics example that may work better.	reject	Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	1, 2	Applying Practices: Use a Computer Simulation, under "Get Started" and "Brainstorm Solutions"	View Link	Use a physics specific example would be better.	reject	Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	1, 2	Applying Practices: Use a Computer Simulation, under "Get Started" and "Brainstorm Solutions"	View Link	Same as the previous comments on this example. Students will need to know the models in order to propose solutions. It seems a bit out of place to have a biology based question in a physics book.	reject	Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	105–106	Digital: 29 of 197 Print: 105–106 Under "Free-Body Diagrams" and "Using free-body diagrams," all paragraphs and "Problem-Solving Strategy," all steps	View Link	The force of Earth's mass on the ball would be better labeled as gravity.	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	112–113	Digital: 30 of 197 Print: 112–113 Under "Newton's Second Law," paragraphs 1–2; under "Solving problems using Newton's second law," paragraph 1; "Example Problem 1: FIGHTING OVER A PILLOW"	View Link	Label the forces as applied.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	164–168	Digital: 42 of 197 Print: 164–168 Under "Path of a Projectile," all paragraphs; Under "Independence of Motion in Two Dimensions" and its subheads, all paragraphs; under "Horizontally Launched Projectiles" and its subheads, all paragraphs, "Problem-Solving Strategies: Motion in Two Dimensions" (Steps 5–7), and "Example Problem 1: A SLIDING PLATE"	View Link	Duplicate picture	accept	Thank you for your feedback. Figure 1 is repeated in error in the eBook. This will be adjusted.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	2	Applying Practices: Design a Solution, under "Work Through It," Step 9	View Link	As in previous example, use something that pertains to physics; it would allow it to be more relevant, authentic and organic.	reject	Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	2	Applying Practices: The Big Bang Theory, under "Presentation"	View Link	The Big bang theory is no longer taught in school. (They removed it from the texts in the middle school level; so unless it is taught somewhere else I do not know;)	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	2	Lab: Organizing Quantitative and Qualitative Data, under "Scenario B," step a	View Link	Take out the if needed. The TEK states that students are to organize quantitative data using labeled diagrams; It is fine that they are creating a pie chart/ diagram but the instructions state to include key if needed. It should be; Organize the data in a pie chart (also called a circle graph). Do not forget to include labels or a key.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	2, 3	Lab: Pendulum Vibration, under "Procedure," Steps 6–11 and 14, and "Data and Observations"	View Link	For data tables I recommend adding the SI units to the titles of rows/columns. This is standard science practice.	accept	Thank you for your feedback. We will make this adjustment.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	2–3	Applying Practices: Design a Solution, under "Finish Up," Bullets 1–2	View Link	Would be great if this was a physics based application.	reject	Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	2–3	Applying Practices: Design a Solution, under "Finish Up," Bullets 1–2	View Link	A more practical example should be based in a physics domain. Ecology and Biology is ok, but it is lacking a practice application to the course the student is taking, physics.	reject	Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	3	Lab: Free-Fall Acceleration, under Analyze and Conclude, Question 1	View Link	It was Pg 4	reject	Thank you for your feedback. The need to navigate the pages to see the full content is an artifact of the tool we used to create citations.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	3	Under "Scientific Tools" and its sub-heads, all paragraphs	View Link	I would definitely considered updating the pictures of the technological apparatus. Especially the calculator the TI 83 has been used ubiquitously for the past 20 year, a picture of that would be great.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	4	Lab: Force, Mass, and Acceleration, under "Analyze and conclude," Question 2	View Link	While question 2 does say they should draw a graph with x and y axis it does not specify a line graph. A scatter plot uses x and y also.	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	43–44	Digital: 16 of 197 Print: 43–44 Under "Vectors and Scalars," paragraph 1; under "Time intervals are scalars," paragraphs 1–3	View Link	There is no scalar quantity in two dimensions technically. At the same time technically they are referring to time for this so it should be specifically stated that time is the only scalar quantity in two dimensions when specifically distinguishing between one and two dimension. Or a special note about how time can only be linear and in one direction so it doesn't change direction.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	4–5	Lab: Coefficient of Friction, under "Analyze and Conclude," Questions 5, 8	View Link	This is a little advanced trying to include the angle at this time for on-level physics. I would start with solving non angle friction problems first.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	55	Digital: 18 of 197 Print: 55 Under "Potting Data," Paragraphs 1–2	View Link	I am accepting although it does not specifically state using technology because a teacher could use this to teach graphing by hand or tech here. I would mention in the paragraph that data can be collected by using motion detectors or stopwatches so it can be done either way.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	55	Digital: 18 of 197 Print: 55 Under "Potting Data," Paragraphs 1–2	View Link	Description typo, plotting data.	reject	The error was in the citation reference, not the student materials.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	55–59	Digital: 18 of 197 Print: 55–59 Under "Position-Time Graphs," all paragraphs	View Link	Same as before accepting because the teacher could pull tech to teach this by hand and with technology but I would mention it can be done using tech somewhere.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	60	We are updating the rejected citation and are providing a new citation. For the new citation, we propose to provide an edited version of page 60 of the Student edition, which will have an equation relating distance to speed. This citation can be found after paragraph 2 on page 60 of the Student Edition.		No citation provided. Please include the URL since no physical materials were provided to the reviewers.	reject	The new citation was sent as a PDF to show text corrections to meet the TEKS.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	7	Lab: Pendulum Vibrations, under "Analyze and Conclude," Question 12	View Link	Observations of a pendulum over a day would not be realistic as most would cease swinging after a few hours.	accept	Thank you for your feedback. We will add a note that this is an ideal pendulum that is not subject to friction.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	76–77	Digital: 23 of 197 Print: 76–77 Under "Velocity-Time Graphs," Paragraphs 1–2; Under "Slope on a velocity-time graph," Paragraphs 1–2; Under "Interpreting velocity-time graphs," Paragraphs 1–5	View Link	Same as before accepting because the teacher could pull tech to teach this by hand and with technology but I would mention it can be done using tech somewhere.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	78	Digital: 23 of 197 Print: 78 Under "Acceleration-time graphs," Paragraphs 1–2	View Link	Same as before accepting because the teacher could pull tech to teach this by hand and with technology but I would mention it can be done using tech somewhere.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	8	Lab: Pendulum Vibrations, under "Analyze and Conclude," Question 13	View Link	First was going to reject because when you click on the Analyze and conclude tab on the left it only shows page 4 when you scroll down. We had to play with it to find out that you have to use the arrows to click to page 8. It was a little confusing at first. I would make it if you click on the left tab that that pulls ALL the pages for that section you are jumping to especially for people that do not know you have to use the arrows and there are more pages. (although yes it says 4 of 9 I did not see that at first so thought it just ended at question 3)	reject	Thank you for your feedback. The need to navigate the pages to see the full content is an artifact of the tool we used to create citations.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	9	Lab: Pendulum Vibrations, under "Analyze and Conclude," Question 17	View Link	do not say or	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	9	Lab: Pendulum Vibrations, under "Analyze and Conclude," Question 17	View Link	Take out the or make it separate for each TEK or say 'and'	reject	Thank you for your feedback. We will take this into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	Digital Suite	Physics TEKS Sampler Test, Question 136B: "Describe how conservation of charge…"	View Link	This should include the situation so we know that conduction is expected in the answer and/or specifically ask the question using conduction.	reject	Thank you for your feedback. The situation was described in 136A which will be viewable to the student when they take the assessment.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	Digital Suite	Physics TEKS Sampler Test, Question 43: "A bar magnet with north and south poles marked…"	View Link	specifically state that in the explanation include scientific principles that lead to your conclusion.	accept	Thank you for your feedback. We will make this adjustment.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	Digital Suite	Physics TEKS Sampler Test, Question 43: "A bar magnet with north and south poles marked…"	View Link	Great question!	reject	Thank you for your feedback!
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	Digital Suite	Physics TEKS Sampler Test, Question 136B: "Describe how conservation of charge…"	View Link	Question is bit broad for the TEK, which is more specific as to material and type of charge.	reject	Thank you for your feedback. We have met the TEKS and we will take enhanced coverage into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	Digital Suite	Physics TEKS Sampler Test, Question 136B: "Describe how conservation of charge…"	View Link	Needs more specificity to align with the TEK fully	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	Sci-18–Sci-19	Digital: 5 of 197 Print: Sci-18–Sci-19 Under "Constructing explanations and designing solutions," Paragraphs 1–3	View Link	The TEK says to develop explanations supported by models and consistent with scientific principals. I am accepting because the teacher can teach this by providing a model. But for extra emphasis and to really ensure that this tek is hit; my suggestion is to add a model for a visual explanation or example to help give this concept a concrete example.	reject	Thank you for your feedback. We have met the TEKS and we will take enhanced coverage into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	Sci-18–Sci-19	Digital: 5 of 197 Print: Sci-18–Sci-19 Under "Constructing explanations and designing solutions," Paragraphs 1–3	View Link	I like how this was a follow on from a previous example, however I would question the use of biology/ecology as an example, without having an explicit physics tie in. Bio physics is a fast developing discipline but perhaps best left to the tertiary level of education?	reject	Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration.

Physics

McGraw Hill Texas Physics: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	1	Applying Practices: Investigate Quantum Computing, under "Process," Paragraph 1	View Link	While this citation is broad enough to encompass the myriad of ELPS that it is linked to. I do believe the student would be better served with a more explicit list of tasks to accomplish while performing their research.	reject	Thank you for your feedback. We will take this into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	2	Applying Practices: Engage in Scientific Argument: Nuclear Energy, under "Debate," Step 4	View Link	Are we to assume that the seeking of clarification will be in the attempt to answer the question? If so then the ELPS is met, if not then perhaps a more explicit attempt at gaining the clarification would be needed.	reject	Thank you for your feedback. We have met the ELPS and we will take enhanced coverage into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	2	Applying Practices: Engage in Scientific Argumentation: Nuclear Energy, under "Debate," Step 1	View Link	Step 1 just requires the teacher to give the rules, one would assume that would include the necessity of the student to speak but it is not explicit.	reject	Thank you for your feedback. We have met the ELPS and we will take enhanced coverage into future consideration.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384	2	Applying Practices: Engage in Scientific Argumentation: Nuclear Energy, under "Debate," Step 1	View Link	While it is understood the giving the rules (as required in step 1) of a debate, would include the requirement for the student to speak it does not state it explicitly.	reject	Thank you for your feedback. We have met the ELPS and we will take enhanced coverage into future consideration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	367	Digital: 82 of 197 Print: 367 Figure 22	View Link	Environmental print usually has words on or with the sign but I assumed it came with the print describing the figure so I am accepting it based on that.	reject	Thank you for your feedback.

Publisher: Myriad Sensors, Inc.

Physics

Conceptual Academy Physics (Texas Edition): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Conceptual Academy Physics Student Edition</i>	978196187026	Card 0.1 (a)	Card 0.1 (a) Rational Thinking	View Link	About 2/3rds of all stars in the sky have Arabic names pointing to the astronomical prowess of Islam. Arabic numerals are actually Hindu in origin indicating their mathematical skills. While not a big deal, I think that Arab nations would be mentioned in the star section and Indian nations would be mentioned with mathematics	accept	We agree with your comment and sentiments. Thank you for this comment, which will help us highlight the diversity of cultures that have contributed to our current understandings of the natural universe.
<i>Conceptual Academy Physics Student Edition</i>	978196187026	Card2	Card 2: The Coin-Flip, second paragraph	View Link	Pairing this with the limitation of models could be very interesting. Physics has many models to explain the same of similar phenomena and, within their stated regime, are backed up by experimental data.	accept	Thank you for this feedback. Limitation of a model based upon sample size is something we look forward to exploring in the development of further activities.
<i>Conceptual Academy Physics Student Edition</i>	978196187026	Card2	Card 2: The Coin-Flip, second paragraph	View Link	Honestly, arguing about a coin flip is pretty lame. Pairing this with the limitation of models could be very interesting. Physics has many models to explain the same of similar phenomena and, within their stated regime, are backed up by experimental data.	reject	Thank you for this feedback. This activity pushes students to consider the value of n in a statistical analysis. Indeed, doing a single coin flip and only a single coin flip in an activity could be considered lame. For this activity, however, students explore the importance of adequate sampling.
<i>Conceptual Academy Physics Student Edition</i>	978196187026	Card3	Card 3 Section: 6.4 (b) Concept Check	View Link	The teacher notes here are phenomenal: a cannonball shot up will hit after, a cannonball shot down will hit ground before, there must be an angle that they hit the same time. This technique is used in science ALL the time and could be used multiple times in this conceptual course to get at answers without intense calculations. If possible, please bring this line of reasoning up more especially in some of the process TEKS!!!!	accept	This feedback has been shared with our authors and we will do our best to include this helpful suggestion. For example, this insight would make for an effective Practice Page worksheet. Thank you!

Publisher: Savvas Learning

Physics

Texas Experience Physics (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Physics Student Handbook</i>	9781418358860	118	page 118, Velocity for a Circular Orbit	View Link	Would rather have notion using the square root symbol than the power of $\frac{1}{2}$ that is used. Even though it is not inaccurate, it is a more complicating step that unnecessarily complicated the math.	reject	Thank you for the feedback. The notation is accurate and we use both notations in the course. Students taking physics would have seen this notation and used it before in mathematics courses.
<i>Physics Student Handbook</i>	9781418358860	14	page 14, An Ant on a Meter Stick Sample Problem	View Link	Mention to draw a graph or picture to help visualize the situation. It is a constant reminder all year to tell students to do this.	reject	Thank you for the feedback. There is a picture on the page already and instruction #1 tells the student to draw a picture.
<i>Physics Student Handbook</i>	9781418358860	149	page 149, Question 10	View Link	I would add caution to using Mu as in micro Coulombs if it hasn't been introduced earlier.	reject	Thank you for the feedback. Students should be familiar with the Greek letter mu for micro from the Introduction to Science and Engineering Experience 2, page 8.
<i>Physics Student Handbook</i>	9781418358860	179	page 179, Parallel Resistance	View Link	This page would be a better page for helping students understand schematics and what parallel looks like vs series. (If you do not want to add in a parallel schematic breakdown specifically in the 130s pages after series.)	reject	Thank you for the feedback. The page shows a schematic to prepare students for later instruction about what schematics are, and along with the page before this one, these pages clearly show the difference between series and parallel.
<i>Physics Teacher Guide</i>	9781418358877	196	page 196, Energy in Electric Circuits - Experience Handbook: Ohm's Law	View Link	Parallel is implied in the question but is not implicit.	reject	Thank you for the feedback. The question is about a simple series circuit with one battery and one resistor. A parallel circuit is not implied.
<i>Physics Student Handbook</i>	9781418358860	229	page 229, Question 71	View Link	This question is a restating of the TEK but doesn't really make for a great question for a student to answer.	reject	Thank you for the feedback. By the time the students reach this question, they will have gone through all of the content of the investigation and should be able to answer it as it is a restating of the TEKS. This TEKS has also been covered before in the work the student has done.
<i>Physics Student Handbook</i>	9781418358860	332	page 332, Ohm's Law	View Link	Generic information; does not specify but still satisfied the TEK	reject	Thank you for the feedback. As noted in the feedback, the TEKS is satisfied, and we have already addressed this in a change for an accepted new citation for TEKS 6E.
<i>Physics Student Handbook</i>	9781418358860	332	page 332, Ohm's Law	View Link	This satisfies the TEK that current will be calculated but it is not specific to series circuits for this citation.	reject	Thank you for the feedback. We have already addressed this in a change for an accepted new citation for TEKS 6E.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Physics Student Handbook</i>	9781418358860	332	page 332, Ohm's Law	View Link	Satisfies the TEK but Current is calculated differently as a whole in parallel vs series. That should be mentioned somewhere in this unit.	reject	Thank you for the feedback. We have already addressed this in a change for an accepted new citation for TEKS 6E.
<i>Physics Student Handbook</i>	9781418358860	334	page 334, Circuit Elements and Diagrams (8-2)	View Link	Circuit diagram includes capacitors and LED, which are not covered in the TEK 6.	reject	Thank you for the feedback. TEKS is covered and the extra circuit elements are not used for problems or assessment, but it is useful for students to know that there are circuit elements beyond the ones in the TEKS.
<i>Physics Student Handbook</i>	9781418358860	334	page 334, Circuit Elements and Diagrams Simple Circuits	View Link	Make the information specific to a series circuit. Not just called a simple circuit.	reject	Thank you for the feedback. The page clearly states, "All elements are in series." at the end of the first paragraph.
<i>Physics Student Handbook</i>	9781418358860	334	page 334, Question 21	View Link	Make it specific to a series circuit and not just a simple circuit.	accept	Thank you for the feedback (this is repeated in the previous feedback item). We are changing the beginning of this question to "Design a series circuit ...". Revised copy of this page: https://drive.google.com/file/d/1KLqY_NnWYN1JqUre8NESd9uwCePgjVs/view?usp=drive_link
<i>Physics Student Handbook</i>	9781418358860	334	page 334, Question 21	View Link	Should Specifically state design a series circuit	accept	Thank you for the feedback (this is repeated in the next feedback item). We are changing the beginning of this question to "Design a series circuit ...". Revised copy of this page: https://drive.google.com/file/d/1KLqY_NnWYN1JqUre8NESd9uwCePgjVs/view?usp=drive_link
<i>Physics Student Handbook</i>	9781418358860	337	page 337, Joule's Law	View Link	Does not specifically reference series and parallel circuits.	reject	Thank you for the feedback. We have already addressed this in a change for an accepted new citation for TEKS 6E.
<i>Physics Student Handbook</i>	9781418358860	355	page 355, Question 53	View Link	This is a combined circuit. TEK asks for series, but I agree that some of the resistors are in series.	reject	Thank you for the feedback. The accepted citation for this TEKS was for question 61 so this does not need to be a pure series circuit.
<i>Physics Student Handbook</i>	9781418358860	355	page 355, Question 52	View Link	There should be more practice just of schematic pictures analyzing series and parallel circuits for more practice looking at those.	reject	Thank you for the feedback. This is being addressed elsewhere such as in the lab background included as part of the accepted new citation for TEKS 6E.
<i>Physics Student Handbook</i>	9781418358860	355	page 355, Question 53	View Link	Mixed circuit, needs to be specifically parallel.	reject	Thank you for the feedback. We have already addressed this in a change for an accepted new citation for TEKS 6E.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Physics Student Handbook</i>	9781418358860	355	page 355, Question 53	View Link	While it has parallel branches this is a mixed circuit with both types present.	reject	Thank you for the feedback. As noted in a different feedback item, the TEKS is satisfied, and other questions/problems changed for the 6.E.ii activity breakout for the student address the issue
<i>Physics Student Handbook</i>	9781418358860	355	page 355, Question 53	View Link	Mixed circuit but satisfies the TEK	reject	Thank you for the feedback. As noted in the feedback, the TEKS is satisfied, and other questions/problems changed for the 6.E.ii activity breakout for the student address the issue
<i>Physics Student Handbook</i>	9781418358860	386	page 386, Converting Wave Energy into Mechanical Energy and Infographic	View Link	The final formula that energy is proportional to $(F^2)(A^2)$ is not a part of the TEKS and would be of a rigor that exceeds what is taught for regular physics.	reject	Thank you for the feedback. The final formula is enrichment and within the ability of students to understand; but students are not assessed on their understanding of the formula.
<i>Physics Student Handbook</i>	9781418358860	56	page 56, Question 8	View Link	The words written in blue don't seem to make much sense in this context.	reject	Thank you for the feedback (which is repeated in the next feedback item). The words in blue refer to the Theme of Scale, Proportion, and Quantity that the question addresses. The question is about how acceleration changes when mass changes, which is a question of proportion.
<i>Physics Student Handbook</i>	9781418358860	56	page 56, Question 8	View Link	The lead in words to the question don't seem to make sense here> THEME scale, proportion and Quantity??	reject	Thank you for the feedback (which is repeated in the previous feedback item). The words in blue refer to the Theme of Scale, Proportion, and Quantity that the question addresses. The question is about how acceleration changes when mass changes, which is a question of proportion.
<i>Physics Student Handbook</i>	9781418358860	59	page 59, I Push You, and You Push Back	View Link	This illustration and example are well done!	reject	Thank you! We are rejecting this because we are not making any changes, but we do appreciate the comment.
<i>Physics Student Handbook</i>	9781418358860	75	page 75, Solving Two-Dimensional Force Problems Infographic	View Link	The level of rigor, for all these questions involving a "ground force (FG), isn't something we teach at the regular physics level. We don't teach "ground forces" as a combination of friction and normal force (linked to gravity force) at this level. We can keep it at Force normal and friction as two separate applications.	reject	Thank you for the feedback. Students are not assessed at this level of rigor, but it is within their ability and serves as enrichment for the topic.
<i>Physics Student Handbook</i>	9781418358860	77	page 77, Question 44	View Link	I approved the citation since it is technically right, but the rigor is too high. We don't teach "ground forces" as a combination of friction and normal force (tied to mg) at this level.	reject	Thank you for the feedback. As noted in the feedback, the citation has been accepted as is. Students can see that the two forces add together to act on an object and teachers can adjust for rigor. The Sample Problem on the page directly before this one shows the students how to solve this problem.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Physics Student Handbook</i>	9781418358860	77	page 77, Question 44	View Link	Add to not forget to use free body diagrams when solving problems.	reject	Thank you for the feedback. Student can solve the problem as they see fit, but the use of a free-body diagram is already shown in the stepped-out solution to the immediately preceding sample problem, so it should be obvious this is the preferred method for this problem as well as the others on this page.
		all	The book function in general		Please allow a way to zoom in on the text for people that need to see the content bigger. It helps teachers that need computer glasses and students that have sight accommodations. Also the little message when you hover over the buttons in the gray to tell what the button is or does would be beneficial to those who have no idea what they do. (They are great and awesome buttons though) But zooming in on the text will be a wonderful benefit for everyone. Currently when I zoom it zooms the gray bars but not the text ... we need the text zoomable	reject	Thank you for the feedback. Zooming functionality will be present in the digital program on Savvas Realize in our post adoption sample. No further change is needed for this. The gray buttons are for the flipbook provided for reviewers.
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Analyzing Data: Dielectric Materials (On the first page find paragraph 1, paragraph 2)	View Link	While Moore's law is an observation of a trend, I would like to see a statement to the fact that it isn't a physics law in the academic sense of the word. in keeping with Moore's Law	accept	Thank you for the feedback. We are adding this to the sentence so it reads: These are typically used to allow for continued miniaturization of microelectronic components, in keeping with Moore's Law, which is more of an observation than an actual physical law. Revised copies of the worksheet: Student worksheet: https://docs.google.com/document/d/1etDcalEyHCCpjp5W-ZBP5RIZjXqLKuNpkedHjwnHI/edit Teacher worksheet: https://docs.google.com/document/d/1e-tHWMPeQYghp5r_LQuu4m_9HL-oqCf4kZP309uOaw/edit

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Introduction to Science and Engineering Worksheet (Scroll to the second page and find Question 6)	View Link	be more specific in the instructions if the TEK is for the past ask for one example from the past. If the TEK is for current; ask for one example from the past 5-10 years. (more current time frame) or change it to two examples one from the past one more current.	accept	<p>Thank you for the feedback. We will change this to:</p> <p>In many cases, the impacts to scientific thought and society from past and current research come about through unintended consequences. Sometimes these unintended consequences can have a positive impact, and sometimes these unintended consequences have negative impacts. Carry out literature research to describe one example of a positive unintended consequence of scientific research and one example of a negative consequence. Do this for both an example of past research and an example of current research.</p> <p>Revised copies of the worksheet:</p> <p>Student worksheet: https://docs.google.com/document/d/1QU6cFjnGxGxLzceJ4DYccjNniMdTUSlks9QnyS76all/edit</p> <p>Teacher worksheet: https://docs.google.com/document/d/10icqPkY3FFHi7IfnYrqITw-5eU1A6K3YXLCXFKTESQk/edit</p>
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Inquiry Lab - Advanced: Particle Nature of Light (Scroll to the second page and find Part 1, Step 1)	View Link	Change the following sentence The phosphorescent strip glows when excited electrons on its surface fall back to their ground states and emit photon of energy on the electromagnetic spectrum.	accept	<p>Thank you for the feedback. Changing this sentence is also requested in the next feedback item. We are accepting both and are changing it to:</p> <p>The phosphorescent strip glows when excited electrons on its surface fall back to their ground states and emit photons of energy on the electromagnetic spectrum.</p> <p>Revised copy of worksheet: https://docs.google.com/document/d/1bt2QpFzHsnloC9yuhyEFpb7qPEyqDp85xsuVbCMI4ul/edit</p>
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Inquiry Lab - Background: Model the Orbital Motion of Planets (On the first page find paragraph 1)	View Link	First and second paragraph should be written a little differently to make sense of why you are name dropping the scientists and their contributions to planetary motion.	reject	<p>Thank you for the feedback. These paragraphs provides background on the science of planetary motion and include the names of the scientists whose work contributed to our understanding. The feedback does not specify how this should be written differently.</p>
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Inquiry Lab - Advanced: Model Projectile Motion (Scroll to the fourth page and find Step 14)	View Link	It states to use safety equipment but I would just add what that equipment is for the students if they do not know.	reject	<p>Thank you for the feedback. Safety equipment is detailed in the Teacher Guide and in the lab videos on safety, and the lab does specify safety glasses for this experiment.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Physics Digital Components	9781428553965	worksheet link	Performance Based Assessment: What Causes the Seasons? (On the first page find Paragraph 2)	View Link	This does satisfy the TEK but I would not use it in my classroom because it is related to seasons which is not used or taught in physics.	reject	Thank you for the feedback. As noted, it does satisfy the TEKS. Other teachers might find it useful to illustrate the concepts in physics.
Physics Digital Components	9781428553965	Worksheet Link	Engineering Workbench: Design an Electronic Quiz Board (On the first page find paragraph 1)	View Link	Should take out the 'or' for this project. It is a group project so the presentations and conclusions should be a group evaluation. But, if this is to satisfy the individual then their only option should be individually to the teachers, admin, or other students.	accept	Thank you for the feedback. This was also noted in the SRP errors and was accepted there as well. We are changing this to: Organize all the quantitative data that describes your model quiz board using a labeled diagram. Then, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Revised copy of worksheet: https://docs.google.com/document/d/12EGFYe6342G0dgoj43PDiFwIxB9Pw9jYaQx83QCDCw/edit
Physics Digital Components	9781428553965	Worksheet Link	Engineering Workbench: Egg Supply Drop (Scroll to the fourth page and find Step 9)	View Link	take out the or; for individual teks the only option should be for individuals not in a group.	accept	Thank you for the feedback. This was also noted in the SRP errors and was accepted there as well. We are changing this to: Following your teacher's guidance, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Be sure to include your design planning, testing, and evaluation steps, in addition to the final design. Revised copy of worksheet: https://docs.google.com/document/d/1uuQAeITbaakadGHEdh4GumLjN9iOmdju3SHL-ZxVedl/edit
Physics Digital Components	9781428553965	Worksheet Link	Inquiry Lab - Background: Magnetic Force and Separation Distance (Scroll to the second page and find paragraph 5)	View Link	First SI units are not being used; we use meters not centimeters. While this is technically correct; the formula used here for magnetic force we use in usually $F = qvB$ or $F = BiL$ to really solidify this concept why not use the gravitational force that you use as an example any way instead of using that as the example to introduce $1/d^2$ then changing it to magnetism for the concept of inverse relationships.	accept	Thank you for the feedback. <i>We are accepting part of this feedback.</i> We will make the change from cm to m to keep units as standard SI. The background document does not actually provide any of the force equations but just shows the force relationships that are the same across gravity, electricity, and magnetism. We are not changing this, as the equations are provided in the Experience Handbook. Revised copy of worksheet: https://docs.google.com/document/d/1FMIIQzKB123nH3ZuvfV9tre_A3mkpUw4S6MzEuRrIA/edit

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Performance Based Assessment: Clothing and Sun Protection (Scroll to the second page and find Step 2)	View Link	Rewrite whole paragraph. Some sentences need to be broken to smaller sentences and some need to be combined with semicolon or commas. Just for the flow and for it to sound better for Teachers and Students while reading it. Suggestion: Develop critical thinking skills, by conducting experimental tests, collecting empirical evidence and using logical reasoning; to evaluate and critique scientific explanations about the damaging effects of UV radiation on humans and solutions that could offer protection.	accept	<p>Thank you for the feedback. We are changing this as suggested:</p> <p>Develop critical thinking skills, by conducting experimental tests, collecting empirical evidence and using logical reasoning; to evaluate and critique scientific explanations about the damaging effects of UV radiation on humans and solutions that could offer protection.</p> <p>Revised copies of worksheets: Student worksheet: https://docs.google.com/document/d/149xOu7GDg4CYUWrVPkXJAervk1QUKJstplFMXA6aSR4/edit</p> Teacher worksheet: https://docs.google.com/document/d/10Y8yer9N_h6pxLz1sHcp48aTHolnkuwIUWgl1_UeBs/edit
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Inquiry Lab - Advanced: Particle Nature of Light (Scroll to the second page and find Part 1, Step 1)	View Link	The phosphorescent strip glows when excited electrons on its surface fall back to their ground states and emit a photon of energy represented on the electromagnetic spectrum.	accept	<p>Thank you for the feedback. Changing this sentence is also requested in the previous feedback item. We are accepting both and are changing it to:</p> <p>The phosphorescent strip glows when excited electrons on its surface fall back to their ground states and emit photons of energy on the electromagnetic spectrum.</p> <p>Revised copy of worksheet: https://docs.google.com/document/d/1bt2QpFzHsnloC9yuhyEFpb7qPEyqDp85xsuVbCMI4ul/edit</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Inquiry Lab - Background: Electromagnetic Radiation and Matter (On the first page find paragraph 2)	View Link	The paragraph wasn't too clear on how the process of polarization related to conservation of charge.	accept	<p>Thank you for the feedback. We are adding two sentences. The revised paragraph follows, with the new sentences in bold:</p> <p>The positive and negative charges remain in the electroscope so it maintains a net charge of zero, and remains neutral. No electrons are actually transferred into or out of the electroscope. However, the unbalanced charge distribution causes the electroscope to be temporarily polarized. When the external charge is removed, the charges in the electroscope will once again become evenly distributed. The electric polarization will be lost and the foil leaves will collapse. Any charged object brought close to the electroscope will cause the foil leaves to diverge. The leaves will collapse when the charged object is removed. During polarization, the electroscope does not gain or lose any charge, and charge is conserved. Furthermore, no charge is created or destroyed, and therefore conservation of charge is observed during polarization. If an object that is not charged is brought close to the electroscope, the foil leaves will not diverge.</p> <p>Revised copy of worksheet: https://docs.google.com/document/d/1HEw9Dtn7IRwPwriBXO8auCuihcaJoK1V6OXjLrbkS4/edit</p>
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Inquiry Lab - Guided: Electric Fields (Scroll to the sixth page and find Question 2)	View Link	Quote The two point electrodes tested had opposite charges. Sketch your best guess for the field lines of two like-charge point electrodes. Your answer should be consistent with scientific models and principles. Unquote How would the student know which scientific models and principles to use, since this is their "best guess"	reject	Thank you for the feedback. The scientific models and principles the student will use are those presented in the lab, which the student will have done before answering the question.
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Performance Based Assessment: Build and Test an Electroscope (Scroll to the third page and find Step 8)	View Link	Figure three does not support step 8. the rod appears to be touching, which is not induction.	accept	<p>Thank you for the feedback. We are moving the art from step 8 to step 9 where the rod is charging the electroscope by conduction, and we are fixing the text accordingly.</p> <p>Revised copy of worksheet: https://docs.google.com/document/d/1oYb-31gk9pgnXh46ElnYUY7ZCIBq7h82iuKilOFkE/edit</p>
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Inquiry Lab - Background: Electromagnetic Radiation and Matter (On the first page find paragraph 2)	View Link	There is a lot of material placed into one paragraph. This is the citation for multiple TEKS Breakouts.	reject	Thank you for the feedback. The content TEKS having to do with induction, conduction, and polarization using different materials is covered in great depth in this lab, so it makes sense that many breakouts are hit here. The paragraph cited prepares students to do all the activities in the lab that hit the breakouts. All citations were approved.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Engineering Workbench: Design a Roller Coaster (On the first page find Safety)	View Link	Add punctuation. If, as part of this investigation you visit a local amusement park, use appropriate safety equipment and practices throughout your visit.	accept	Thank you for the feedback. Will be adding commas as requested: If, as part of this investigation you visit a local amusement park, use appropriate safety equipment and practices throughout your visit. Revised copy of worksheet: https://docs.google.com/document/d/1v5DiAqH8zhbF_Wzc6Fn_CWFnFvXmIL6sxdVMZDuls1k/edit
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Inquiry Lab - Advanced: Particle Nature of Light (On the first page find paragraph 1)	View Link	First Paragraph: Suggestion: The previous experiment demonstrated light's wave behavior when a red laser was shone at a very thin object and produced a diffraction pattern.	accept	Thank you for the feedback. We are changing this as suggested: The previous experiment demonstrated light's wave behavior when a red laser was shone at a very thin object and produced a diffraction pattern. Revised copy of worksheet: https://docs.google.com/document/d/1bt2QpFzHsnloC9yuhyEFpb7qPEyqDp85xsuVbCMI4ul/edit
<i>Physics Digital Components</i>	9781428553965	Worksheet Link	Inquiry Lab - Guided: Motion Plots (Scroll to the fifth page and find Question 4)	View Link	The following partial sentence should be changed for grammar. Qualitatively sketch a position vs. time graph that represents an object moving	accept	Thank you for the feedback. We are making this change for correct grammar as follows: Qualitatively sketch a position vs. time graph that represents an object moving at a constant speed in the positive direction, stopping, and then moving at a constant speed in the negative direction. Revised copies of the worksheet: Student worksheet: https://docs.google.com/document/d/1nSbzhvbjC-c3dislwqddX9UpuksQ5sbynOpIM4XIOMI/edit Teacher worksheet: https://docs.google.com/document/d/1OhAldR0LpHRlyKdowd1wJF41_cU2nWeOtYAIbk80fk/edit

Publisher: Decker Associates, Inc.

Personal Financial Literacy and Economics

Personal Financial Literacy and Economics for Real Life: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
		1		View Link	<p>This offering for this newly created and mandated option necessary for graduation from high school in the State of Texas is nothing short of outstanding. We found the presentation of the material engaging, fresh and on-point to allow the teacher to convey the PFL/Econ TEKS/ELPS in a precise yet concise format that students will benefit from enormously. The scope and sequence is advanced which will give the teacher a lot of latitude in selecting their classroom approach. The students will benefit from the comprehensive body of material to learn the subject in a concrete and useful way. The level of rigor is high which might create a stretch goal for a fair percentage of students when taught by the less experienced teacher of either PFL or Econ.</p>	accept	<p>Thank you so much for your thorough review, and for taking the time to provide comments. We are thrilled to hear your positive feedback regarding our course – <i>Personal Financial Literacy and Economics for Real Life</i>. It is gratifying to know that you found the material engaging, fresh and 100% aligned with the TEKS/ELPS.</p> <p>Your recognition of the advanced scope and sequence, as well as the flexibility that it provides students is truly appreciated. We understand that high levels of rigor can be challenging, but we believe that it is essential to prepare students for real world success.</p> <p>In addition to our comprehensive curriculum, Decker & Associates also offers professional development opportunities for teachers of this course. Our goal is to support educators in being better prepared to effectively deliver this vital content. We believe that with the right training, resources, and support teachers can empower their students even further.</p> <p>Your review and feedback of our material reaffirms our commitment to delivering high quality educational materials that will benefit students and educators alike.</p> <p>We value your input and look forward to continuing to support the educational needs of Texas students. Thank you once again for your positive feedback.</p>

Publisher: Ramsey Education (Dave Ramsey/Lampo)

Personal Financial Literacy and Economics

Foundations in Personal Finance High School 4th Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Foundations in Personal Finance High School 4th Edition Teacher Guide</i>	9781936948604	159	<p>Teacher Guide. Chapter 6, Lesson 4. Expanding on Infographic. Located at the bottom of pg. 159.</p>	View Link	<p>The brief mention of "values" in this teacher guide prompt does give the teacher an opportunity to bring in the factor of pay/standard of living.</p>	reject	I am unclear on a change that would be needed based on the feedback. It says it "does" give the teacher an opportunity to bring in pay/standard of living. Happy to discuss if this feedback was misinterpreted on my part.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Foundations in Personal Finance High School 4th Edition Print/Digital</i>	9781936948574	PDF Pg. 3-4	<p>Activity. Chapter 10, Lesson 2. "Understanding Income Tax." Pg. 3-4 in PDF.</p>	View Link	<p>You should add the benefit of the incentive to innovate, which usually benefits society as a whole</p>	reject	I do not currently see where this feedback applies to this content. I am happy to look at this again with clearer direction of suggested improvements.
<i>Foundations in Personal Finance High School 4th Edition Print/Digital</i>	9781936948574	PDF Pg. 3-4	<p>Activity. Chapter 6, Lesson 3. "Resources for Entrepreneurs." Pg. 3-4 reading in PDF.</p>	View Link	<p>I'm not a fan of the terminology "free money." Any money given by the federal government, was collected from other taxpayers.</p>	accept	I am removing "free money" from the three suggested responses where this term is used.

Publisher: Savvas Learning

Personal Financial Literacy and Economics

Personal Financial Literacy for Texas (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Personal Financial Literacy for Texas, Student Edition</i>	9780138114268	164	Surpluses and Shortages: 3rd paragraph	View Link	4 of us reviewers are discussing your sentence about "consumer surplus" and very much dislike it.	reject	Noted for subsequent editions.

Publisher: The Curriculum Center for Family and Consumer Sciences

Personal Financial Literacy and Economics

Personal Financial Literacy and Economics: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Personal Financial Literacy and Economics</i>	9781953248312				<p>This textbook is solid and has a lot to offer both the teacher and student. Some of the citations used to satisfy the TEKS require a full reading and exploration of the material consequently the teacher will need to provide detailed instruction to the student so they can best source the primary thrust of the TEK(S).</p>	accept	Course content and teaching aids will be updated when approved to do so by the SRP team

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Personal Financial Literacy and Economics</i>	9781953248312	T3_U3_Government Impact	<p>Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)</p>	View Link	<p>The student is being asked to search for the section. Maybe you can give a clarification for them to review specific sections.</p>	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Personal Financial Literacy and Economics</i>	9781953248312	T3_U3_Purpose of Taxes	<p>Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)</p>	View Link	<p>In order to actually find the information, I had to find the following link: https://apps.irs.gov/app/understandingTaxes/hows/tax_tutorials/mod01/tt_mod01_01.jsp Students will likely not search so hard to find the information.</p>	accept	Course content and teaching aids will be updated when approved to do so by the SRP team

Publisher: Goodheart-Wilcox Publisher

Personal Financial Literacy and Economics

Foundations of Financial Literacy - Online Learning Suite: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Foundations of Financial Literacy - Online Learning Suite</i>	9798889991830	126	Communication Skills: Listening	View Link	We are concerned that this assignment might put the student at risk by approaching a stranger to seek information of a personal and private nature.	accept	Will modify Listening activity on page 126 so it directs students to talk to another student
<i>Foundations of Financial Literacy - Online Learning Suite</i>	9798889991830	126	Communication Skills: Listening	View Link	We feel this assignment, because it is asking the student to discuss something as personal and private as banking with a stranger, could potentially be a risk to the student's well being.	accept	Will modify Listening activity on page 126 so it directs students to talk to another student

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Kindergarten

Texas Technology Applications - K: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Technology Applications - K</i>	9798987914502001	2 to 3	Lesson: Designing Solutions, Procedure 1; Steps 1-7; Blue hyperlinks in step 5 and 6 are part of the citation. Click to open.	View Link	Procedure 1 Step 1: Examples possible won't be familiar to all kindergarteners such as electric toothbrush. Suggest using items that all kids would familiar with such as TV remote control, Chromebook/iPad.	reject	When a multitude of examples are given within a specific sub-bullet of a lesson plan, we encourage educators to implement their professional autonomy in providing the most relevant and thought-provoking examples for their particular learners. Teachers can skip over unfamiliar examples since multiple examples are listed. When examples are given, this does not mean that that particular list is exhaustive. In addition, we oftentimes include the abbreviation "etc." in hopes of inviting teachers and students to provide their own relevant examples whenever possible.
<i>Texas Technology Applications - K</i>	9798987914502001	3	Lesson Title: Tell Their Story, Part 1: Storyboard, Procedure 1 ; Step 1-6	View Link	Animation seems like a difficult concept for kinder students to understand. Is there an easier way to lead them to this information? Maybe a book or story?	reject	We believe that it is important to introduce this concept at this time to provide students with some preliminary background knowledge on animation before they participate in a STEM Career lesson later in the unit (We are Digital Animators). Changing any of this content within this given location would also impact other citations that were previously accepted during the panel. In addition, we believe that providing this information and experience with animation will help students build their own understanding of the purpose behind the ScratchJr application, which is to build and code animations in various forms.

Publisher: Learning.com

Technology Applications, Kindergarten

Learning.com TechApps for Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Kindergarten</i>	9798987398203				This resource went above and beyond in meeting the TEKS. Teacher resources and student activities are totally aligned to the TEKS and go in depth teaching the subject.	accept	Thank you for the positive feedback! We will continue to create fantastic resources for students going forward.

Publisher: Typing.com

Technology Applications, Kindergarten

Typing.com: Kindergarten TX: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Kindergarten	979898777170908		For example, the Surfing Safety activity quiz.	View Link	Add an immersive reader icon/audio to the quiz for students who need oral support on all non-videos.	reject	This feature is already available to students: They can click the dictation icon in the top right corner and the quiz questions will be read to them.
Kindergarten	979898777170908	1	Using a Mouse or Trackpad: Activity (using mouse/trackpad to drag pieces on keyboard) *Click "Continue", Drag letter T and click "Continue" to access activity	View Link	We are counting a variety as the mouse and keyboard.	reject	This comment doesn't appear to require any changes from us.
Kindergarten	979898777170908	1	Password Privacy Transcript: Final section "Logging off" *Click "read transcript" to access final section	View Link	Add an immersive reader icon/audio to the quiz for students who need oral support.	accept	This feature is already available to students: They can click the dictation icon in the top right corner and the quiz questions will be read to them.
Kindergarten	979898777170908	1	Password Privacy Quiz: Question 5	View Link	Add an immersive reader icon/audio to the quiz for students who need oral support.	reject	This feature is already available to students: They can click the dictation icon in the top right corner and the quiz questions will be read to them.
Kindergarten	979898777170908	1	Surfing Safety Quiz: Question 9	View Link	Add an immersive reader icon/audio to the quiz for students who need oral support.	reject	This feature is already available to students: They can click the dictation icon in the top right corner and the quiz questions will be read to them.
Kindergarten	979898777170908	1	T, S, L, Intro Screen	View Link	Can you recreate the video to show proper hand placement, posture ergonomically correct placement for kindergarten. We gave credit because it is written, but would be nice to have it in the video.	reject	We agree it would be nice to have this in the video, however, a change of this magnitude isn't possible at this time.
Kindergarten	979898777170908	1	Sequences and the Design Process: Intro Screen		Can you also add a line asking them to brainstorm problems they might solve. This would count as using part of the design process to IDENTIFY authentic problems.	accept	We updated this with new content approved during the SRP

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Kindergarten	979898777170908	2	Password Privacy Quiz: Questions 1-4 (select any answers to click through questions) *Click "Begin Quiz" to access questions	View Link	Please provide an oral option for kindergarten. They are not able to read on this level.	reject	This feature is already available to students: They can click the dictation icon in the top right corner and the quiz questions will be read to them.
Kindergarten	979898777170908	4	Surfing Safety Quiz: Question 4	View Link	Kindergarten students are not able to read on this level. Either add an instruction that tells the teacher to do this whole group or provide a way for students to hear or receive oral quiz.	reject	This feature is already available to students: They can click the dictation icon in the top right corner and the quiz questions will be read to them.
Kindergarten	979898777170908	screen1	What Makes a Computer Run: Video (entire video)	View Link	Does describe a variety of software resources.	reject	Thank you for the compliment, there doesn't appear to be a change needed.
Kindergarten	979898777170908	screen1	Sequences and the Design Process: Intro screen		This isn't really about all the components, just one part...sequencing. It makes it better if you could have them brainstorm and then plan, then solve.	reject	We appreciate this feedback. As this is a kindergarten level activity, we want to maintain simplicity with this concept and focus on the act of sequencing.
Kindergarten	979898777170908	screen1	What Makes a Computer Run Activity *click "continue" and "start lesson" to access activity screen	View Link	Explanation of each icon represents once the student drags and drops to the correct icon on the desktop.	accept	While we won't be updating the individual icons, we did create an activity to measure performance that was approved during the SRP.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 1

Texas Technology Applications - 1: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Texas Technology Applications - 1	9798987914519001	2	Lesson Title: Technology Manual, Part 2: Coding the Manual. Procedure 1, Step1-2 Blue hyperlinks in step1 are part of the citation. Click to open.	View Link	We are giving credit on this citation, but not the others because they do not specifically mention breaking down or decomposing. To make the curriculum stronger, please consider adding the vocabulary "decompose" to this citation and the others. First graders are capable of learning this vocabulary.	reject	As the K-8 TX Technology Applications curriculum was constructed, certain vocabulary terms, such as "decomposition," were designed to be gradually introduced and eventually defined once adequate exposure and practice were provided to the student. In several of our citations for the 1.1.A.iii breakout, the lesson plan explicitly states directions that include phrases such as, "breaking down the task" or "break down the solution into sequential steps."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Technology Applications - 1</i>	9798987914519001	3 to 4	Lesson Title: Pattern Recognition, Procedure 2, Steps 1-9; Blue hyperlinks in steps 2 and 3 are part of the citation. Click to open	View Link	Technically the students are breaking down the problem. The curriculum would be better for students if this was specified in the directions. Please consider adding an instruction telling students to break down or decompose the task.	reject	As the K-8 TX Technology Applications curriculum was constructed, certain vocabulary terms, such as "decomposition," were designed to be gradually introduced and eventually defined once adequate exposure and practice were provided to the student. In several of our citations for the 1.1.A.iii breakout, the lesson plan explicitly states directions that include phrases such as, "breaking down the task" or "break down the solution into sequential steps."
<i>Texas Technology Applications - 1</i>	9798987914519001	3, 5	Lesson Title: We Are Cybersecurity Specialists, Procedure 1, Steps 1 to 5. Blue hyperlink in Step 3 is included in the citation. Click to open. And Procedure 3, Step 1.	View Link	Since it states both accounts and devices, replacing ON with AND would meet the criteria "Logging out of accounts AND devices can prevent personal information from being compromised."	reject	During the panel, we submitted new content to this lesson that served as a new citation for this breakout and it was accepted. Both devices and accounts are discussed earlier in the lesson.
<i>Texas Technology Applications - 1</i>	9798987914519001	3, 5	Lesson Title: We Are Cybersecurity Specialists, Procedure 1, Steps 1 to 5. Blue hyperlink in Step 3 is included in the citation. Click to open. And Procedure 3, Step 1.	View Link	This sentence in the activity, "a. Logging out of accounts on devices can prevent personal information from being compromised." Meet the account but you really need a different part about logging off devices. These are two different things, Logging out of an account does not = logging off the device.	reject	During the panel, we submitted new content to this lesson that served as a new citation for this breakout and it was accepted. Both devices and accounts are discussed earlier in the lesson.
<i>Texas Technology Applications - 1</i>	9798987914519001	7 to 8	<p>Lesson Title: Coding Introduction; Procedure 2, Step 6-10</p>	View Link	<p>I'm considering the mouse and the keyboard as part of the devices used to create the original Scratch project.</p>	reject	During the panel, we submitted new content to this lesson that served as a new citation for this breakout and it was accepted.

Publisher: Learning.com

Technology Applications, Grade 1

Learning.com TechApps for Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Learning.com TechApps for Texas - Grade 1	9798987398210	1	1. Click on the play button to launch the lesson. 2. Click on the play button to start the lesson. 3. The objective is met by completing the learning object	View Link	Students should not have the capability to skip through the instructions of the game because that is where the content is located.	accept	The interactive game will be updated to require that students complete the game onboarding and introduction when the game is first launched then be able to skip during subsequent launches.
Learning.com TechApps for Texas - Grade 1	9798987398210	3	1. Click the play button to launch the item. 2. Click Student Preview in the upper right hand corner. 3. Click the start button to start the item. 4. Read the directions and view the data on page 3 of the item.	View Link	While this activity does meet the TEKS, it seems like it would be hard for students to transfer between the answer choices and the map with 6 steps. A more interactive activity where they place each arrow and get immediate feedback would be much more appropriate for a 1st grader.	accept	The practice will be updated to include fewer steps in the answer choices and a smaller map to make it easier for students to transfer between the steps and the map.

Publisher: Typing.com

Technology Applications, Grade 1

Typing.com: 1st Grade TX: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
1st Grade	979898777171608				The lessons alternate between saying Surfing Safety and Surfing Safely. Pick one and standardize,	accept	We will update this to "Surfing Safety" for all associated lessons
1st Grade	979898777171608	screen1	Problems & Solutions: "Discussion" question 2	View Link	The dictation function needs to read all pages.	accept	Great find! We will get this fixed.
1st Grade	979898777171608	screen1	Problems & Solutions: 1st Paragraph	View Link	The dictation needs to read all pages	accept	Great find! We will get this fixed.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
1st Grade	979898777171608	screen1	Problems & Solutions: 1st Paragraph	View Link	Please consider adding the word decompose or break down into steps to give further clarification in this activity. First graders need to know this vocabulary and providing steps is lower level.	accept	Thank you for the feedback, we'll update this to include "break down problems into steps"

Publisher: Learning.com

Technology Applications, Grade 2

Learning.com TechApps for Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Learning.com TechApps for Texas - Grade 2	9798987398227	15, 17	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide:15,17	View Link	I like the emojis	accept	Thank you! We will continue to use all resources at our disposal to make the content engaging and relevant for students!
Learning.com TechApps for Texas - Grade 2	9798987398227	5, 7, 9, 10, 16, 17	1. On the lesson plan page, click the link for the slide show. 2. Read the slides and slide notes for slides 5, 7, 9, 10, 16, and 17	View Link	Slide 17 is about output, not input	accept	Slide 17 removed from citation.
Learning.com TechApps for Texas - Grade 2	9798987398227	5, 8, 9, 10, 16, 17	1. On the lesson plan page, click the link for the slide show. 2. Read the slides and slide notes for slides 5, 8, 9, 10, 16, and 17	View Link	Slide 16 is about input, not output	accept	Slide 16 removed from citation.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 2</i>	9798987398227	8	1. Click play to launch the item. 2. Click student preview 3. Click start to begin the interactive. 4. View page 8 by using the numbers at the bottom of the screen.	View Link	Be consistent with vocabulary use. The activity says and "if _ then" statement which is helpful but it should also have that vocab term conditional as well.	accept	On step 8 of the activity, the text will be changed to include the vocabulary term conditional. It will read, "Now, write your own step-by-step plan for completing a simple task! Make sure your plan includes a conditional "if..." statement like the example above!"

Publisher: Typing.com

Technology Applications, Grade 2

Typing.com: 2nd Grade TX: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2nd Grade</i>	979898777172308	1	Numbers Letters Numbers, Screen 1 *Click "skip video" to access screen 1	View Link	We need you to add the secondary keys that are mentioned in the TEK. The number video and lesson really don't meet this TEK. Put it in the intermediate lesson.	accept	Great feedback! We will add more screens to the intermediate lesson to teach these specific symbols ("@," "#," "\$," and "?")
<i>2nd Grade</i>	979898777172308	4	Intermediate Punctuation, Screen 4 activity *Click "continue" to access activity screen	View Link	We are accepting because the program teaches ? and " But the TEK includes @, # and \$ and we do not see this in the lessons. Needs to be added. Use this same feedback for I, II and III identify, locate, and practice using keys on the keyboard, including secondary actions of different keys such as "@," "#," "\$," and "?"	reject	This TEK suggests additional secondary actions but does not require it. We decided to introduce the highest utility secondary action keys in 2nd grade and the remainder in 3rd so as not to overwhelm the students.
<i>2nd Grade</i>	979898777172308	screen1	Introduction to Word Processing: All Sections	View Link	To really meet this standard the spreadsheet activity needs to have a part about sharing. This would = a variety. We accept processing because there is a part about sharing. We did not see this on the spreadsheet lesson and it could be easily added.	reject	Great feedback. We already created new content to address this that was approved during the SRP.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 3

Texas Technology Applications - 3: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Technology Applications - 3</i>	9798987914533001	2	Lesson Title: Internet Safety, Procedure 1, Step 6	View Link	Typing error: In 6 it goes from d to a. 6. After the video, review the content with the following discussion questions. a. Why should a password be kept private? i. To protect yourself, your computer, and your online identity b. The video suggests creating a different password for every online account. Why is this important? i. If all your accounts have the same password and someone were to guess or discover your password information, they would have access to every online account rather than just one. c. What are some ways to create a strong and secure password? i. Use a mix of upper and lowercase letters, numbers, and symbols. d. If you think someone has access to your passwords or accounts, what can you do? i. Tell a trusted adult right away. a. Tell students to keep passwords stored somewhere safe for reference. Students should also practice procedures for logging off accounts and devices regularly to protect identities, as well.	accept	This change has been documented in the LCEC form and the proposed change will be added as an addition to our sample for the public to review. This proposed change can be found here: https://drive.google.com/file/d/1mzmySw5g40d9m2R3O-a6jNbuP11NBE32/view?usp=drive_link

Publisher: Learning.com

Technology Applications, Grade 3

Learning.com TechApps for Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 3</i>	9798987398234	14,16,27	1. Click the play button to launch the item 2. Click play button to start video 3. Click the forward button to move through the slides. Slide number is indicated at bottom of screen 4. Move forward to slides: 14, 16, 27	View Link	This would be better if it were updated to show more current ways to save files by clicking on titles etc	accept	The lesson will be updated to include additional and more current saving options as well as updated visuals.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 3</i>	9798987398234	14,16,27	1. Click the play button to launch the item 2. Click play button to start video 3. Click the forward button to move through the slides. Slide number is indicated at bottom of screen 4. Move forward to slides: 14, 16, 27	View Link	This lesson shows how to save in older programs. It would be beneficial for students to learn how to save in updated programs, such as cloud storage.	accept	The lesson will be updated to include additional and more current saving options as well as updated visuals.
<i>Learning.com TechApps for Texas - Grade 3</i>	9798987398234	7	1. Click on the play button to launch the item. 2. Click on Student Preview in the upper right hand corner of the screen. 3. Click the start button. 4. The standard is met on page 7 of the interactive practice.	View Link	In order to respond to the second question, a paragraph box would be easier to use since it would allow the user to list steps on different lines.	accept	The open-ended response answer field will be changed to the essay style response field instead of short text style response field to allow students to type in a list format.
<i>Learning.com TechApps for Texas - Grade 3</i>	9798987398234	8	1. Click on the play button to launch the item. 2. Click on Student Preview in the upper right hand corner of the screen. 3. Click the start button. 4. The standard is met on page 8 of the interactive practice.	View Link	Instead of one long line space to answer, please provide students with the space to type and hit enter (long answer) or the ability to create a drag and drop and order their answers.	accept	The open-ended response answer field will be changed to the essay style response field instead of short text style response field to allow students to type in a list format.
<i>Learning.com TechApps for Texas - Grade 3</i>	9798987398234	9	1. Click on the play button to launch the item. 2. Click on Student Preview in the upper right hand corner of the screen. 3. Click the start button. 4. The standard is met on page 9 of the interactive practice.	View Link	Great opportunity to collaborate with others!	accept	Thank you for the positive feedback!

Publisher: Typing.com

Technology Applications, Grade 3

Typing.com: 3rd Grade TX: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
3rd Grade	979898777173008	1	Digital Ethics: Section 2 "Copyright Laws"	View Link	The purpose of copyright law is to protect the rights of creators and ensure that they are credited for their work. This is a direct quote from the narrative and proves the intent for our group.	reject	Thank you. It appears there is not a change needed here.
3rd Grade	979898777173008	2	Internet Search Tips Activity Packet PDF: Page 2 (all questions) *Click "continue". Then hold down ctrl+shift+` to skip practice screen. Click "continue" and "download lesson" to access review packet	View Link	Could the packet be before the typing activity?	reject	Thank you for the feedback, however this is a review packet to practice skills learned in the typing activity, so it needs to come after.
3rd Grade	979898777173008	2	Internet Search Tips Activity Packet PDF: Page 2 (all questions) *Click "continue". Then hold down ctrl+shift+` to skip practice screen. Click "continue" and "download lesson" to access review packet	View Link	The control+shift+ option does not allow us to skip the screen, we had to go through all the typing activities to get to the activity packet.	reject	We're sorry this shortcut didn't work for you. It doesn't appear a change to content is necessary.
3rd Grade	979898777173008	5	Email Rules & Manners Activity PDF: Page 5, question 1 *Click "continue" to get to step 3: Complete the review packet. Then click "download review packet"	View Link	This activity is good if the definition in the narrative was actually defined. #7 gives an explanation and example not a definition.	accept	Thank you for the feedback. We will further define the term "Digital Footprint"

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
3rd Grade	979898777173008	Screen 1	Creating Charts & Graphs (All sections) and Activity and Introduction to Word processing (All sections).	View Link	To make this useful for students can you add a Challenge at the end to collect their own data and make their own spreadsheet. Give them a few ideas of things they might do. This would also satisfy collect numerical data TEK.	reject	Thank you for your feedback. We already have this content available to students in our "Introduction to Spreadsheets" lesson and our "Creating and Saving a Spreadsheet" lesson.
3rd Grade	979898777173008	Screen 1	Creating Charts & Graphs Review packet: Page 1-4 *Click "download lesson" to access review packet. Introduction to Word Processing Review Packet.	View Link	Adding the word processing part gives you tools.	reject	Thank you for the feedback. It doesn't appear a change is needed here.
3rd Grade	979898777173008	Screen1	Mastering the Art of Troubleshooting: All sections	View Link	does not indicate collaborative opportunity	reject	Thank you for your feedback. We have already created new content to meet this and it was approved during the SRP.
3rd Grade	979898777173008	screen1	Using Code to Grow a Beautiful Garden: Activity *Click "continue" to access activity screen	View Link	The activity would allow for critical thinking and build on prior troubleshooting knowledge if it didn't automatically reject the process when students drag and drop. This is part of sequencing and looking at what order is best.	reject	Thank you for the feedback. As this is an introductory coding lesson, if we did not remove incorrect inputs, students could end up spending a significant amount of time on this lesson.
3rd Grade	979898777173008	screen1	Surfing Safety transcript, 5th Section titled "Report Cyberbullying"	View Link	Check grammar. Need space after period "cyberbullying.If"	accept	Great find! We will make this change.
3rd Grade	979898777173008	screen4	Using Code to Grow a Beautiful Garden: Screen 4 activity *Click "continue" to access activity	View Link	Activity could be better if it didn't automatically reject wrong inputs.	reject	Thank you for the feedback. As this is an introductory coding lesson, if we did not remove incorrect inputs, students could end up spending a significant amount of time on this lesson.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 4

Texas Technology Applications - 4: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Technology Applications - 4</i>	9798987914540001	6	Lesson Title: Dance Battle, Part 1, Procedure 3, Steps 1 to 2; Blue hyperlinks in Step 1 are part of the citation. Click to open	View Link	Step 2 should not be an optional part of the lesson. This step addresses the breakout.	accept	This change has been documented in the LCEC form and the proposed change will be added as an addition to our sample for the public to review. This proposed change can be found here: https://drive.google.com/file/d/1jcychZUz9Y03akm1r7-JSahyxejX_brn/view?usp=drive_link
<i>Texas Technology Applications - 4</i>	9798987914540001	7	Lesson Title: Dance Battle, Part 1, Challenge, Step 1	View Link	This should be a required component of the lesson because it addresses the breakout.	reject	There are multiple citations that address breakout 4.1.C.ii in the main procedures of the lesson, one of which was accepted by the SRP. Therefore, we believe this citation still serves as additional evidence for this breakout.

Publisher: Learning.com

Technology Applications, Grade 4

Learning.com TechApps for Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 4</i>	9798987398241	15-19	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 15, 16, 17, 18, 19.	View Link	We accepted and like the processes that are included. Can you add a sentence about choosing an authentic or real-life problem.	accept	In the discussion, students will be asked to think about a real-life problem that they have encountered at school and share how they could use the design process to develop a solution.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 4</i>	9798987398241	7	1. Click the play button to launch the item. 2. Click student preview in the upper right hand corner of the screen. 3. Click the start button. 4. Click the 7 at the bottom of the screen to go to page 7.	View Link	Not sure that cutting the hose and then putting it back together somehow will allow water to flow through. Use a better example.	accept	The example will be replaced with a loop that relates to sorting a mixed stack of plates instead of cutting a hose.

Publisher: Typing.com

Technology Applications, Grade 4

Typing.com: 4th Grade TX: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>4th Grade</i>	979898777174708	Screen1	Email Rules & Manners, section #7 "Leaving a Digital Footprint" *Click "continue" to get to step 2: "Read the Lesson"	View Link	Material is vague related to digital footprint. "it's out in the digital world forever." does not satisfy a true opportunity for the student to learn the component.	accept	Great feedback. We will add additional information about digital footprints to this lesson.
<i>4th Grade</i>	979898777174708	screen2	Grow a Beautiful Garden: Screen 2 introduction	View Link	Instead of saying "steps multiple times", I believe it would be clearer to say repeat so they can visualize a loop.	accept	Great feedback. We already created SRP approved updated content for 3rd grade for this standard, and it will be in 4th grade as well.
<i>4th Grade</i>	979898777174708	screen4	Using Code to Grow a Beautiful Garden: Screen 4 introduction	View Link	This does address conditionals to express ideas but does not address a problem. It would be nice to answer the if then statement. A suggestion of the if when and examples would be great for the conditional narrative.	accept	Great feedback. We already created SRP approved updated content for 3rd grade for this standard, and it will be in 4th grade as well.

Publisher: Learning.com

Technology Applications, Grade 5

Learning.com TechApps for Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 5</i>	9798987398258	13	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide:13	View Link	The citation should include the 2 prior slides to fully complete the narrative standards. The teacher notes elaborates but I would include slide 11, 12 in the citation.	accept	Citation updated.
<i>Learning.com TechApps for Texas - Grade 5</i>	9798987398258	15,23	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 15, 23	View Link	The citation could be elaborated. It needs a definition to build on what and how a LMS can be used and why. This is just pointing to examples.	accept	The LMS section of the discussion will be updated to include the definition of an LMS and an explanation of how and why a LMS would be used.

Publisher: Typing.com

Technology Applications, Grade 5

Typing.com: 5th Grade TX: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>5th Grade</i>	979898777175408	1	Password Privacy: Introduction Transcript (all sections) *Click "Read Transcript" to access all sections	View Link	Can you put the vocabulary word Cybersecurity into the narrative?	accept	Great suggestion! We will add this to the transcript.

Publisher: CEV Multimedia

Technology Applications, Grade 6

iCEV Technology Applications 6th Grade (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Technology Applications 6th Grade (Individual Course)</i>	8888640203001			View Link	Would it be possible to include a lesson on goal setting in the design process.	reject	Thank you for your suggestion. Other materials in the lesson address goal setting broadly by identifying outcomes and solving problems. Students identify a process to troubleshoot and create solutions. Within the teacher lesson plan, discussion questions, bellringers and exit tickets are used to further enhance goal setting in regard to the design process.
<i>iCEV Technology Applications 6th Grade (Individual Course)</i>	8888640203001	Activity-Boolean Operators Practice	This Activity is found in the Introduction to Data lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	It would be nice if you added all boolean operators to this activity.	reject	Thank you for your suggestion. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>iCEV Technology Applications 6th Grade (Individual Course)</i>	8888640203001	Introduction to Digital Citizenship: Social Interactions (0:05-4:51)	In the Introduction to Digital Citizenship: Social Interactions Video, view the time codes suggested in the Page Number(s) for the Introduction to Digital Citizenship: Social Interactions segment. This segment is the video in the player window. You can also follow along in the transcript which appears beneath the player window.	View Link	To support new teachers and to encourage student collaboration, we suggest adding explicit instructions for the teacher to assign groups for the Poster Assignment (as an example) so students are organically sharing and contributing to design ideas and content to encourage discourse.	accept	A direction will be added to encourage collaboration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Technology Applications 6th Grade (Individual Course)</i>	8888640203001	Project - Ethics and Laws PSA	This Project is found in the Introduction to Digital Citizenship: Ethics and Laws lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	Please include in the directions an opportunity for the students to also incorporate all the words listed in the TEKS. The words that could be overlooked by the teacher and not included are permission, Fair Use, Creative Commons and open source	accept	A direction will be added to incorporate details of the ethics and laws students should research.

Publisher: Compuscholar, Inc.

Technology Applications, Grade 6

Tech Essentials: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Material</i>	97819461130305 M	Chapter 12, Lesson 4	<p>"Work with Me" Exercise #3 - students will learn about a new feature of presentation software</p>	View Link	<p>This is a weak "new feature" to focus on as emerging technologies that could easily be updated to be AI and ChatGPT in the future. The length of time that this product will be in use, and the emerging technologies aspect of this TEKS should be much more than just using transitions in slides!</p>	accept	The 3rd Work-with-Me exercise in this lesson has been rewritten to let the student select from variety of new technologies (quantum computing, AR, AI, space telescopes, or other new topics). Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/12/L4/lesson.html

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Material</i>	9781946113030SM	Chapter 2, Lesson 1	<p>"Microsoft Excel and Excel Online", "Google Sheets" sections</p>	View Link	<p>Although this TEKS is simply discussing approached with the knowledge that MS Office can be purchased for multiple platforms, it is apparent that this is biased to use the windows platform created office suite. What needs to be added is the understanding that Mac comes with their own office suite of Numbers, Pages, and Keynote, OR that there are possibilities that Apache Open Office is available to use on both iOS and Windows machines. This TEKS is introducing that there are different platforms for different uses, and for different persons with thinking and learning styles that vary. Consider expansion of the use of other possibilities, which are cost free, that might be available in other student environments. Possibly show a video of different environments and their uses? The all Apple Education campuses are somewhat left out here.</p>	accept	Thanks for the feedback. Based on market research, the two overwhelming favorites for productivity applications - including MacOS users - are Microsoft Office and Google's online suite. Our course treats both of those productivity suites equally and campuses are encouraged to select one of these two suites that best meets their needs, regardless of OS. We have added an "Other Options" section to this lesson to show other suites exist, even though they are not focal points of the course. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/02/L1/lesson.html
<i>Student Material</i>	9781946113030SM	Chapter 5, Lesson 2	<p>"Learning about Applications", "Diagnosing Problems", and "Solving Software Problems" sections</p>	View Link	<p>Suggested to please include the HELP or the SPOTLIGHT within each software first. They are the experts on the software!</p>	accept	Thank you for the suggestion. Most native application "Help" is now placed online in searchable formats, so our guidance to use search engines does not exclude the expert help provided by the product owners. Note the illustrated examples in this section demonstrate finding official Microsoft Word support articles for specific features. We have modified the 3rd and 4th paragraphs in the "Learning about Applications" section to highlight that your search results may include the official help documentation published by the product owner. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/05/L2/lesson.html
<i>Student Material</i>	9781946113030SM	Chapter 6, Lesson 4	<p>"Tables", "Formatting Tables", "Copying Charts and Graphs from Spreadsheets", and "Creating Charts and Graphs in a Slide" sections</p>	View Link	<p>This narrative citation shows application of a presentation of a digital artifact, but does not ever show the PUBLICATION of said presentation as a hard copy save in PDF format, nor as a Digital Publication on the WEB. consider revision to include possible publication types.</p>	reject	The original citation list included both Chapter 6, Lesson 4 (regarding the creation of digital artifacts) and Chapter 6, Lesson 6 (regarding the publication of those artifacts online and in PDF format). It appears that our Chapter 6, Lesson 6 citation was not considered (neither approved nor rejected). Please see our original citation for Chapter 6, Lesson 6 ("Sharing Online" and "Converting to PDF") in the pre-adoption samples to address these concerns, thanks.
<i>Student Material</i>	9781946113030SM	Chapter 6, Lesson 4	<p>"Tables", "Copying Charts and Graphs from Spreadsheets", and "Creating Charts and Graphs in a Slide" sections</p>	View Link	<p>This TEKS specifies that the student should be intentional in a specific audience direction as they are building their reports and graphs and recording data. No where is the subject referencing the different visual data representations that are best for specific types of presentations, or collections of storage, and such. Example. Collect data on a chart for the bookkeeper, CFO, but present information quickly visually on a pie chart in a slide to a board meeting for quick referral. The key here is INTENTIONAL or conscious AUDIENCE.</p>	accept	We have added a "Choosing the Right Level of Detail" section at the bottom of this lesson to guide students through consideration of the audience when selecting the right level of detail and visual format for information display. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/06/L4/lesson.html

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Material</i>	9781946113030SM	Chapter 6, Lesson 4	<p>"Tables", "Copying Charts and Graphs from Spreadsheets", and "Creating Charts and Graphs in a Slide" sections</p>	View Link	<p>Please consider adding a simple section of discussion about WHAT type visual or collection is Best for WHAT Audience. The information is all here, but there is not a direction of where to learn WHICH type collection or representation is best for what audience.</p>	accept	We have added a "Choosing the Right Level of Detail" section at the bottom of this lesson to guide students through consideration of the audience when selecting the right level of detail and visual format for information display. Note that ALL types of visualization may be appropriate for specific audiences at specific times, depending on the situation. We avoid guidance like "Always show pie charts to executives" that would limit specific audiences to types of visuals. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/06/L4/lesson.html
<i>Student Material</i>	9781946113030SM	Chapter 6, Lesson 6	<p>"Checking Spelling and Grammar" and "Converting to PDF" sections</p>	View Link	<p>Perhaps you can consider having the students continue saving productivity software as a pdf so it can be published online as an enrichment.</p>	accept	We have updated the "Converting to PDF" section at the bottom to describe some online PDF-sharing options. We have additionally added step #5 in the "Work with Me" exercise in that lesson for optional student practice sharing PDFs online. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/06/L6/lesson.html
<i>Student Material</i>	9781946113030SM	Chapter 7, Activity 1 Instructions	<p>"Gather Information" section, 2nd paragraph and 3rd bullet</p>	View Link	<p>Suggested to use another form of informal and formal etiquette when communicating. Perhaps students can be shown an example of an email in ALL CAPS and how the audience will perceive it. Then students can complete an activity to learn how to effectively communicate via email without coming off as rude versus professionally.</p>	accept	Thanks for the suggestion. We believe providing an example of good/bad digital etiquette is best done in the instructional material where students are learning about the subject, vs. in an activity where they are expected to practice what they have learned. Therefore, we have updated Chapter 7, Lesson 2 in the "Digital Etiquette" section to include example messages with both poor and good etiquette. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/07/L2/lesson.html
<i>Student Material</i>	9781946113030SM	Chapter 7, Lesson 2	<p>"Work with Me" Exercise #1 - Students will work on an informal document with good digital etiquette (Step 2)</p>	View Link	<p>This TEKS is asking for more than one type of informal communication (ie-multiple times). The Work with Me example given is having the student create one type of informal communication multiple times. Though they are doing a blog that will have them create multiple entries, it is not conclusive that they could create other types of informal communications from this one one assignment. Consider adding to the section another Work with Me that possibly goes into emails, or another type of digital informal communication.</p>	reject	We agree, and the course already incorporates multiple forms of informal communication - just not in the same lesson or exercise. We originally cited the Chapter 7 Activity Instructions in addition to Chapter 7, Lesson 2 for this breakout, but that activity citation does not appear to have been accepted or rejected as part of the review. Please see the "Gather Information" section, second paragraph in the Chapter 7 Activity Instructions in the pre-adoption samples for the additional informal communication opportunity.

Publisher: eDynamic Holdings LP

Technology Applications, Grade 6

Middle School Tech Apps Grade 6: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 6</i>	9781959433552	Unit 3	Unit 3, Lesson 3, all paragraphs and image under "Engineering Design Process". Above the subheading "Space Industry", look at the image of the student shrugging his shoulders with the title "Ask." Read the accompanying caption. Use the arrows on the photo edge to advance slides: look at all slides including the titles "Imagine", "Plan", "Create", "Test", "Improve", and "Share" and read their accompanying captions. Under the subheading "Space Industry", read all paragraphs and click on the gray boxes labeled "Ask", "Imagine", "Plan", "Create, Test, and Improve", and "Share." Read the dropdown information for each of these gray boxes.	View Link	On sentence 3 of the first paragraph, I ran across this sentence that confused us all, "Today, some of the most modern airplane models have air that transmits vitamins, lighting that mimics sunlight, and even a special hammock/pillow combination that supports travelers as they sleep leaning forward." Our question is, how do airplane models "transmit" vitamins?	accept	We will delete that reference to airplanes transmitting vitamins.
<i>Middle School Tech Apps Grade 6</i>	9781959433552	Unit 4	Unit 4, Lesson 2, under the subheading "Debugging" read all paragraphs, images, and captions.	View Link	Can you clearly state the different debugging techniques found in slide 19, rather than just including them as text.	accept	Yes, the slide will differentiate between debugging techniques via a side-by-side comparison.

Publisher: Learning.com

Technology Applications, Grade 6

Learning.com TechApps for Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	1	1. Click the play button 2. Click the student preview button in the upper right 3. Click the start button to begin the lesson 4. Complete the activity	View Link	This is very confusing. Why is the pigeon a "they"? Is this a non binary gender reference? It needs to be changed per state law. also- the verbage in general, is very stilted and awkward.	accept	The activity instructions will be updated to read: Using an application of your choice, create a block-based program to solve this pigeon’s problem. The pigeon would like to jump over each puddle it is in front of. The pigeon would also like to eat each worm it is next to. Create a program that has a sequence, loops, a conditional and an event to help the pigeon solve its problems.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	1	1. Click the play button 2. Click the student preview in the upper right 3. Click the start button 4. Complete the activity	View Link	Your text on the slide is asking for the wrong thing. You are asking for students to state their code but your text: "Turn in your code to your teacher. Type in the box below where you submitted it." I submitted it to my teacher is the correct answer.....nothing to do with the code or what ever you are truly asking for.....	accept	The activity will be updated to include this statement about submitting student work: Submit your final code based on your teacher’s instructions. Type in the box where you submitted your work including which program you used to create it. An open-ended box will be provided for students to type their response. Submit a picture of your block-based code. A response box will be provided for students to upload their block-based code image.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	1	1. Click the play button to launch the lesson. 2. Click student pre-view in the upper right hand corner of the screen. 3. Click the start button. 4. Click the corresonding number at the bottom of the screen to go to pages. 5. Read the directions and complete the question on page 1.	View Link	The writing here should be the standard for the rest of the curriculum.	accept	Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	1	1. Click the play button 2. Click the Student Preview button in the upper right 3. Click Get Started button to begin the lesson 4. Complete the activity	View Link	we suggest using "the pigeon" or "it". we were confused whether "they" referred to the pigeon and worm together	accept	The activity instructions will be updated to read: Using an application of your choice, create a block-based program to solve this pigeon's problem. The pigeon would like to jump over each puddle it is in front of. The pigeon would also like to eat each worm it is next to. Create a program that has a sequence, loops, a conditional and an event to help the pigeon solve its problems.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	1	1. Click the play button to launch the lesson. 2. Click student preview in the upper right hand corner of the screen. 3. Click the start button. 4. Click the corresponding number at the bottom of the screen to go to pages. 5. Read the directions and complete the question on page 1.	View Link	Please add AI generated works to the copyright discussions and lessons.	accept	Reference to copyright related to artificial intelligence will be added to instruction and practice.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	12	1. Click the play button 2. Click play button to start slide show 3. Click the forward button to move through the slides. Slide number is indicated at bottom of screen. 4. Move forward and listen to the audio on slides: 12	View Link	good activity if the teacher knows to stop the slide show and move to small group discussion. Once the students have written down their responses the teacher would pull everyone back to discuss and build out the results. Seasoned teacher would be fine, first year teacher without support would fail on this with out directions.	accept	The lesson is designed to be an independent learning experience for the student, but we will add additional guidance in the lesson plan to provide small group discussion as an option if the teacher would prefer to manage their classroom that way.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	2	1. Click the play button to launch the lesson. 2. Click student preview in the upper right hand corner of the screen. 3. Click the start button. 4. Click the corresponding number at the bottom of the screen to go to pages. 5. Read the directions and complete the question on page 2.	View Link	Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations.	accept	Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	2	1. Click the play button to launch the item. 2. Click the Student Preview button in the upper right corner. 3. Click the Start button. 4. Click the page number at bottom of screen and move to page 2.	View Link	FROM ACTIVITY BAD WORDING. "...would help you be the best person on helping plan a road trip" FROM POWERPOINT "Will this new item reflect your personality and the intended user's?" BAD WORDING	accept	This was addressed with the resubmitted item for the breakout. https://teacher.learning.com/library/sequences/7088fbe7-6f4f-4557-9e11-6546ba64f5cb/units/e50ea4f8-02cd-4b61-846e-deabe3f04ad7/items/bfc73428-5f94-4e04-b35e-efe8b41bfee4/EN?availableLanguages=English
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	2, 3	1. Click the play button to launch the item. 2. Click the Student Preview button in the upper right corner. 3. Click the Start button. 4. Click the page number at bottom of screen and move to pages: 2, 3	View Link	weird that the audio tracks/ helps just appear in this lesson. would be better used in the lesson that had the word "ideate".	accept	Thank you for the feedback, we are adding audio tracks to all of our new content and are working on updating older content as we have time.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	2, 3	1. Click the play button to launch the item. 2. Click the Student Preview button in the upper right corner. 3. Click the Start button. 4. Click the page number at bottom of screen and move to pages: 2, 3	View Link	it is nice to see the audio track added to this slide deck, can it be added to the others used. There are a bunch of ELL students that could benefit from this addition.	accept	Thank you for the feedback, we are adding audio tracks to all of our new content and are working on updating older content as we have time.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	3	Click the play button to launch the item. 2. Click the Student Preview button in the upper right corner. 3. Click the Start button. 4. Click the page number at bottom of screen and move to page 3.	View Link	Consider adding AI usage to the ethical behaviors materials.	accept	Content will be updated to include district policies related to emerging technologies, such as artificial intelligence.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	4, 7, 8, 11, 13, 14	1. Click the play button 2. Click Get Started button to begin the lesson 3. Complete activities 4, 7, 8, 11, 13, 14 by advancing through the gray circles at the top	View Link	cute activity. lots of opportunity for positive feedback to students in getting the action if the debugging is done correctly.	accept	Thank you for the feedback!
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	5	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide 5.	View Link	notes on slide repeat the bullet numbers.	accept	The notes section on slide 5 will be updated to reflect an ordered list from 1-3.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	6	1. Click the play button 2. Click Get Started button to begin the lesson 3. Complete activity 6	View Link	Please standardize "if statement" throughout the curriculum using EITHER quotation marks OR italicization OR ??? Check MLA9 or Purdue Owl for guidelines. Without it, sentences are often incoherent.	reject	The variations of "if statement" align to titles of buttons and reflect how the button looks in the program, so these will not be changed. Python language does not follow standard spelling, punctuation and capitalization formats, so these will not be changed.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	7, 8, 9, 11	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 7, 8, 9, 11.	View Link	slide 8= "hands drawings" HUH?	accept	Slide 9 notes will update "hand drawings" to be "In the fashion industry, designers often use sketches or drawings to ideate- some use paper and some use drawing programs:"
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	8, 10, 12	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 8, 10, 12.	View Link	FROM SLIDE: "compare and contrast information from your team's". BAD WORDING DO YOU MEAN "BY HAND" WHEN YOU SAY "use hands drawings"	accept	This was addressed with the resubmitted item for the breakout.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	8, 10, 12	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 8, 10, 12.	View Link	THE WAY THIS IS WRITTEN IS POOR.	accept	This was addressed with the resubmitted item for the breakout.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	8, 10, 12	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 8, 10, 12.	View Link	Poorly written	accept	This was addressed with the resubmitted item for the breakout.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	9	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide: 9	View Link	Writing is awkward and does not model best practice in writing conventions, which is essential for emerging bilinguals. Example: "What Clothing is Needed to Wear?" Solution: Use Grammarly or CHatGPT to improve sentence structures.	accept	The sentence will be changed to "What clothing should be worn?"
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	9	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide 9.	View Link	Identifying the pigeon as "they" identifies the pigeon as non-binary which may conflict with Texas Education Codes.	accept	Text on slide 9 for this breakout relates to Sal, a male character. Where the pigeon appears in the slide deck, it will be replaced with a female character and "their" will be changed to "she" or "her" as applicable based on the recommendation.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	9-12	1. Click the play button 2. Click play button to start slide show 3. Click the forward button to move through the slides. Slide number is indicated at bottom of screen. 4. Move forward and listen to the audio on slides: 9, 10, 11, 12	View Link	the video activity needs to be more exact. there should not be multiple directions in the same block.	accept	This was addressed with the new content submitted for the breakout. https://teacher.learning.com/library/sequences/7088fbe7-6f4f-4557-9e11-6546ba64f5cb/units/e50ea4f8-02cd-4b61-846e-deabe3f04ad7/items/6d2fabfe-873d-46a4-b307-1fd76f35c0c0/EN?availableLanguages=English

Publisher: Typing.com

Technology Applications, Grade 6

Typing.com: 6th Grade TX: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>6th Grade</i>	979898777176108	1	Email Rules & Manners step 2 "Read the Lesson", #3 *Click "continue" to access step 2 and #3	View Link	We would recommend that there be examples of formal email and an informal email so the students know the difference. We believe that the student should see visual examples of the types of emails they are expected to write as this will be something that they will be doing the rest of their life in the real world.	accept	Thank you for your feedback. Yes, we will include images of formal and informal emails in the lesson.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
6th Grade	979898777176108	1	Data Types: Section 5 "Boolean Data"	View Link	This is a very resourceful activity. It will be very beneficial especially leading into Boolean logic. Although it addresses the data types represented in Boolean expressions, could a Boolean expression be defined so that there is consistency in vocabulary. This is very age appropriate for 6th grade students.	accept	Great feedback. We will add in information about Boolean expressions.
6th Grade	979898777176108	1	Internet Search Tips Introduction: Sections 1-5 *Click "Read Transcript" to access sections 1-5	View Link	The video is very informative and does a great job addressing the breakout. This is suitable for a wide range of grade levels. It would be very useful for 6th grade students to build on prior knowledge and allows for a deeper understanding of the breakout addressed. Allowing the students to hear or read the definitions allows all learners to be addressed in the classroom. Differentiation is huge in public education. Students are usually entering middle school in 6th grade and have any reinforcement in their learning allows for a better understanding of concepts. This allows students to "dig deep" and transfer prior knowledge to newly learned concepts. This is a win-win and this narrative and activity address this rationale.	reject	Thank you for your detailed feedback; we're glad you enjoyed this video! It doesn't appear a content change is needed here.
6th Grade	979898777176108	1	Data Types: Section 5 "Boolean Data"	View Link	This is an excellent overview of the different types of Data Types. I liked the use of white space around the definition and the graphic illustration to the right of the definition. I would recommend that the publisher look at this page as a guide to having the same look/feel to other narrative pages that cover new concepts, vocabulary words, etc. I would also highly encourage the use of using bold fonts, underlines and/or highlighting new vocabulary terms or expressions.	accept	Great catch; we'll do our best to include images and bolded font in our intro screens wherever possible.
6th Grade	979898777176108	1	Data Types Review Packet: Page 1, Question 3 *Click "download lesson" to access review packet	View Link	The "unplugged" activity is a nice change of pace especially in middle school. Students need to be involved in the writing process and understand that everything is not always done on the computer. These types of activities meet the needs of learners that need notes. This also enables cross curricular activities because the student is writing instead of just listening or clicking a button on the computer. It shows that all content areas can be connected.	reject	It sounds like you really enjoyed this lesson! It doesn't appear a content change is needed here.
6th Grade	979898777176108	1	Internet Search Tips Introduction: Sections 1-5 *Click "Read Transcript" to access sections 1-5	View Link	This was a wonderful lesson that introduced students to searching on the internet. This was the first video (with transcript which is great for students who need a copy of the dialog). This lesson also reinforced prior knowledge in the earlier lesson of Boolean Expressions and Logic to use these words (i.e. and, or, not, etc.) into the search engine. This introduction has the use of a short video, sound, visual examples and a text recap in the dialogue.	reject	It sounds like you really enjoyed this lesson! It doesn't appear a content change is needed here.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
6th Grade	979898777176108	1	Data Types Review Packet: Page 1, Question 3 *Click "download lesson" to access review packet	View Link	I liked this activity because students got the chance to record their answers on the attached document. I would recommend considering the use of worksheets for the other activities (i.e. Plant a Garden, Defining Variable Names, etc.) that would challenge 6th grade students to use their prior knowledge. Some examples that could be used would be a modern farmer planting 5 rows of corn with 100 corn seeds in each row. Include other factors such as; drought, too much rain, pests, animals, etc. Examples of variable names and values could have the students go into a worksheet activity where they are the new owners of a pet store and need to inventory their animals. They need variable names and some that hold number values. Variety of animals such as; cats, birds, fish, hamsters, reptiles, etc.	reject	We appreciate the feedback, however we don't feel the coding lessons you listed require an additional worksheet in order to practice skills.
6th Grade	979898777176108	1-3	Entering and Editing Data: Review packet pages 1-3 *click "download lesson" to access review packet	View Link	Although a good activity, there needs to be more detail in the editing process part of this breakout being addressed. This activity has multiple steps that lead to a minimal amount of output. Students in 6th grade will grow lose interest quickly. The basics are here but this activity needs more rigor.	accept	Thank you for your feedback. We created new content related to this lesson and it was approved by the SRP for 3rd grade. We will update here as well.
6th Grade	979898777176108	1-3	Entering and Editing Data: Review packet pages 1-3 *click "download lesson" to access review packet	View Link	I do not think this activity does a good job of "Use digital tools to display data from a product or process to inform an intended audience". It makes no sense to see a list of eight candies on a spreadsheet. There is no information to "inform an intended audience". What is the purpose of having a student create a simple spreadsheet of eight candies and what is the intended audience expected to know? I would recommend that the student create a Title for Columns A and B so the "intended audience" understands what the two columns represent. For Example: Column A's Title could be "Top 4 Candies among 6th Graders". Column B's Title could be "Least Favorite Candies among 6th Graders".	accept	Thank you for your feedback. We created new content related to this lesson and it was approved for 3rd grade. We will update here as well.
6th Grade	979898777176108	1-3	Entering and Editing Data: Review packet pages 1-3 *click "download lesson" to access review packet	View Link	This is a good activity but needs more rigor. It would be nice to enter the data and do more editing like adding a title and maybe another level of data types like adding numbers to represent the number of each candy type. A student in 6th grade would become very bored with this activity very fast due to the simplicity. However, the step by step instructions are easy to follow and would be beneficial to ensure that students are learning the addressed expectations.	accept	Great suggestion! We created new content related to this lesson and it was approved by the SRP for 3rd grade. We will update here as well.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
6th Grade	979898777176108	1-3	Entering and Editing Data: Review packet pages 1-3 *click "download lesson" to access review packet	View Link	I would like to teach or instruct students that when they have to gather information to share with an audience, they need to get in the habit of explaining this. This would be a better exercise if there was a heading for column A and B. Example: Column A could said "Top 4 Popular Candies" Column B could said "Least Popular Candies: Another example would be to input all the data into one column (i.e. A) with a heading of "Popular Candies". This would have all eight candies. Students need to learn how to use headings to describe the information because having the names of eight candies on a page does not help an audience to understand what this represents.	accept	Great suggestion! We created new content related to this lesson and it was approved by the SRP for 3rd grade. We will update here as well.
6th Grade	979898777176108	5	Internet Search Tips Review Packet: Page 5, question 1 *Click "download lesson" to access Review Packet		This was a wonderful lesson that introduced students to searching on the internet. This was the first video (with transcript which is great for students who need a copy of the dialog). This lesson also reinforced prior knowledge in the earlier lesson of Boolean Expressions and Logic to use these words (i.e. and, or, not, etc.) into the search engine. This introduction has the use of a short video, sound, visual examples and a text recap in the dialogue. I would recommend adding a written activity where the student needs to search for a specific item (without talking about pets) using similar Boolean Expressions. Last but not least, Google is just ONE Search Engine available for students. There are some Search Engines that are SAFE for students and schools to use that I would recommend to include in a list. I would also include other popular search engines and give a short description of what the search engine is useful for (i.e. published articles, books, etc). This would be a valuable lesson for students to use throughout the rest of school. The concept of "Being Safe" could include concepts of not only "fake" websites, but those that are Pfishing for information. Security Websites that can be trusted need to be included such as; https.	reject	Thank you for your feedback. In our PDF review activity for this lesson, we list multiple different search engines, as well as give the students many opportunities to practice searching for answers to specific questions.
6th Grade	979898777176108	5	Internet Search Tips Review Packet: Page 5, question 1 *Click "download lesson" to access Review Packet		The addition of the handout allows students to have a hard copy of the presentation. Students that are not visual have an outlet to learn the material in a different way. Students of all learning types are being addressed. This could be used for review for a quiz, exit ticket or bell ringer.	reject	We're glad you enjoyed this feature! It doesn't appear a content change is needed here.
6th Grade	979898777176108	screen1	Debugging Intro screen (all sections)	View Link	I liked the visuals but would like to see the student go through more examples. There should be more than two lessons for the student to debug and show mastery of this "debugging" concept. I would like to see some more visuals for those students who are visual learners of different examples of debugging. Another example would be for the teacher to show examples in real life where programming errors such as using an "0" instead of the letter "O".	reject	Thank you for this suggestion, we'll look into adding more content down the road.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
6th Grade	979898777176108	screen1	Debugging Intro screen (all sections)	View Link	This is a good springboard for the teacher to teach the concepts and the students to learn. However, there needs to be more opportunities (i.e. more lessons) for the student to demonstrate the concepts. There are only two lessons for the student to demonstrate mastery. This is not enough on such an important concept technology applications addressing computer science. Would there be a way to add a video that reads to the student as well for the more audio learners when presenting the introductory information? It is a lot of reading for the student. Typing.com is so interactive and this might be a added layer to an easier understanding of the concepts.	reject	Thank you for the feedback. We have a dictation feature available for students if they would prefer to have content read aloud to them.
6th Grade	979898777176108	screen1	Understanding Variables: Intro screen (all sections)	View Link	This was a great lesson and it gave the student several opportunities to use their new knowledge of assigning variables. They also had to know the difference of "text" versus "number" in the descriptive field.	reject	We're glad you enjoyed this lesson! It doesn't appear any content changes are necessary.
6th Grade	979898777176108	screen1	Abstract Thinking: Intro screen (All sections)	View Link	The page gives good examples of abstraction in the real world but the first and last items probably are not relatable to a 6th grader. a. Most 6th graders are not driving cars. Perhaps change this to riding in a car or watching an adult drive a car. b. Current technology uses GPS and online maps. Students probably are not use to using foldable maps of the world or a town.	accept	These are great suggestions; we will change item "A" to say "riding in a car." For item "B", the bullet point does not mention physical maps, so this is applicable to digital maps as well.
6th Grade	979898777176108	screen1	Using Loops: Question 1 *click "begin quiz" to access question 1	View Link	This feedback applies to question four in the actual quiz for students to demonstrate learning. This would be a troubleshooting error. You can only choose from three of the four answer choices. If the correct answer happens to be in that third answer slot, the student will automatically miss the question.	reject	We were unable to recreate this error.
6th Grade	979898777176108	screen1	Abstract Thinking: Intro screen (All sections)	View Link	The page gives good examples of abstraction in the real world but the first and last examples probably are not relatable to a 6th grade student. Most 6th graders do not drive a car but could be changed to riding in a car. Since we live in such a technological society, most students today do not use a map. This includes a 6th grade student. Other examples might be more relatable to the students of today.	accept	Thank you for your feedback. We will update this to "riding in a car."
6th Grade	979898777176108	screen1	Understanding Variables: Intro screen (all sections)	View Link	This does an good job on defining variables. It includes all the major types of variables and builds on prior knowledge learned by the students. It enables the teacher a wide open door to expand in the coding process and allows for the teacher to provide more real world examples for the students to master variables.	reject	We're glad you enjoyed this lesson! It doesn't appear any content changes are needed.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
6th Grade	979898777176108	screen1	Understanding Variables: Screen 1 intro *Click "continue" to access screen	View Link	I enjoyed the quiz questions. This was more intensive than the other quiz questions. I liked how the quiz reinforced the concepts of variables and that students needed to know and apply the correct values (i.e. text or number) to correctly debug the problems.	reject	We're glad you enjoyed these quiz questions! It doesn't appear that a content change is needed here.
6th Grade	979898777176108	screen1	Entering and Editing Data: All sections	View Link	I liked the use of the automated text to show students how to highlight cells or expand cells.	reject	We're glad you enjoyed this feature! It doesn't appear a content change is needed.
6th Grade	979898777176108	screen1	Using Loops: Question 1 *click "begin quiz" to access question 1	View Link	There are four (4) questions on the quiz. There are four answer choices for question 4, but the program only allowed for me to choose only 3 of the four answer choices.	reject	Thank you for your feedback, however we were unable to reproduce this.
6th Grade	979898777176108	screen1	Understanding Variables: Screen 1 intro *Click "continue" to access screen	View Link	The quiz was a good example that many students at this age can relate. Most students have pets. Each question builds on the previous question and allows the students to see a real world example. This would be good for an Exit ticket or bell ringer.	reject	We're glad you enjoyed this quiz! It doesn't appear any content changes are needed.
6th Grade	979898777176108	screen12	Citations: Screen 12 *Click "continue" to access practice screen	View Link	Having the students type the citations is a nice feature. It will add another layer of learning for the students and lead to a deeper understanding of citing sources. One recommendation for middle school students, maybe add a couple of more keying the citation activities. We like how this activity is tied to keyboarding concepts.	reject	Thank you for your feedback and we're glad you enjoyed our citation activity! We will keep your feedback in mind for the future.
6th Grade	979898777176108	screen2	<p>Using Code to Grow a Beautiful Garden: Screen 2 activity *click "continue" to access activity</p>	View Link	<p>This does address the breakout but the actual activity should be rejected like the previous activity because it is not on grade level. This activity does not meet the rigor level for a student in 6th grade but is more appropriate for elementary age.</p>	reject	I appreciate your feedback on this TEK. You said this activity should be rejected, and our records indicate the activity for this TEK was rejected.
6th Grade	979898777176108	screen4	Using Code to Grow a Beautiful Garden: Screen 4 intro	View Link	This is a good stepping stone to defining what a conditional is in coding. However, it needs more "meat" at the middle school level. This is more geared for upper elementary students.	accept	Great recommendation; we added additional information to this that was approved by the SRP.
6th Grade	979898777176108	screen4	Using Code to Grow a Beautiful Garden: Screen 4 intro	View Link	I would recommend that this page give some examples of conditionals.	accept	Thank you for the feedback; This content was updated and approved during the SRP for 3rd grade and will be added to the 6th grade lesson as well.

Publisher: CEV Multimedia

Technology Applications, Grade 7

iCEV Technology Applications 7th Grade (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Technology Applications 7th Grade (Individual Course)</i>	8888640210001	Activity- Nested Loop Dance	This Activity is found in the Programming Principles lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	Another good example of an activity addressing nested loops. Using a variety of lessons meets the needs of all students through differentiation.	accept	Thank you for the complement.
<i>iCEV Technology Applications 7th Grade (Individual Course)</i>	8888640210001	Project - Develop a Museum Kiosk	This Project is found in the Technologies of Yesterday and Today lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	The premise of this activity is very applicable to this student expectation. However, teachers will have to do a lot of pre-teaching in order for a student to be able to be successful in completing this activity effectively. It is assumed that prior knowledge of research has been learned by the student.	reject	Direction 4 explicitly identifies the items students should research and gather information for. Providing a checklist item for students to progress through ensures instructors can guide students as they conduct research. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Technology Applications 7th Grade (Individual Course)</i>	8888640210001	Project-Code Your Own Music Video	This Project is found in the Programming Principles lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	This activity relates to so many students in middle school today especially since Tik Tok is so popular. Not only does this show how nested loops are used, it is a good example of a real world application; This makes learning fun and innovative in the lives of our students.	accept	Thank you for the complement.
<i>ICEV Technology Applications 7th Grade (Individual Course)</i>	8888640210001	Project-Digital Citizenship Webpage	This Project is found in the Principles of Digital Citizenship: Social Interactions lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	In this activity, it is inferred that feedback will be given. It would be nice to see an actual step in the activity instructions to collect the feedback after the webpage is presented to the class. This could be done through a Google Form, Share and Pair or any other item that allows students to discuss, respond and give feedback.	accept	A direction will be added to clarify how students will provide feedback.
<i>ICEV Technology Applications 7th Grade (Individual Course)</i>	8888640210001	Project-Time Management Spreadsheet	This Project is found in the Tech Apps Challenge-Time Management Spreadsheet lesson beneath the Instructional Materials heading in order to see the full scope. An interactive version of this Project can be located beneath the Interactive Assignments heading.	View Link	This is a very practical real world activity. It is very individualize that all students can relate. It is vital in this fast paced world for students to learn about time management. This is a very appropriate age for student to consider this concept before hitting high school. It meets the needs of the student expectation and meets the student where they are at in the real world. Good job.	accept	Thank you for the complement.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 7

Texas Technology Applications - 7: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Technology Applications - 7</i>	9798987914571001	3	Lesson Title: Digital Ethics: Hacking, Procedure 1; Step 2 to 3. The blue link in step 2 is part of the citation. Click to open.	View Link	Clearly the student activity of borrowing another student's phone and what is allowed / disallowed is lightly referring to a personal "AUP". But, please consider pointing the students at particular use acceptance rules that belong to their borrowing another's phone MUCH LIKE they are "borrowing the use of the district computer they are working on at the moment." Correlate the terms and conditions of a local AUP to a Personal device AUP.	reject	We believe this activity, as is, serves as a strong foundation for the concept of acceptable use. "Agree" can be denoted as synonymous with "acceptable," while "disagree" can be denoted as synonymous with "un-acceptable." In addition, later in this lesson, students get an additional opportunity to reflect on acceptable use while completing the exit ticket with the following questions: - What is one way you can keep your devices or online accounts secure? - What is one responsibility you have to others to keep their devices or online accounts secure?
<i>Texas Technology Applications - 7</i>	9798987914571001	3 to 4	Lesson Title: Data Storage and Representation, Procedure 2; Steps 1 to 5. The blue links in steps 3 and 5 are part of the citation. Click to open.	View Link	Possibly refer to or use the word Local storage in terms of On the computer or On a device.	reject	We believe the steps indicated in this citation provide enough of an initial narrative to the 7.12.G.i breakout (Use a variety of types of local data storage to store or share data.) Later on in this lesson, (Procedure 3; Steps 1 to 10) students dive deeper into the concept of local storage through an additional narrative and activity ("Local files are often stored on file servers in a central location and are accessible by multiple systems in the network.)

Publisher: eDynamic Holdings LP

Technology Applications, Grade 7

Middle School Tech Apps Grade 7: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 1	Unit 1, Lesson 5, all content in this lesson covers this standard. This includes paragraphs under the sub-headings "And How to Prevent Them," "Know Your Weak Points," "Unprotected Wi-Fi Networks," "Unencrypted Connections," "Fake Sites," "Direct Installations," "Social Engineering," and "IoT."	View Link	Please consider adding that not all hackers are bad. Perhaps you could add a bullet point under hackers that mention a few of the different ones as students will learn more about this in other technology courses as they transition into high school and beyond. bullet points could be: White Hacker - certified and typically works for the government to help keep networks secure and free from security breaches. Red Hacker - are like a white hacker but work on their own to stop bad hackers. However, they can potentially turn into a black hacker. Black Hacker - criminal hackers. They steal your information. Gray Hacker - a hacker that does things just for fun and does not try to cause harm. This is just a suggestion to add to your content so students can receive the foundation of what a hacker is as they learn about cybersecurity in future courses.	accept	We will add the bullet points suggested - red hacker, black hacker, gray hacker, white hacker - to lesson content to demonstrate that not all hackers are bad actors.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 1	Unit 1 Activity 2 "How Can I Boost My Footprint's Positivity?" Steps 3 and 4	View Link	Perhaps an example of your company's AUP policy could be used as an example for the teacher to discuss with students so once they complete this activity they can review their AUP policy and adhere to it following your suggested rubric for grading purposes.	reject	Thanks for the suggestion. Edynamic Learning's Acceptable Use Policy is comprehensive and likely too much content for a student. However, we can expand the suggested answers on this activity and provide more support for teachers.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 1	Unit 1, Lesson 2, read all paragraphs under the subheadings "Cyberbullying," "The Effects of Cyberbullying," and "How to Deal With the Haters."	View Link	Consider expansion of the second paragraph on Cyberbullying that notes that bullies can fall to depression. Further expansion could include repercussions further down the line in a career after the exposure is found again, It also might include loss of privileges in areas such as licensing, application to schools, program scholarships, acceptance to teams, and the list goes on. Let's give some examples of things that these students fear losing!	reject	Thank you for your feedback! All units are restricted by a word count. We keep the units a manageable length so that students can get through the materials in a reasonable amount of time. We make hard decisions about what content gets added to a course and unfortunately, we will not be able to add this content due to word count.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 1	Unit 1, Lesson 2, read all paragraphs under the subheadings "Keep Things Positive," "Don't Join the Haters," and "Cyberbullying." Under the subheading, "Keep Things Positive," click on all gray boxes and read the dropdown content for "Post Wisely," "Represent Your Causes," "Be Supportive," and "Be Safe."	View Link	Great work on connecting with students mental health. The examples and content given are very detailed in what happens in their everyday lives.	reject	I would like to accept this very positive feedback! Since there is nothing for the publisher to do or content to create, the system only permits us to reject the feedback. ;)
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	Unit 3, Lesson Plan, Class 5, Instructional Activities, Instructional Time: Direct Instruction, Slide 40, first and second bullet points	View Link	I appreciate you having students use takeaways from the lesson and using predictions within the next three years. This also allows them to use critical thinking skills and become better problem solvers.	reject	Thanks for the wonderful comment! There isn't anything for eDynamic to do to improve this.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	<p>Unit 3, Lesson 1, read all paragraphs under the subheading "Teamwork and the Design Process."</p>	View Link	<p>In this section when you refer to Google Suite as a good productivity tool to use for collaboration, you can also mention using Office Suite as well. Office does have Office 365 where files can be shared and used for collaboration. You may mention that using the Google Suite can be more efficient where you can share files and collaborate in real time.</p>	accept	We will add information about Office 365 and its uses for collaboration.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	Unit 3, Lesson 5, all content in this lesson addresses this standard. This includes paragraphs under the subheadings "Tools to Organize Data," "Let's Organize Some Data," "What are Other Data Options," "Managing Data," "Get a Baseline," and "Analyzing Data." Under the subheading "What are Other Data Options?" click on all gray boxes and read the dropdown content for the boxes titled "Gantt Chart," "Financial Data," "Tournament Information," and "Employee Shifts."	View Link	The question in the student teacher discussion that asks what method of these types of data tools will be relevant in 3 years is a perfect way to keep them thinking forward into the future. These students will ONLY be 10th graders when that 3 years occurs. Keep them thinking about always growing and changing technologies!!	reject	Thank you for the positive feedback! It appears that no action is required of eDynamic Learning.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	<p>Unit 3, Lesson 1, read all paragraphs under the subheading "Teamwork and the Design Process."</p>	View Link	<p>In looking for technology terminology, terms that are in red are not pointing to terms used in technology only. Time and Date stamped Revisions, for example, should be explained as responses to debugging checks and bug fixes. Collaborations, as another example, should be used and connected to shared drives, shared folders, and collaboration projects softwares such as Figma, or WriteClick, or any monitoring workflow software</p>	accept	The SRP is right. We will define those terms - time & date stamped, collaborations and collaboration projects - in terms of technology.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	Unit 3, Lesson 2, all content addresses this standard. This includes all paragraphs under the subheadings "Team Member Tips" and "A Leader Leads By Example." Under the subheading "Team Member Tips," find the image of the student raising their hand with the title "Know Your Strengths (and Limits)." Read this caption and then use the arrows on the photo edge to advance slides to read the captions and look at images for "Be a Good Communicator," "Be Reliable," "Support Your Team," "Share Resources and Knowledge," and "Don't Be Afraid of Grunt Work."	View Link	In looking for technology terminology, terms that are in red are not pointing to terms used in technology only. Time and Date stamped Revisions, for example, should be explained as responses to debugging checks and bug fixes. Collaborations, as another example, should be used and connected to shared drives, shared folders, and collaboration projects softwares such as Figma, or WriteClick, or any monitoring workflow software	accept	Yes, we will address as described in an earlier response by We defining those terms - time & date stamped, collaborations and collaboration projects - in terms of technology.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	Please see document labelled 12Ai - Narrative 1 - which details new content additions to Unit 3, Lesson 1, ALL paragraphs under the subheading "Teamwork and the Design Process."		Consider bolding or italicizing these words: prototypes, mockups, pseudocode, and/or flowcharts. Consider adding Debugging to Stress Testing.	reject	We have a strategy for bolding words - we do so when the new term is introduced and is defined for the first time. The SRP points to these words, which were defined before unit 3 and appear in bold type. However, we will add information about debugging to stress testing.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	Unit 3, Lesson 3, all paragraphs under the title "Flowcharts," all content under the heading "Flowcharts and Design" and all content under sub-headings "Step 1: Define a Problem," "Step 2: Collect Information," and "Step 3: Brainstorm and Analyze Ideas." All content under the heading "Breaking Down Problems with Flowcharts." This includes paragraphs under the sub-heading "Decompose a Problem."	View Link	Perhaps more visual text can be added to the document to support our ELL students in reference to a timeline while using Lucid charts while discussing the timeline of how to define a problem, up to brainstorming and analyzing ideas in a collaborative setting.	reject	Thank you for your feedback! All units are restricted by a word count. We keep the units a manageable length so that students can get through the materials in a reasonable amount of time. We make hard decisions about what content gets added to a course and unfortunately, we will not be able to add this content due to word count.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	Unit 3, Lesson 5, all content in this lesson addresses this standard. This includes paragraphs under the sub-headings "Tools to Organize Data," "Let's Organize Some Data," "What are Other Data Options," "Managing Data," "Get a Baseline," and "Analyzing Data." Under the sub-heading "What are Other Data Options?" click on all gray boxes and read the dropdown content for the boxes titled "Gantt Chart," "Financial Data," "Tournament Information," and "Employee Shifts."	View Link	I do appreciate the data options the students can view using spreadsheets. This gives them a chance to see how data is stored in different ways in industries. Nice content.	reject	Thank you for the feedback. There is not any specific recommendations re: how to improve it.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	Unit 3, Lesson 1, read all paragraphs under the subheading "Teamwork and the Design Process."	View Link	CONSIDER THIS: use technology terms, rather than common terms that might be misunderstood in this Design Process connection. In the Fine Arts, Theatre for example, we use the same terms, to point at very different end results for a TEAM effort. The terms you have highlighted here are common terms, not technology driven terms.	accept	The SRP is right - we will alter this lesson to focus on technology terms, not common terms.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	Unit 3 Critical Thinking Question 2	View Link	The only technology terminology that I see used in this is Pseudocode. Expansion of this area activity is needed once the narrative that points to this activity is expanded.	accept	We plan to expand the lesson content with new technology references and will alter this critical thinking question or another one in the unit accordingly.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 1, under the subheading "What Tools Do Teams Use?" read all paragraphs.	View Link	Although this narrative training section is about virtual meeting spaces predominantly, it would be wonderful to see more informal avenues expanded upon as well. It is quite misunderstood today by youngsters what is a formal setting, versus an informal setting. We are seeing appropriate formal etiquette and dress be very poorly addressed within student responses to employer interviews, and call backs. Consider further explaining the difference between formal settings and etiquette and informal settings and etiquette in the workforce world!	accept	We agree with the SRP that students lack an understanding of how to dress for virtual meetings and will add a paragraph about formal and informal settings to this lesson.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 1, under the subheading "What Tools Do Teams Use?" read all paragraphs.	View Link	My only suggestion about this lesson in Unit 5 is perhaps your content could provide some examples of positive and negative communication using digital tools. Some learners are visual and may need an example as they work in a team to be more proactive.	reject	Thank you for the suggestion. Due to space limitations, we determined not to address this feedback.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 1, under the subheading "What Tools Do Teams Use?" read all paragraphs.	View Link	Within the careers world, email is a common communication tool. Rather than pointing strongly to collaboration, consider including more learning opportunity regarding formal letter and email expectations. Students today do not know how to use email, nor scribe a letter for formal approach. Train them to differentiate an email from a text message and what information should pointedly be placed in an email of formal need.	accept	We are on the fence about this suggestion given word count limitations, but we will add some content about this to a lesson on netiquette.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5 Critical Thinking Question 1	View Link	Consider placing examples of poor and successful interactions of digital expression as a critical thinking question to discern which is appropriate and which is not, based on which career or industry the student is in at the time.	accept	Thank you for this feedback. We will revise a CT question. In this case, we will revise CT3.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 3, read all paragraphs under the subheadings "How to Use Content Ethical-ly," "Go-Free," "Cite Your Sources," "Following the Licensing," and "Who Owns It?"	View Link	Citing sources section state that the owner should be given credit, but nothing giving an example of how, or what other content should be included in citation is seen. Tell the learner HOW to do this, or at least that there are standards for doing so, that include MLA and APA styles.	accept	We will add an example of at least one MLA and APA citation.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 3, read all paragraphs under the subheadings "How to Use Content Ethical-ly," "Go-Free," "Cite Your Sources," "Following the Licensing," and "Who Owns It?"	View Link	Under your Cite your Sources section, please consider showing students examples of MLA work cited or a visual of how that appears. This will help support cross-curricular in ELAR courses since 7th graders are starting to learn how to write essays. It also supports visual learners and ELL students in the classroom.	reject	Thank you for your feedback! All units are restricted by a word count. We keep the units a manageable length so that students can get through the materials in a reasonable amount of time. We make hard decisions about what content gets added to a course and unfortunately, we will not be able to add this content due to word count.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 1, under the subheadings "What Tools Do Teams Use?" and "Collaborating in Cyberspace" read all paragraphs. Under the subheading "Collaborating in Cyberspace," click on all gray boxes and read the dropdown content for "Zoom," "Google Meet," and "Microsoft Teams."	View Link	Consider adding in the different examples of formal collaboration online as a student with a teacher during Covid closure, versus informal chats with grandma on facetime. Just a simple paragraph explaining all the different examples of collaboration use here are very much formal situations. The students do not understand the differences of the technology in their use yet. Give more expanded examples!!!	reject	Thank you for your feedback! All units are restricted by a word count. We keep the units a manageable length so that students can get through the materials in a reasonable amount of time. We make hard decisions about what content gets added to a course and unfortunately, we will not be able to add this content due to word count.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 3, read all paragraphs under the subheadings "A Crash Course in IP Law" and "A Legal Loop-hole." Under the subheading "A Legal Loop-hole," click on all gray boxes and read the dropdown content for "Purpose," "What's Being Used," "How Does It Affect Original Content," and "Attribution."	View Link	" Or worse, legal repercussions." needs to be expanded to show the federal law violation of using someone else's work online and the jail possibilities that come with it. Consider adding a stronger tone to this Consequences paragraph of explanation. Students today live by the motto, Its ok, as long as you don't get caught. Students need to understand that Legal Repercussions can be fines, removal of use rights, and even jail time. Further repercussions could be loss of scholarships, positions, titles, and benefits when found out later in life!	reject	Thank you for your feedback! All units are restricted by a word count. We keep the units a manageable length so that students can get through the materials in a reasonable amount of time. We make hard decisions about what content gets added to a course and unfortunately, we will not be able to add this content due to word count.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 1, under the subheadings "What Tools Do Teams Use?" and "Collaborating in Cyberspace" read all paragraphs. Under the subheading "Collaborating in Cyberspace," click on all gray boxes and read the dropdown content for "Zoom," "Google Meet," and "Microsoft Teams."	View Link	The content is great. However, consider adding icons of what the different social media tools look like for our visual and ELL learners.	reject	It's a great suggestion. We intentionally do not use the icons due to permission restrictions and therefore are rejecting the change.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	<p>Unit 5, Activity 1 "How Can I Site a Source Using Digital Tools?" Steps 1-3</p>	View Link	<p>Great online use software to send teachers to! Awesome that this program has clearly developed lesson plans, ELL helps, extensions, AND a grading rubric~!! Thanks for setting the new teacher up for success.</p>	reject	Thank you for the feedback! There is no action required of the publisher.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	<p>Unit 5, Lesson 1, under the subheadings "What Tools Do Teams Use?" and "Collaborating in Cyberspace" read all paragraphs. Under the subheading "Collaborating in Cyberspace," click on all gray boxes and read the dropdown content for "Zoom," "Google Meet," and "Microsoft Teams."</p>	View Link	<p>If while on Google Meet, or Skype meetings, should participants use emojis and no caps and punctuation in their chat box responses? If in a shared document on Google should a participant leave a comment such as "Are you kidding here? that's crap! It should be blah, blah, blah. ..." Show more examples of differentiation between informal and formal speak in particular collaboration settings for PURPOSE.</p>	reject	Thank you for your feedback! All units are restricted by a word count. We keep the units a manageable length so that students can get through the materials in a reasonable amount of time. We make hard decisions about what content gets added to a course and unfortunately, we will not be able to add this content due to word count.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Activity 1 "How Can I Site a Source Using Digital Tools?" Steps 1-3	View Link	Scribbr is an excellent resource to use and appears to be more user friendly in comparison to citation machine. I like the steps that students take to complete this exercise and the rubric is an additional plus.	reject	Rejecting the change as there is nothing to implement here. We're happy to hear that you like the activity. Thank you for the feedback!
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6 Critical Thinking Question 1	View Link	The critical Thinking Question 1 lists a Windows Keyboard Shortcuts assignment. The fully Apple District and students who are issued only a Macbook, or an iPad will be asking Why do they even need to do this assignment? CONSIDER ADDING THIS: Use the chart of shortcut questions and ask them to fill in their platform shortcuts, and then one other platform (could be their phone) shortcuts.	reject	Thank you for this feedback! Edynamic Learning courses have step-by-step instructions that are written for PCs and when appropriate, we add Mac instructions as well. This is based on the types of devices that we see used in the market.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6, Lesson 2, all content in this lesson covers this standard. This includes all paragraphs under subheadings "Blogs: The Written Word Goes Digital," "Podcasts: Radio Goes Digital," and "Videos: Don't Tell Us, Show Us."	View Link	Other inclusions: Photos, Scans, moving Gifs, etc.	accept	We will add photos, scans, gifs to the list of items.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6, Lesson 1, all content in this lesson covers this standard. This includes all paragraphs under subheadings "Introduction," "How Do I Identify My Audience?" "Making Moves on Social Media," and "Channeling Your Message." Under "Channeling Your Message," click on all gray boxes and read all dropdown content for "YouTube," "Facebook," "Twitter," "Instagram," and "TikTok."	View Link	The connection here to online tools is great. But, where are the in person presentation types> should we not point at or mention those methods as well? Ways that they might use their tools to present forward in their careers, or what is being used in corporate boardrooms, or in monthly training meetings? Really like the references made to who would you be presenting to, but these all appear to be current methods. What might be the future platforms and tools for presentation? Car screens as you start up?, Refrigerator screens in the morning, virtual museum installations?? moving billboards, and.....etc?	reject	We considered this feedback re: technology in the future and determined that due to unit word count limitations, we will not address this recommendation.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6, Lesson 2, all content in this lesson covers this standard. This includes all paragraphs under subheadings "Blogs: The Written Word Goes Digital," "Podcasts: Radio Goes Digital," and "Videos: Don't Tell Us, Show Us."	View Link	Items for consideration to add to the short list of web, blog, podcast and video: Apps creations, Video Games, Virtual Competitions.	accept	We will add the SRP's recommended items - apps creation, video games, virtual competitions.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6 Activity 1 "How Can I Create a Digital Artifact?" Steps 2 and 3	View Link	Great content for student the student activity using Canva as a digital tool. Not only does this allow students to be creativity, it allows them to use their own personal traits to connect with an audience. This also gives them a skill when designing artifacts that they can continue to use in the near future as well as promoting.	reject	Thanks again for such wonderful feedback. Since there are no improvement recommendations, there is not anything for eDynamic to do.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6, Lesson 2, all content in this lesson covers this standard. This includes all paragraphs under subheadings "Blogs: The Written Word Goes Digital," "Podcasts: Radio Goes Digital," and "Videos: Don't Tell Us, Show Us."	View Link	Previous breakout feedback should be used to expand this informational narrative to expose students to what they are actually interacting with at this age of 12. Even Netflix and DVRs are examples of the digital artifacts these students are commonly exposed to.	accept	We can expand this lesson to include the types of technology that 12 year olds are accustomed to using everyday, such as streaming services.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6 Activity 1 "How Can I Create a Digital Artifact?" Steps 1-3	View Link	This segment of the TEKS is referring to Word Processing, not Publication software. An application of writing an Email to teach how the 7th grader should do this, or writing a diary entry would augment further your product, rather than calling Canva a word processing productivity tool, when it is actually a publication tool. It calls itself an online Publication software on page one.	accept	This makes sense. We will eliminate the Canva reference and focus on word processing instead.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6 Activity 1 "How Can I Create a Digital Artifact?" Steps 2 and 3	View Link	Great choice of online software use when pointing to Canva!!! The templates and all the formats available within this resource is a great direction to take this level of student learner!	reject	Thank you so much for this positive feedback! There isn't anything for eDynamic to do here.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6 Activity 2 "How Can I Be More Efficient When Using Productivity Tools?" Steps 1-6	View Link	Though the lesson activity points to a specific task, and the activity directs the teacher to use google sheets, the element of the Student selecting the appropriate software for a specific task is missing. Consider this: as a follow up to this course statement--'Regardless of the productivity tool that you use, there are likely pre-built templates that will help you with your task. In this activity, you will be using exploring various ways to improve efficiency for different tasks.' Place in a description that says if we are approaching a number calculation task, use a software on your platform, or even an app on your platform of choice that will calculate numbers, as we are in this lesson on Weather trends. If we are working on a publication, you would work within a Word Document, or a publishing software. All platforms have different softwares to select from that will deal with the correctly IE Don't pound in a nail with a screwdriver, if you have a hammer in your toolbox. Use the appropriate software available to you on your specific platform (phones included) for the task at hand.	accept	We will amend this activity to reference various software, and using the most appropriate one for the task.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 8

Texas Technology Applications - 8: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Texas Technology Applications - 8	9798987914588001	18 to 19	Lesson Title: Arithmetic Operators, Procedure 6 ; Step 3 to 6	View Link	It is unlikely that this lesson can be completed in 45 minutes.	reject	We acknowledge and deeply understand that estimated completion times may vary across various instructional settings and individual teachers and learners. Each lesson is purposefully divided into 2 - 6 procedures so that if class time is running short, lessons can be easily bookmarked and continued from the next procedure in the next class session. In addition, each course comes with a customized pacing guide. The pacing guide is a sequenced list of all of the activities included in the course. Module numbers, activity descriptions, learning objectives, standards, and expected completion times are all provided for each session. This document is customized to the unique instructional cadence of a school or district. For teachers' convenience and planning purposes, they can use the "Timeline" column to keep track of the dates, times, class periods, or other pertinent details about their specific implementation. In this space, educators can document when lessons are paused and continued across instructional periods or days.
Texas Technology Applications - 8	9798987914588001	2	Lesson Title: STEM Careers: Engineer, Procedure 1 ; Step 1 to 6 Blue hyperlinks in steps 3 and 4 are part of the citation. Click to open.	View Link	WHAT HAPPENS WHEN THESE VIDEOS ARE PULLED THROUGH YOUTUBE OR ARE NOT WHITELISTED BY THE DISTRICT? ADVERTISEMENTS?? YOU NEED YOUR OWN YOUTUBE CHANNEL.	reject	Ellipsis Education courses reference external resources to support educators in engaging students within the classroom. We feel it is beneficial to provide videos from a variety of external sources to expose students to different perspectives in the computer science industry. Videos provide additional explanations and visual representations of concepts throughout the course. Key statements and/or questions pertaining to video content are provided within the lesson plan. If video display or internet access is unavailable, statements are included in the lesson plan to be shared with students that summarize the video. A comprehensive list of these external resources can be provided upon request. It is encouraged that schools add these links to their system's "Go List" to avoid any potential firewall issues.
Texas Technology Applications - 8	9798987914588001	2	Lesson Title: History of CS, Procedure 1; Step 1 to 3 Blue hyperlink in step 2 is part of the citation. Click to open. This link did not open for me - so I am assuming the video is as described.	View Link	WE JUST MADE A COMMENT THAT VIDEOS FROM YOUTUBE MAY BE UNAVAILABLE AND WE JUST FOUND THAT THIS HISTORY OF COMPUTER SCIENCE IS UNAVAILABLE.	accept	We have removed the unavailable video link from the lesson and updated it with a new video. The new video can be found here: https://drive.google.com/file/d/13CrI5pETOpb79pO9Y9ZrqqzN9KK1_ib3/view?usp=drive_link . This change to the content has also been logged in the LCEC form.

Publisher: Compusolar, Inc.

Technology Applications, Grade 8

Tech Essentials: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Student Material	9781946113030SM	Chapter 11, Activity 1 instructions	We have added text underneath the first bullet in the "Project Plan" section to enumerate the timeline's design phase deliverables, including pseudocode.	View Link	outstanding additions	accept	Thank you! No changes needed for this feedback.
Student Material	9781946113030SM	Chapter 11, Activity 4 Instructions	Please see the new second paragraph under the "Selecting the Final Test Plan" section.	View Link	Thank you for the thoughtful corrections on this well designed and organized project.	accept	Thank you! No changes needed for this feedback.
Student Material	9781946113030SM	Chapter 12, Lesson 3	"Intellectual Property and Piracy", "Copyright Laws", "Fair Use of Copyrighted Material", "Using Intellectual Property" sections	View Link	there are 4 part to IP and missing is patents, trademarks, trade secrets.....	accept	Of the 4 forms (copyrights, patents, trademarks, trade secrets), we believe copyrights are the most relevant for students at this grade level. However, we have added an "Other Forms of Intellectual Property" section to this lesson with a brief introduction to the other 3 terms. The modified lesson can be found here: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/12/L3/lesson.html
Student Material	9781946113030SM	Chapter 9, Lesson 4	"Nested Loops in Python" section	View Link	We have questions on how engaging these text heavy narratives and activities are for students.	accept	We have added two images to this lesson to help visualize the textual descriptions inherent in the Python portion. The first image is in the "Nested Loops in Python" section, and the second image is in the second "Work with Me: Drawing Rectangles" exercise. The modified lesson can be found here: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/09/L4/lesson.html

Publisher: eDynamic Holdings LP

Technology Applications, Grade 8

Middle School Tech Apps Grade 8: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 8</i>	9781959433576	Unit 3	Unit 3, Lesson Plan, Class 3, Instructional Activities, Instructional Time: Direct Instruction, Slide 28	View Link	It would have been nice to have seen the actual presentation, instead of the lesson plan description.	reject	Thanks for the feedback. This comment does not seem to require eDynamic to create new content in order to address it.

Publisher: Learning.com

Technology Applications, Grade 8

Learning.com TechApps for Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 8</i>	9798987398289	1,2	1. Click the play button to launch the item. 2. Click the Student Preview button in the upper right hand corner. 3. Click the start button, then click the 1 & 2 at the bottom of the screen to move to pages 1, 2.	View Link	In the directions for the specific citation, it is clear where slide 9 is but there are no notes for slide 9 or slide 10. It would be more beneficial to have notes for slide 9 and slide 10 to be consistent with the full slide deck.	accept	The lesson plan will be updated to include the text from the notes section on slides 9 and 10 to be consistent with the full slide deck.
<i>Learning.com TechApps for Texas - Grade 8</i>	9798987398289	2	1. Click the play button to launch the item. 2. Click the Student Preview button in the upper right corner. 3. Click the Start button. 4. Complete the activity on page 2.	View Link	This activity does not clearly define the backup process. It can be implied but is confusing. Does this mean that the renaming of the files and the screenshot of the files is the backup? Where is the physical step of the backup to the cloud from a local drive or vice versa? The term back up only shows up in the introductions but is not listed in the instructional steps.	accept	This activity will be updated to include a Think About It section which will say, "Remember that a backup is a duplicate version of a file or folder that is saved in an alternate location. The purpose of a backup of your files and folders is to help with recovery if something happens to the original file." On page 2, step 8 will become step 9 and a new step 8 will be added. It will read, "Now that you have organized your files and folders, it is important to create a backup in case something happens to your originals. The backup might be made to an external hard drive or to a cloud storage location. Be sure to make a note of where you created your backup in case you need it in the future."

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com TechApps for Texas - Grade 8</i>	9798987398289	2	1. Click the play button to launch the item. 2. Click student preview in the upper right hand corner of the screen. 3. Click the start button. 4. Click the 2 at the bottom of the screen to go to page 2.	View Link	This is a good example of a pseudocode. While in the interactive activity, the directives start the student in the direction of the first black circle. The directions say "Then continue on." It is recommended to reword this statement to tell the student that all circles and shapes must be included in the code. The way it is written is ambiguous.	accept	The sentence will be updated to read, "Then continue on and include all circles and shapes to complete the pseudocode."
<i>Learning.com TechApps for Texas - Grade 8</i>	9798987398289	3	1. Click the play button to launch the lesson. 2. Click student preview in the upper right hand corner of the screen. 3. Click the start button. 4. Click the corresponding number at the bottom of the screen to go to pages. 5. Read the directions and complete the question on page 3.	View Link	Breakout 12:E.i and 12.E.ii addresses the application of shortcuts. The activities were rejected in both of these breakouts due not aligning with any application of shortcuts material. When reviewing this breakout activity, Pages 1 and 2 dealt with application of shortcuts. Should be the activity associated with Breakout 12.E.i and 12.E.ii? Please take a look. Thank you.	accept	This practice activity is designed to meet 12.E.i, 12.E.ii, 12.F.i and 12.F.ii .

Publisher: B.E. Publishing, Inc.

Anatomy and Physiology

Understanding Anatomy & Physiology (Texas Edition): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Understanding Anatomy and Physiology - Textbook</i>	9781719648714	123	Ch. 7: House Calls activity. Page 143 of PDF reader.	View Link	the Non -verbal communication of body language is included, however the effectiveness is implied	reject	As feedback stated, body language is non-verbal communication and there is not an error to correct. The text includes other activities where non-verbal communication is used, practiced, and demonstrated by the student. Example: Page 29 (Page 49 of PDF reader), Talking Points. https://proc2024.s3.amazonaws.com/Understanding_Anatomy_and_Physiology.pdf#page=49

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Understanding Anatomy and Physiology - Textbook</i>	9781719648714	29	Ch. 2: Talking Points activity. Page 49 of the PDF reader.	View Link	The concept of being concise may be implied but is not explicitly, please consider adding something directly related to concise communication.	accept	The publisher will add language that will directly relate to concise communication.
<i>Understanding Anatomy and Physiology - Textbook</i>	9781719648714	325 to 327	Ch. 17: Pages 345-347 of PDF reader.	View Link	Page 325 addresses hemostasis, not homeostasis. However, hemostasis is a process that works to maintain homeostasis.	reject	<p>There is not a change that is needing to be made. Feedback is correct with what page 325 addresses as hemostasis is a process that works to maintain homeostasis. Homeostasis is address in other examples of the text.</p> <p>For example, page 319 (PDF reader page 339) first paragraph.</p> <p>https://proc2024.s3.amazonaws.com/Understanding_Anatomy_and_Physiology.pdf#page=339</p> <p>Page 24 (PDF reader page 44), Body at Word section lower part of the page.</p> <p>https://proc2024.s3.amazonaws.com/Understanding_Anatomy_and_Physiology.pdf#page=44</p>
<i>Understanding Anatomy and Physiology - Textbook</i>	9781719648714	547	Ch. 24: House Calls activity. Page 567 of PDF reader.	View Link	Demonstrate non-verbal communication in a clear manner is implied in this activity.	reject	<p>As feedback stated, body language is non-verbal communication and there is not an error to correct. The text includes other activities where non-verbal communication is used, practiced, and demonstrated by the student.</p> <p>Example: Page 29 (Page 49 of PDF reader), Talking Points.</p> <p>https://proc2024.s3.amazonaws.com/Understanding_Anatomy_and_Physiology.pdf#page=49</p>

Publisher: Goodheart-Wilcox Publisher

Anatomy and Physiology

Introduction to Anatomy and Physiology - Online Learning Suite: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Introduction to Anatomy and Physiology - Online Learning Suite</i>	9798889993056	136	Figure 4.4	View Link	Note that no where is Cortical bone stated as another term for compact bone.	accept	This information is given in Figure 2.27, Major Classes of Connective Tissue, in the "Bone" row.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Introduction to Anatomy and Physiology - Online Learning Suite</i>	9798889993056	141	Analyze and Apply 3	View Link	Note that no where is Cortical bone stated as another term for compact bone.	reject	This information is given in Figure 2.27, Major Classes of Connective Tissue, in the "Bone" row.
<i>Introduction to Anatomy and Physiology - Online Learning Suite</i>	9798889993056	37	In the Lab #2 (NEW CONTENT, SEE PDF FROM G-W)		This is a great question that does provide students exposure to diverse scientists. To make the question stronger state they need to find scientists of different ethnicities or who have over come physicals or mental challenges.	reject	The word "diversity" covers ethnicities as well as physical or mental challenges. We will consider increasing coverage during the next revision.
<i>Introduction to Anatomy and Physiology - Online Learning Suite</i>	9798889993056	501	Figure 12.10	View Link	This section does not really say much about scar repair	reject	The text on the left side of the box at the bottom of the flowchart explains that scar tissue is formed and then repaired further with the growth of replacement cells.

Publisher: Kiddom

Anatomy and Physiology

OpenStax Anatomy and Physiology powered by Kiddom - Online and Print: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>OpenStax Anatomy and Physiology powered by Kiddom</i>	9781960634597	[411-416]	Unit 2 > Chapter 11 The Muscular System > 11.1 Interactions of Skeletal Muscles, Their Fascicle Arrangement, and their Lever Systems	View Link	Although skeletal muscles are voluntary muscles this is not explained in the text. The Breakout addresses "voluntary muscles" and the text addresses skeletal muscles. This needs to be explained to the students in greater detail.	accept	Feedback accepted

Publisher: McGraw Hill

Anatomy and Physiology

Holes Essentials of Human Anatomy and Physiology TX: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	129	Chapter Project, bullet points	View Link	Either in the teacher manual or in the student book as side note, provide sentence starts for how students can respectfully engage in debate. example: ' I agree with ____ however, _____ '	reject	This project asks students to present their position (or argument) to their peers, it does not involve a debate between opposing sides.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	14	Second full paragraph	View Link	The 2nd paragraph touches on the TEK but the whole page does a better job addressing the TEK at a high level.	accept	Thank you for this information. We will update the dashboard correlation to include the entire page.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	14-15	postive feedback (last and first paragraphs)	View Link	Consider bolding positive feedback as a key vocabulary term.	accept	The first instance of positive feedback on page 14 has been bolded to indicate that it is a vocabulary term.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	157	Short Answer, Question 7	View Link	All short answers answer this TEK not just #7	accept	Thank you for this information. Description of location "Short Answer, 1-15".
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	165	Career Corner, Consider This	View Link	While this question meets the standard it is a very poor example of a muscular disorders.	reject	The Career Corner often presents students with career options that they may not intially think about when learning about anatomy and physiology. We feel that this question allows students to think both critically and creatively and to apply what they know about muscles to a real-world scenario.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	165	Career Corner, Consider This	View Link	The message therapy career corner is quite weak. Is there any scientific or medical evidence that the message system you describe as being effective? For that matter, is there any scientific evidence that the RISE method is effective? Even if there isn't scientific evidence, you can say so but argue that these are common therapeutic approaches. Try to be more honest with the students.	reject	The goal of the Career Corner features is to introduce student to the variety of careers that rely on a knowledge of anatomy and physiology. Consider This questions act like mini case studies, where students put themselves in the position of the career of focus, and use their critical thinking skills to investigate scenarios. Other areas of the book highlight specific treatments for diseases and disorders.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	167-168	page	View Link	A general note: the textbook is very dense and at a higher reading level, this book goes into more detail which would perfectly service an honors 10th grade student but non-honors students would struggle with the depth that this text goes. Example the different types of melanin goes too deep for the average 10th grader.	reject	We appreciate the concern around the reading level required for Anatomy and Physiology. It is a technical course with a high level of required vocabulary. We have purposefully developed an array of tools and components to help students keep up with the demands of the required terminology. Each chapter starts with the "Aids to Understanding Words" section which reviews familiar and unfamiliar word roots, prefixes, and suffixes. Each chapter also includes varied Study Strategies to help students work individually and in small groups to review new terms and content. The Teacher Manual offers multiple activities tied to the ELPS to assist students technical language acquisition, no matter what their primary language is. Finally, the digital course includes online vocabulary activities, labeling activities, and flash cards for each lesson. In addition, each chapter includes a multitude of topics related to each body system. Teachers can use their discretion in assigning reading that aligns to their students' reading levels and interests.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	187	Career Corner	View Link	While this citation mentions osteoporosis it does not go into detail about the disease or any other skeletal diseases such as bone cancer.	reject	We recognize that there is room for additional information to be included about bone diseases, including bone cancer. We will take this under advisement for future editions.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	222	Learning Outcome 2	View Link	The learning outcomes if the teacher makes the students answer the learning outcomes will then show the demonstration to the knowledge but if it is just listed and never revisited in the form of a question it is not allowing for demonstration.	reject	The Learning Outcomes are presented at the beginning of the lesson so students understand the key outcome they need to achieve. Student will achieve the learning outcome by completing the questions and activities within the lesson.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	241	Tendinitis (second paragraph after Connective Tissue)	View Link	The discussion of disorders such as tendinitis, TMJ, etc are brief and superficial. These and related muscular problems are extremely common and account for a large number of physician visits worldwide. Expand these sections in future editions.	reject	We appreciate the feedback, and have made a note to consider expanding coverage of muscle and tendon disorders in the next edition.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	261	Muscle Movements	View Link	The breakout TEK asks about the effects of torque on the body. The text talks about torque-related issues but the term "torque" is never used. Either the TEK people or you guys need to determine if torque is a central concept.	accept	We have added the term torque into our discussion of muscles on pages 261 and 262.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	263	Feature: Inherited Diseases of Muscle	View Link	Side note: The physical textbook heading for this section is Genetic Engineering and the online book heading is Disease, Diagnosis, & Treatment	accept	Corrected in eBook
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	264	Practice 3	View Link	See narrative feedback. Nothing is explicitly said about torque	accept	We have added the term torque into our discussion of muscles
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	359	Use the Practices	View Link	Either in the teacher manual or in the student book as side note, provide sentence starts for how students can respectfully engage in debate. example: ' I agree with_____however,_____'	reject	This project involves a written argument that offers persuasive evidence for a specific position, and does not involve a debate between opposing sides.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	360-361	10.5 Sense of Smell	View Link	More information on how spinal nerves are involved.	accept	Clarification of the role of spinal and cranial nerves in the special senses will be added to page 352. Labs 20, 21, and 22 can be added to the citations to provide more details.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	362-363	10.6 Sense of Taste	View Link	More detail needed on how spinal nerves are involved.	accept	Clarification of the role of spinal and cranial nerves in the special senses will be added to page 352. Labs 20, 21, and 22 can be added to the citations to provide more details.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	364-370	10.7 Sense of Hearing	View Link	Needs to provide more detail on spinal nerves	accept	Clarification of the role of spinal and cranial nerves in the special senses will be added to page 352. Labs 20, 21, and 22 can be added to the citations to provide more details.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	373-383	10.9 Sense of Sight	View Link	Would like to see more information relating to the spinal nervous as it is touch upon but not fully explored.	accept	Clarification of the role of spinal and cranial nerves in the special senses will be added to page 352. Labs 20, 21, and 22 can be added to the citations to provide more details.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	382-383	Visual Pathways	View Link	The section has both the spinal and cranial nervous present however there is no clear connection drawn to clearly show the interdependence.	accept	Clarification of the role of spinal and cranial nerves in the special senses will be added to page 352. Labs 20, 21, and 22 can be added to the citations to provide more details.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	392	first paragraph	View Link	Accepted but is barely accepted as it does not go into detail about the connections and does not address the other body systems affected.	reject	We recognize that other pages within the chapter may do a more comprehensive job of addressing this standard. We will add additional page citations to the correlation, including pages 399-412.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	409	Use the Practices	View Link	Either in the teacher manual or in the student book as side note, provide sentence starts for how students can respectfully engage in debate. example: ' I agree with _____ however, _____ '	accept	This activity is asking students to respond to a claim, not engage in a debate. The suggested wording around respectfully engaging in debate has been added to page 135 of the teacher manual, which sets up a classroom debate.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	450	Antigens and Antibodies	View Link	Would like to see this topic discussed about other pathogens as well.	reject	We appreciate the feedback, and have made a note to consider expanding this coverage to include other pathogens in the next edition.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	462-463	Intro and Figure 13.1	View Link	Note that in the text systemic circulation is not referred to as circulation but as circuit.	reject	The textbook discusses the cardiovascular system as two closed pathways, or circuits. The standard asks about the action of systemic circulation, which occurs within the systemic circuit.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	503	Note: The answer that is in the teacher manual on page 257, the last sentence of the answer key.	View Link	currently reads: 'because of this, may veins bear the names of their arterial counterparts.' I believe the word 'may' should be 'many'.	accept	Thank you for bringing this to our attention. We will correct this typo in the print and digital products.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	706	Practice 2	View Link	This activity should also address the uterus.	reject	Practice questions are intended to cover content that has already been introduced in the chapter. The practice question on p. 706 is asked before we discuss the uterus in the lesson. We do have a question on the structure of the uterus on p. 708, and we will update the dashboard correlation to include this question.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	720	Use the Practice	View Link	At first glance the question does not dive deep into critical thinking but in our discussion of the question we came to the question "Given that men do not have ovaries, why do men have mammary glands?" this question causes us to pause and think deeper about the subject. I would recommend adding this question to the teacher's manual to dive deeper into critical thinking.	reject	We feel that this question, which relates more directly to the content of the lesson, allows students to utilize critical thinking. For added depth, teachers can use the writing activity found on p. 370 of the Teacher Manual, which we will add to the citation.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	727	Short Answer 14	View Link	The question violates state statute 28.004(e) as it only addresses mechanical and chemical forms of birth control not abstinence which is also a form of birth control. Additionally page 720. Section 19.8 Birth Control does not mention abstinence as a form of birth control and will need to add to the state statute mention previously in comment.	accept	We have updated the opening of Lesson 19.8: Birth Control to address abstinence and its efficacy. This content appears before the breakout of types of mechanical and chemical contraception.
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	9-Aug	1.3 Levels of Organization	View Link	On the Online textbook term organ systems is split so the readability of the term is more challenging for lower level readers and english language learners. Can be found on page 26 paragraph before practice.	accept	We will correct this in the digital version of the student edition.

Anatomy and Physiology

Holes Essentials of Human Anatomy and Physiology TX: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	164	Study Strategy: Group Study	View Link	While this study strategy does align to the standard. The book as a whole has a very high level of vocabulary that will be challenging for 10th grade students no matter the language they speak.	reject	Anatomy and Physiology is a technical course with a high level of required vocabulary. We appreciate the concern around the reading level required and have purposefully developed an array of tools and components to help students keep up with the demands of the required terminology. Each chapter starts with the "Aids to Understanding Words" section which reviews familiar and unfamiliar word roots, prefixes, and suffixes. Each chapter also includes varied Study Strategies to help students work individually and in small groups to review new terms and content. The Teacher Manual offers multiple activities tied to the ELPS to assist students with technical language acquisition, no matter what their primary language is. Finally, the digital course includes online vocabulary activities, labeling activities, and flash cards for each lesson.

Publisher: Savvas Learning

Anatomy and Physiology

Anatomy, Physiology, and Disease for Texas (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Anatomy, Physiology, & Disease for Texas, Student Edition</i>	9780138045296	158	11 right column	View Link	Would meet the breakout more effectively if the student has to identify and describe a disease AND a disorder instead of a disease or disorder.	reject	Noted for subsequent editions
<i>Anatomy, Physiology, & Disease for Texas, Student Edition</i>	9780138045296	184	Suggested Activities 8	View Link	Would meet the breakouts more effectively if the student has to identify and describe a disease AND a disorder instead of a disease or disorder.	reject	Noted for subsequent editions
<i>Anatomy, Physiology, & Disease for Texas, Student Edition</i>	9780138045296	265	Suggested Activities 5	View Link	Would meet the breakouts more effectively if the student has to identify and describe a disease AND a disorder instead of a disease or disorder.	reject	Noted for subsequent editions
<i>Anatomy, Physiology, & Disease for Texas, Student Edition</i>	9780138045296	294	Suggested Activities 5	View Link	Would meet the breakouts more effectively if the student has to identify and describe a disease AND a disorder instead of a disease or disorder.	reject	Noted for subsequent editions
<i>Anatomy, Physiology, & Disease for Texas, Student Edition</i>	9780138045296	365	Suggested Activities 9	View Link	Would fit this group of breakouts better if the student was made to describe and identify a disease AND a disorder instead of a disease or disorder.	reject	Noted for subsequent editions
<i>Anatomy, Physiology, & Disease for Texas, Student Edition</i>	9780138045296	405	Suggested Activities 6	View Link	Would meet the breakouts more effectively if the student has to identify and describe a disease AND a disorder instead of a disease or disorder.	reject	Noted for subsequent editions
<i>Anatomy, Physiology, & Disease for Texas, Student Edition</i>	9780138045296	437	Suggested Activities 3	View Link	Would meet the breakouts more effectively if the student has to identify and describe a disease AND a disorder instead of a disease or disorder.	reject	Noted for subsequent editions.
<i>Anatomy, Physiology, & Disease for Texas, Student Edition</i>	9780138045296	476	Suggested Activities 5	View Link	Would meet the breakouts more effectively if the student has to identify and describe a disease AND a disorder instead of a disease or disorder.	reject	Noted for subsequent editions.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Anatomy, Physiology, & Disease for Texas, Student Edition</i>	9780138045296	507	Suggested Activities 3	View Link	Would meet the breakouts more effectively if the student has to identify and describe a disease AND a disorder instead of a disease or disorder.	reject	Noted for subsequent editions
<i>Anatomy, Physiology, & Disease for Texas, Student Edition</i>	9780138045296	544	Suggested Activities 6	View Link	Would meet the breakouts more effectively if the student has to identify and describe a disease AND a disorder instead of a disease or disorder.	reject	Noted for subsequent editions.
<i>Anatomy, Physiology, & Disease for Texas, Student Edition</i>	9780138045296	602	Cancer Prevention and Treatment	View Link	Would meet the breakout more effectively if the student has to identify and describe a disease AND a disorder instead of a disease or disorder.	reject	Noted for subsequent editions

Publisher: CEV Multimedia

Child Development

iCEV Child Development (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Child Development (Individual Course)</i>	8888640012001	1	https://login.icevonline.com/mycourses/ADOTXREV020/lesson/17053/CEV80625_Project02?resume=False	View Link	Activity is good. However, based on the TEKS, it should be focused on technology. There are many components to this activity.	accept	Content will be added to have students explain technological advances in prenatal care.
<i>iCEV Child Development (Individual Course)</i>	8888640012001	1	This Project is found in the Child Development: Six to 11 Years lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	This is a good lesson. However, it should be done per breakout without allowing students/teachers to choose which standard is covered. This way, each breakdown is fully addressed.	reject	iCEV materials are designed to make meaningful connections in a single course and throughout the series, where appropriate and where required by the standards by having multiple standards covered in a lesson. Including multiple standards in a lesson allows for the flow of a course to progress naturally and tie like standards and concepts together as well as ensures the content is non-duplicative.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Child Development (Individual Course)</i>	8888640012001	1	https://login.icevonline.com/mycourses/ADOTXREV020/lesson/17035/CEV80383_V2_Project02?resume=False	View Link	Activity is good. However, the lesson does not detail what parenting styles they are researching. The activity does not provide a list of the parenting styles either. Please provide parenting styles you would like students to focus on.	reject	In Segment 3, Parenting Basics: Styles the four types of parenting styles are defined as authoritarian, authoritative, permissive and uninvolved. Each style is discussed in depth.
<i>iCEV Child Development (Individual Course)</i>	8888640012001	3:19-3:34 and 15:49-18:09	https://login.icevonline.com/mycourses/ADOTXREV020/lesson/17035	View Link	Legal rights are briefly touched on. More information on them would be helpful.	reject	Thank you for your suggestion. A variety of legal rights and responsibilities are identified in the video to provide a basic understanding of the legal rights of parents. Students are tasked with researching legal rights of parents further in the Project-Rights and Responsibilities.
<i>iCEV Child Development (Individual Course)</i>	8888640012001	Project-Pregnancy Timeline: First Trimester	This Project is found in the Pregnancy: First Trimester lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	Recommend combining all trimesters into one comprehensive project	reject	Thank you for your suggestion. The current lesson layout allows students to identify the stages of pregnancy by each trimester. The stage timing is important to associate with the progress of the pregnancy, which is often associated with the trimester. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Child Development (Individual Course)</i>	8888640012001	Slides 29-30	When Pregnancy: Second Trimester opens, a video will appear in the player window. To locate the PowerPoint needed, click on the Select Playlist drop down menu and select the Pregnancy: Second Trimester in the Drop Down Menu PowerPoint. Once the PowerPoint loads, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	Depth should be expanded to include other treatments besides prenatal surgery such as physical/occupational therapies, neonatal surgeries, etc.	accept	Content will be added to identify additional treatments of fetal birth defects.

Publisher: eDynamic Holdings LP

Child Development

Child Development 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Child Development 1a/1b	9781959433170	1A	Child Development 1a, Unit 4, Critical Thinking Question 5	View Link	The question and scenario does not address clothing	reject	The U4 CT5 question specifically asks students about clothing - it directs students to "assess the safety of children's cribs, toys, clothing, food, and travel safety equipment to keep her baby safe"
Child Development 1a/1b	9781959433170	1A	Child Development 1a, Unit 6, Lesson 4, Paragraphs 1-4 under subheading "Licensing of Teachers"	View Link	Flesh out minimum standards. Licensing is a small part of the standards	accept	Additional information regarding licensing regulations (background checks, ongoing training, CPR, sanitation, etc.) will be added to Unit 6.
Child Development 1a/1b	9781959433170	1A	Child Development 1a, Unit 5, Lesson 3, Paragraph under the subheading "Technology"	View Link	Flesh out technology impact	reject	Thanks for the feedback. This has been done in 1a Unit Lessons 3 & 4 when the company filled in gaps during the summer review session.
Child Development 1a/1b	9781959433170	1A	Child Development 1a, Unit 4, Critical Thinking Question 5	View Link	Question does not address travel	reject	The U4 CT5 question specifically asks students about travel safety - it directs them to: "...assess the safety of children's cribs, toys, clothing, food, and travel safety equipment to keep her baby safe"

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development 1a/1b</i>	9781959433170	1A	Child Development 1a, Unit 3, Lesson 2, under subheading "Educational", read paragraphs 1-3 and accordion feature: Click on the arrow in the gray box next to "Attend Orientation Events" to read drop down, continue clicking on each gray box until the final box "Understand Parents' Rights"	View Link	Due to TEC 28.006(e), there needs to be more attention and focus on abstinence and promotion of abstinence.	reject	We appreciate your feedback - this lesson focuses on parental responsibilities in terms of a child's needs (i.e. medical care, access to education, food, shelter, etc.) and the unit focuses on families and parenting children - in order to keep the unit at a manageable length for students, we addressed the breakouts, but did not delve into topics not included in the TEKS, such as abstinence.
<i>Child Development 1a/1b</i>	9781959433170	1A	Child Development 1b, Unit 3, Lesson Plan, Page 7, Class 4, all "Instructional Activities" address this substandard	View Link	Add what is missing - TX 3(D) Analyze community resources relevant to the care and protection of children, including childcare services, healthcare services, and auxiliary service organizations. Programs such as CCMS, Medicaid, etc	accept	Additional information regarding specific organizations (CCMS, Medicaid, etc.) can certainly be added to the course. We will add this to U5, Lesson 4 content and the U5 Lesson Plans, Class 4, under "Instructional Time: Direct Instruction" where students are analyzing these resources.
<i>Child Development 1a/1b</i>	9781959433170	1A	Child Development 1a, Unit 8, Critical Thinking Question 2	View Link	Differentiating and specifically addressing the individual identity would help align this more to the SE. Even having that the mental health, depression, self esteem, etc is what is being referenced as what is contributing to individual influences.	accept	We will incorporate more information on the individual identity, capturing influences of mental health and self-esteem and the roles that they play in the identity of a child.
<i>Child Development 1a/1b</i>	9781959433170	1A	Child Development 1a, Unit 6, Lesson 2, under subheading "Morality" read Paragraphs 1-4 and click on the Show/hide feature titled "What is a 'Moral Compass'?" and read drop down information.	View Link	Moral development components may be included in the citation but not explicitly taught in the material.	accept	We plan to incorporate the following moral development needs of children - developing empathy, understanding rules and boundaries, learning to share, encouraging conflict-resolution, and promoting honesty.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development 1a/1b</i>	9781959433170	1A	Child Development 1a, Unit 5, Lesson 2, under subheading "Autism" read Paragraphs 1-3 and click on show/hide feature titled "What are the Early Signs of Autism?" and read drop down	View Link	URL takes you to a slide on social emotional development	reject	This comment references eDynamic's citation, not the quality of its content. Note that content that addressed this standard was submitted for the subsequent review.
<i>Child Development 1a/1b</i>	9781959433170	1A	Child Development 1a, Unit 6, Lesson Plan, Page 3, Class 2, "Instructional Activities: Direct Instruction" Slide 17	View Link	Moral development components may be included in the citation but not explicitly taught in the material.	accept	Specific information regarding the moral development of children, ages 3 - 5, will be added to Unit 6 including developing empathy, understanding rules and boundaries, learning to share, encouraging conflict-resolution, and promoting honesty.
<i>Child Development 1a/1b</i>	9781959433170	1A	Child Development 1a, Unit 7, Activity 2 "How Can Schools Create an Environment to Suit Student Needs?"	View Link	Differentiating and specifically addressing the individual identity would help align this more to the SE.	accept	We will incorporate more information on the individual identity, capturing influences of mental health and self-esteem and the roles that they play in the identity of a child.
<i>Child Development 1a/1b</i>	9781959433170	1A	Child Development 1a, Unit 5, Lesson 2, read paragraphs under subheadings "Autonomy", "Communication", and "Emotional Awareness and Control"	View Link	Though the citation includes information that could lead to moral development, moral development is not explicit in the citation	accept	Specific information regarding the moral development of children, ages 13 months - 35 months, will be added to Unit 5 including setting up trust, teaching empathy early, setting simple boundaries, and discouraging aggressive behavior.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development 1a/1b</i>	9781959433170	1A	Child Development 1a, Unit 5, Lesson 2, read paragraphs under subheadings "Autonomy", "Communication", and "Emotional Awareness and Control"	View Link	Moral development components are included but not explicitly stated	accept	We will expand this material to capture the following moral development needs of children between 13-35 months: setting up trust, teaching empathy early, setting simple boundaries, and discouraging aggressive behavior.
<i>Child Development 1a/1b</i>	9781959433170	1B	Child Development 1b, Unit 3, Lesson 3, under "Routine Immunizations" read paragraph 1 AND under subheading "Nutrition" read paragraph 3	View Link	Though advances in immunology can be explored as the impact of technology on the growth of children, this misses the mark by not exploring technological advances in acute care, accessibility, treatment, etc.	accept	We will expand this lesson to address the SRP's feedback to include other advances in technology on the growth of children, such as pediatric teletherapy, pediatric medicines, acute care, accessibility.
<i>Child Development 1a/1b</i>	9781959433170	1B	Child Development 1b, Unit 4, Lesson 3, under subheading "Do You Recall Mandatory Reporting?", read Paragraphs 1-3 and quiz feature with title "Mandatory Reporting Dilemma"	View Link	Providing actual laws that help differentiate and explain that mandatory reporting is not the only legislation that pertains to caring for a child would help.	reject	Specific laws and legislation are discussed in other units of the course (1a, U8, for example), and specific laws are cited per the TEKS requirements.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development 1a/1b</i>	9781959433170	1B	Child Development 1b, Unit 4, Lesson 3, under subheading "Do You Recall Mandatory Reporting?", read Paragraphs 1-3 and quiz feature with title "Mandatory Reporting Dilemma"	View Link	The only legislation included in the narrative is mandatory reporting. Consider including additional and pertinent legislation that protect children. See- 2020 to Present: 2010's P.L. 111-320 - CAPTA Reauthorization Act of 2010 P.L. 115-123 - Family First Prevention Services Act P.L. 115-271 - Substance Use-Disorder Prevention that Promotes Opioid Recovery and Treatment for Patients and Communities Act or the SUPPORT for Patients and Communities Act P.L. 114-198 - Comprehensive Addiction and Recovery Act of 2016 P.L. 114-22 - Justice for Victims of Trafficking Act of 2015 P.L. 113-183 - Preventing Sex Trafficking and Strengthening Families Act P.L. 112-34 - Child and Family Services Improvement and Innovation Act P.L. 111-148 - Patient Protection and Affordable Care Act P.L. 100-294 - Child Abuse Prevention, Adoption, and Family Services Act of 1988 2000's P.L. 110-351 - Fostering Connections to Success and Increasing Adoptions Act of 2008 P.L. 109-432 - Tax Relief and Health Care Act of 2006 P.L. 109-288 - Child and Family Services Improvement Act of 2006 P.L. 109-248 - Adam Walsh Child Protection and Safety Act of 2006 P.L. 109-239 - Safe and Timely Interstate Placement of Foster Children Act of 2006 P.L. 109-171 - Deficit Reduction Act of 2005 P.L. 109-113 - Fair Access Foster Care Act of 2005 P.L. 108-145 - Adoption Promotion Act of 2003 P.L. 108-36 - Keeping Children and Families Safe Act of 2003 P.L. 107-133 - Promoting Safe and Stable Families Amendments of 2001 P.L. 106-279 - Intercountry Adoption Act of 2000 P.L. 106-177 - Child Abuse Prevention and Enforcement Act of 2000	accept	We will add some additional information to cover current public policies and expand the scope of the information presented to students in the U4, Lesson 3 content. Due to space constraints, however, we will not be able to include everything listed in the feedback.
<i>Child Development 1a/1b</i>	9781959433170	1B	Child Development 1b, Unit 8, Activity 3 ("What Did I Get From This Course?"), Step 1, Question 2	View Link	The lesson did not contain steps for development of interpersonal skills. See Communication Theory. The Communicators For any communication to occur there must be at least two people involved. It is easy to think about communication involving a sender and a receiver of a message. However, the problem with this way of seeing a relationship is that it presents communication as a one-way process where one person sends the message and the other receives it. While one person is talking and another is listening, for example. In fact communications are almost always complex, two-way processes, with people sending and receiving messages to and from each other simultaneously. In other words, communication is an interactive process. While one person is talking the other is listening - but while listening they are also sending feedback in the form of smiles, head nods etc. The Message Message not only means the speech used or information conveyed, but also the non-verbal messages exchanged such as facial expressions, tone of voice, gestures and body language. Non-verbal behaviour can convey additional information about the spoken message. In particular, it can reveal more about emotional attitudes which may underlie the content of speech. See our page: Effective Speaking for more on how you can use your voice to full effect. Noise Noise has a special meaning in communication theory. It refers to anything that distorts the message, so that what is received is different from what is intended by the speaker. Whilst physical 'noise' (for example, background sounds or a low-flying jet plane) can interfere with communication, other factors are considered to be 'noise'. The use of complicated jargon, inappropriate body language, inattention, disinterest, and cultural differences can be considered 'noise' in the context of interpersonal communication. In other words, any distortions or inconsistencies that occur during an attempt to communicate can be seen as noise. Our page: Barriers to Effective Communication explains this in more detail. Feedback Feedback consists of messages the receiver returns, which allows the sender to know how accurately the message has been received, as well as the receiver's reaction. The receiver may also respond to the unintentional message as well as the intentional message. Types of feedback range from direct verbal statements, for example "Say that again, I don't understand", to subtle facial expressions or changes in posture that might indicate to the sender that the receiver feels uncomfortable with the message. Feedback allows the sender to regulate, adapt or repeat the message in order to improve communication.	reject	This information is an excellent resource, however, does not provide feedback specific to the quality of our content.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development 1a/1b</i>	9781959433170	1B	Child Development 1b, Unit 4, Activity 2 "How Are Children Protected?"	View Link	To address the SE aligned with the standard driven by the narrative, consider offering information for guided practice. In the narrative, only mandatory reporting was covered. Offer students more information. Consider including additional and pertinent legislation that protects children. See- 2020 to Present: 2010's P.L. 111-320 - CAPTA Reauthorization Act of 2010 P.L. 115-123 - Family First Prevention Services Act P.L. 115-271 - Substance Use-Disorder Prevention that Promotes Opioid Recovery and Treatment for Patients and Communities Act or the SUPPORT for Patients and Communities Act P.L. 114-198 - Comprehensive Addiction and Recovery Act of 2016 P.L. 114-22 - Justice for Victims of Trafficking Act of 2015 P.L. 113-183 - Preventing Sex Trafficking and Strengthening Families Act P.L. 112-34 - Child and Family Services Improvement and Innovation Act P.L. 111-148 - Patient Protection and Affordable Care Act P.L. 100-294 - Child Abuse Prevention, Adoption, and Family Services Act of 1988 2000's P.L. 110-351 - Fostering Connections to Success and Increasing Adoptions Act of 2008 P.L. 109-432 - Tax Relief and Health Care Act of 2006 P.L. 109-288 - Child and Family Services Improvement Act of 2006 P.L. 109-248 - Adam Walsh Child Protection and Safety Act of 2006 P.L. 109-239 - Safe and Timely Interstate Placement of Foster Children Act of 2006 P.L. 109-171 - Deficit Reduction Act of 2005 P.L. 109-113 - Fair Access Foster Care Act of 2005 P.L. 108-145 - Adoption Promotion Act of 2003 P.L. 108-36 - Keeping Children and Families Safe Act of 2003 P.L. 107-133 - Promoting Safe and Stable Families Amendments of 2001 P.L. 106-279 - Intercountry Adoption Act of 2000 P.L. 106-177 - Child Abuse Prevention and Enforcement Act of 2000	accept	We will expand the scope of what students are being asked to ensure students identify and research both legislation and policies in U4 Activity 2. Due to space constraints, we will not be able to include everything listed in the feedback.
<i>Child Development 1a/1b</i>	9781959433170	1B	Child Development 1b, Unit 4, Lesson 3, under subheading "Do You Recall Mandatory Reporting?", read Paragraphs 1-3 and quiz feature with title "Mandatory Reporting Dilemma"	View Link	Limited in scope (only one piece of legislation mentioned) Consider: 2020 to Present: 2010's P.L. 111-320 - CAPTA Reauthorization Act of 2010 P.L. 115-123 - Family First Prevention Services Act P.L. 115-271 - Substance Use-Disorder Prevention that Promotes Opioid Recovery and Treatment for Patients and Communities Act or the SUPPORT for Patients and Communities Act P.L. 114-198 - Comprehensive Addiction and Recovery Act of 2016 P.L. 114-22 - Justice for Victims of Trafficking Act of 2015 P.L. 113-183 - Preventing Sex Trafficking and Strengthening Families Act P.L. 112-34 - Child and Family Services Improvement and Innovation Act P.L. 111-148 - Patient Protection and Affordable Care Act P.L. 100-294 - Child Abuse Prevention, Adoption, and Family Services Act of 1988 2000's P.L. 110-351 - Fostering Connections to Success and Increasing Adoptions Act of 2008 P.L. 109-432 - Tax Relief and Health Care Act of 2006 P.L. 109-288 - Child and Family Services Improvement Act of 2006 P.L. 109-248 - Adam Walsh Child Protection and Safety Act of 2006 P.L. 109-239 - Safe and Timely Interstate Placement of Foster Children Act of 2006 P.L. 109-171 - Deficit Reduction Act of 2005 P.L. 109-113 - Fair Access Foster Care Act of 2005 P.L. 108-145 - Adoption Promotion Act of 2003 P.L. 108-36 - Keeping Children and Families Safe Act of 2003 P.L. 107-133 - Promoting Safe and Stable Families Amendments of 2001 P.L. 106-279 - Intercountry Adoption Act of 2000 P.L. 106-177 - Child Abuse Prevention and Enforcement Act of 2000	accept	We will add some additional information to cover current public policies and expand the scope of the information presented to students in the U4, Lesson 3 content. Due to space constraints, however, we will not be able to include everything listed in the feedback.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development 1a/1b</i>	9781959433170	1B	Child Development 1b, Unit 4, Activity 2 "How Are Children Protected?"	View Link	Offer guidance to students by way of information regarding public policy. 2020 to Present: 2010's P.L. 111-320 - CAPTA Reauthorization Act of 2010 P.L. 115-123 - Family First Prevention Services Act P.L. 115-271 - Substance Use-Disorder Prevention that Promotes Opioid Recovery and Treatment for Patients and Communities Act or the SUPPORT for Patients and Communities Act P.L. 114-198 - Comprehensive Addiction and Recovery Act of 2016 P.L. 114-22 - Justice for Victims of Trafficking Act of 2015 P.L. 113-183 - Preventing Sex Trafficking and Strengthening Families Act P.L. 112-34 - Child and Family Services Improvement and Innovation Act P.L. 111-148 - Patient Protection and Affordable Care Act P.L. 100-294 - Child Abuse Prevention, Adoption, and Family Services Act of 1988 2000's P.L. 110-351 - Fostering Connections to Success and Increasing Adoptions Act of 2008 P.L. 109-432 - Tax Relief and Health Care Act of 2006 P.L. 109-288 - Child and Family Services Improvement Act of 2006 P.L. 109-248 - Adam Walsh Child Protection and Safety Act of 2006 P.L. 109-239 - Safe and Timely Interstate Placement of Foster Children Act of 2006 P.L. 109-171 - Deficit Reduction Act of 2005 P.L. 109-113 - Fair Access Foster Care Act of 2005 P.L. 108-145 - Adoption Promotion Act of 2003 P.L. 108-36 - Keeping Children and Families Safe Act of 2003 P.L. 107-133 - Promoting Safe and Stable Families Amendments of 2001 P.L. 106-279 - Intercountry Adoption Act of 2000 P.L. 106-177 - Child Abuse Prevention and Enforcement Act of 2000	accept	Will expand the scope of what students are being asked to ensure students identify and research both legislation and policies in U4 Activity 2. Due to space constraints, we will not be able to include everything listed in the feedback.
<i>Child Development 1a/1b</i>	9781959433170	1B	Child Development 1b, Unit 4, Lesson 3, under subheading "Do You Recall Mandatory Reporting?", read Paragraphs 1-3 and quiz feature with title "Mandatory Reporting Dilemma"	View Link	Expand the scope to include more than a singular policy. See https://www.acf.hhs.gov/cb/laws-policies	accept	Will add additional information to cover current public policies and expand the scope of the information presented to students in U4, Lesson 3 content.
<i>Child Development 1a/1b</i>	9781959433170	1B	Child Development 1b, Unit 8, Critical Thinking Question 3	View Link	Activity is missing components present in the narrative such as demonstrating collaboration a part of the SE	accept	Due to space constraints in the CT question, we will add an activity to the U8 Teacher Resources, Lesson Plan to allow students to demonstrate collaboration within the work environment.
<i>Child Development 1a/1b</i>	9781959433170	1B	Child Development 1b, Unit 8, Lesson Plan, page 5, Class 3, see all slides under "Instructional Activities"	View Link	There is much discussion in the lesson plan. Students may need more guided practice to facilitate these discussions on organization, time management, etc.	accept	We will expand the scope of what students are being asked to ensure students identify and research both legislation and policies in U4 Activity 2.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development 1a/1b</i>	9781959433170	1B	Child Development 1b, Unit 3, Critical Thinking Question 4	View Link	A varied or deeper or extension activity as the actual activity could help differentiate and correctly address the differences in 5.Ciii and 5.Civ SE.	reject	Thank you for your comment - this question is assessing students on their understanding of the impact of technology on the growth and development of children ages birth through 12 months, per the TX breakouts, and was framed around the topic of hospitals - having students also delve into the differences in care children received prior to the creation of pediatric hospitals and now would make the scope of this question quite large for students.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Child Development 1a/1b	9781959433170	1B	Child Development 1b, Unit 8, Lesson Plan, page 5, Class 3, see all slides under "Instructional Activities"	View Link	<p>Time management skills according to Princeton researchers are best learned by - The principles below are derived from research on time management, motivation theory and much experience working with university students. Think of time management techniques as tools to help you do what you value the most. Make these tools into an expression of your values—what’s most important to you—not just a schedule to get more stuff done. Try to keep these principles in mind as you schedule and calendar your time, and when making the moment-to-moment decisions that are crucial to effective time management for balance and well-being. Commitment—if you can’t commit to devoting time to a task, don’t put it in your schedule. Only schedule tasks you WILL do. Be brutally realistic, not idealistic when making your schedule. Creating a schedule you can’t actually keep is setting yourself up for frustration. If you don’t actually stick to your schedule it will soon become useless. This may have happened to you in the past. Pursue fun with a vengeance—Make time for enjoyable, rejuvenating and satisfying activities like organizations, sports, and entertainment. Organize your academic and other obligations AROUND these commitments to fun. Time vs. task focus—Think of your day in terms of time, not the tasks you have to do. Devote time to important tasks every day. It’s hard to predict how long a task will take, so it’s hard to schedule with great precision. But you can reliably schedule regular intervals of time and get into a routine. Make an appointment with yourself for a particular time period, and when playing or working, set your purpose “I’ll get the most out of this time.” One thing at a time—Current research shows us that multi---tasking is a myth. In actuality, we are switching back and forth between tasks. With each switch we pay a cognitive cost and a time cost: It takes time to get mentally back into the task, thus making us less efficient. When switching we lose the depth of our engagement, absorption. This depth is necessary at Princeton where you are expected to gain conceptual mastery, not merely a superficial understanding. Block out time—devote, on a regular basis, chunks of time to a specific class. Make it part of your schedule, your routine. Estimate how many hours per week you want to devote to a class. Set aside this many hours for working tasks in the course Slice up your task into pieces and allow specific blocks of time for specific pieces of a big project. First Things First—if you can do so, schedule the things that are most important to you first thing in the day, or at the first available time slot. Anything that gets scheduled later in the day has a greater chance of getting interrupted, put off and never gotten to. You won’t be thinking or worrying about your work during your leisure time if you get academic tasks done first. Routine—It takes 30 days to create a habit, but good habits make your life easier. With good habits in place you don’t have to make as many hard decisions, thus you are less likely to make unproductive ones such as talking yourself out of doing what you had planned. Flexibility—How do you incorporate flexibility into your schedule? Don’t schedule every hour of the day, leave empty time slots, and schedule in recreation time. Create a two-hour or three-hour block on Friday as a catch all makeup time. When things come up and you are deciding whether to diverge from your established schedule, survey future hours and days to see where you can make up lost time. Switch blocks of time so that your schedule reflects your new commitments. Respond vs. react—In the moment of decision--making, when faced with a decision or an impulse to diverge from your schedule, don’t just react, RESPOND. Pause, take a moment to think. Remember what’s most important to you and do what will help you get it. For example, if exercise is a top priority for you, don’t let a sudden fear about a grade prevent you from exercising. Be ready to reduce the amount of time, but don't compromise on your health. Don’t let “mindgames” in which you create justifications get in the way or lead you astray. Organize your environment—both physical and social—for success, for support—be creative. Choose carefully where you study and do other tasks: minimize distraction; maximize focus. Use physical reminders. If you want to work out more, but are getting bogged down in email or Facebook, put your running shoes on top of your laptop. Make it harder to get off track and easier to stick to your plan by changing your environment. Instead of friends being a “distraction”, enlist their support: Study buddy/group—work on problem sets, readings, etc. in your shared course together. Get a study/writing partner—same place and time, but not the same course. Ask friends NOT to call you at specific times. Ask them to help you stick to your schedule. Say, “tell me to leave your room” or the dining hall after one hour, etc.</p>	reject	This information is an excellent resource, however, does not provide feedback specific to the quality of our content.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Child Development 1a/1b	9781959433170	1B	Child Development 1b, Unit 8, Activity 3 ("What Did I Get From This Course?"), Step 1, Question 3	View Link	<p>Rather than having students write a generic reflection on what they have learned consider having them develop a schedule for manage their time for one month. See - The principles below are derived from research on time management, motivation theory and much experience working with university students. Think of time management techniques as tools to help you do what you value the most. Make these tools into an expression of your values—what’s most important to you—not just a schedule to get more stuff done. Try to keep these principles in mind as you schedule and calendar your time, and when making the moment-to-moment decisions that are crucial to effective time management for balance and well-being. Commitment—if you can’t commit to devoting time to a task, don’t put it in your schedule. Only schedule tasks you WILL do. Be brutally realistic, not idealistic when making your schedule. Creating a schedule you can’t actually keep is setting yourself up for frustration. If you don’t actually stick to your schedule it will soon become useless. This may have happened to you in the past. Pursue fun with a vengeance—Make time for enjoyable, rejuvenating and satisfying activities like organizations, sports, and entertainment. Organize your academic and other obligations AROUND these commitments to fun. Time vs. task focus—Think of your day in terms of time, not the tasks you have to do. Devote time to important tasks every day. It’s hard to predict how long a task will take, so it’s hard to schedule with great precision. But you can reliably schedule regular intervals of time and get into a routine. Make an appointment with yourself for a particular time period, and when playing or working, set your purpose “I’ll get the most out of this time.” One thing at a time—Current research shows us that multi---tasking is a myth. In actuality, we are switching back and forth between tasks. With each switch we pay a cognitive cost and a time cost: It takes time to get mentally back into the task, thus making us less efficient. When switching we lose the depth of our engagement, absorption. This depth is necessary at Princeton where you are expected to gain conceptual mastery, not merely a superficial understanding. Block out time—devote, on a regular basis, chunks of time to a specific class. Make it part of your schedule, your routine. Estimate how many hours per week you want to devote to a class. Set aside this many hours for working tasks in the course Slice up your task into pieces and allow specific blocks of time for specific pieces of a big project. First Things First—if you can do so, schedule the things that are most important to you first thing in the day, or at the first available time slot. Anything that gets scheduled later in the day has a greater chance of getting interrupted, put off and never gotten to. You won’t be thinking or worrying about your work during your leisure time if you get academic tasks done first. Routine—It takes 30 days to create a habit, but good habits make your life easier. With good habits in place you don’t have to make as many hard decisions, thus you are less likely to make unproductive ones such as talking yourself out of doing what you had planned. Flexibility—How do you incorporate flexibility into your schedule? Don’t schedule every hour of the day, leave empty time slots, and schedule in recreation time. Create a two-hour or three-hour block on Friday as a catch all makeup time. When things come up and you are deciding whether to diverge from your established schedule, survey future hours and days to see where you can make up lost time. Switch blocks of time so that your schedule reflects your new commitments. Respond vs. react—In the moment of decision---making, when faced with a decision or an impulse to diverge from your schedule, don’t just react, RESPOND. Pause, take a moment to think. Remember what’s most important to you and do what will help you get it. For example, if exercise is a top priority for you, don’t let a sudden fear about a grade prevent you from exercising. Be ready to reduce the amount of time, but don’t compromise on your health. Don’t let “mindgames” in which you create justifications get in the way or lead you astray. Organize your environment—both physical and social—for success, for support—be creative. Choose carefully where you study and do other tasks: minimize distraction; maximize focus. Use physical reminders. If you want to work out more, but are getting bogged down in email or Facebook, put your running shoes on top of your laptop. Make it harder to get off track and easier to stick to your plan by changing your environment. Instead of friends being a “distraction”, enlist their support: Study buddy/group—work on problem sets, readings, etc. in your shared course together. Get a study/writing partner—same place and time, but not the same course. Ask friends NOT to call you at specific times. Ask them to help you stick to your schedule. Say, “tell me to leave your room” or the dining hall after one hour, etc.</p>	accept	We will add an activity in which students can apply productive work habits in a more hands-on manner. Due to space constraints in the Activity and course unit, we will add this to the U8 Teacher Resources, Lesson Plan.

Publisher: Goodheart-Wilcox Publisher

Child Development

Child Development: Early Stages Through Adolescence - Online Learning Suite: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	103	Review and Assessment #1	View Link	this activity does cover the TEK, but I would suggest adding more to the activity for thoroughness.	reject	The standard asks for the student to "analyze relationship characteristics needed for parenting." The question has student discern which reason is a good reason to have children. Two of the incorrect answers deal with negative relationship issues. Therefore, the activity applies to the standard.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	115	Critical Thinking #3 [NEW CONTENT (SEE PDF)]		It may be deficit thinking and biased to assume when people are older that they want grandchildren and it may also be biased to assume people need to be married to decide if they want children or not. This alienates single parents, for example.	reject	The activity referenced by the standard is #3 and it meets the standard of "Analyze positive relationship characteristics needed for parenting." In the narrative section about aspects of parenting, relationships between children and single parents, as well as parents in relationships are discussed.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	244	Spoon-Feeding, 3rd paragraph, and Figure 8.14	View Link	A long spoon with a rubber end is assistive technology	reject	While the reviewer is correct that this citation may not meet the standards, we provided two new citations that were accepted as correct. See the other pages cited for where the text meets the standard.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	288	Infants and Technology [NEW CONTENT (SEE PDF)]		Provide research-based evidence (citation) for statements such as - children exposed early to technology develop learning difficulties.	reject	In our submission of new content, we added a section on Infants and Technology that should satisfy this request.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	379	Review and Assessment #2, #3	View Link	Consider changing parental responsibilities to evidenced-based recommendations or list parental responsibilities	reject	While the reviewer is correct that this may not meet the standards, we provided a secondary citation that was accepted as correct. See the other pages cited for where the text meets the standard.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	549-551	Physical Activity, Rest, and Sleep	View Link	The narrative address the breakout, however; the paragraph above fig 17.15 focuses on the importance of family. This may make students that do not have families feel left out (i.e. group home children)	reject	In this case, we do focus on the importance of families on development. However, we discuss other types of care and families, such as foster, guardian, and kinship care in other parts of the text. It is never the intention to discriminate against different types of families, and the paragraph being referred to is simply one example of several about how families can encourage healthy behavior in children, which is necessary to meet the standard.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	604	Figure 19.5 Domains of Self-Definition	View Link	The activity is the question under figure 19.5. Maybe add a way to use this in the lesson to make it more user friendly.	reject	The Figure referenced is the narrative. The caption question being referenced isn't on the list of activities provided for consideration. For more in-depth discussion, please see the other provided activities.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	651	Figure 20.16: General Strategies for Reading Comprehension	View Link	Consider changing responsibilities of parents to evidence-based recommendations	reject	The wording of "responsibilities to parents" is provided by the TEA and cannot be changed by the publisher. The information provided to meet this standard is both evidence-based and the responsibility of parents, as required by the standard.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	761-762	Education and Services for Children with Special Needs	View Link	IDEA was reauthorized and amended in 2004 IDEAIA	reject	The Department of Education still lists IDEA as the acronym to use.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	808	Figure 25.2: Employability Skills	View Link	use the word initiative in the textbook as well	reject	Initiative is already listed in the figure under "Effective Relationships" and the second bullet.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	827-828	Excellent Communication Skills	View Link	Could provide teacher with ways to demonstrate or model what the content is stating. Just reading this to a student or having them read it, is not how all students will learn the material.	reject	This is a narrative citation and should be used in conjunction with provided instructor materials (including the lesson plan) and activities to provide more teaching opportunities and support.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	832	Figure 25.20: Characteristics of People with Strong Executive Function Skills	View Link	Organization is addressed; however I would make it a separate paragraph.	reject	The narrative portion of the standard addresses many productive work habits, including organization. However, organization is just one of many work habits that are needed. We discuss organization as a part of time management, as they go hand in hand.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	833	Review and Assessment #1 -	View Link	apply interpersonal skills - consider expanding the activity to include application of the communication instead of just a multiple choice question. Expansion as a writing or speaking activity will help with making this activity more meaningful and robust.	reject	The standard asks students to "apply interpersonal communication skills." This activity uses the wording required of the standard. However, for more application questions that also discuss interpersonal skills without using the specific language of the standard, please see page 846 Critical Thinking questions #3-5. They ask students to complete activities about specific skills, rather than general ones.

Publisher: The Curriculum Center for Family and Consumer Sciences

Child Development

Child Development: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Child Development	9781953248169	1	https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline/edit/document/_81257_1?courseId=_574_1&view=content	View Link	Manners is not the only way to demonstrate professionalism. More characteristics should be included.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
Child Development	9781953248169	1	https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline/edit/document/_80595_1?courseId=_574_1&view=content	View Link	Activity should focus on prenatal careers.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
Child Development	9781953248169	1	https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline/edit/document/_78425_1?courseId=_574_1&view=content	View Link	Only address legal rights for divorced parents. Should include legal rights if parents are married, don't live together, or if there is only 1 parent in the home. Does not provide students with ability to demonstrate proficiency or mastery.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
Child Development	9781953248169	1	https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline/edit/document/_81257_1?courseId=_574_1&view=content	View Link	Should have other characteristics on professionalism.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
Child Development	9781953248169	1	https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline/edit/document/_78517_1?courseId=_574_1&view=content	View Link	Activity should be an overview of healthy practices during pregnancy. Focusing on nutrition is only one key element. Same activity for all 4 citations.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development</i>	9781953248169	825	https://texasresourcereview.org/teks/admin/srp/program/1975056/expectation/1975066/correlation/1975071/vote_number/0/all?type=narrative	View Link	Could provide teacher with ways to demonstrate or model what the content is stating. Just reading this to a student or having them read it, is not how all students will learn the material.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	all	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	TEC This violates TEC 28.002 - Informed American patriotism and TEC 29.0022 (a) 4(A)	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T1	https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline/edit/document/_78517_1?courseId=_574_1&view=content	View Link	Lesson should be an overview of healthy practices during pregnancy. Focusing on nutrition is only one key element. Same lesson for all 4 citations.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T2_U2_Birth Defects I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Resource would work better for 4Biv - heredity and fetal development	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T2_U2_Hereditary Birth Defects	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Resource would work better for 4Ci - birth defects	accept	Course content and teaching aids will be updated when approved to do so by the SRP team

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development</i>	9781953248169	T2_U2_Mendel's Laws of Inheritance	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The resource provided is extensive but does not provide information or insight into environmental factors such as exposure to stress, age, drug and alcohol use, exposure to toxins, etc.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T2_U3_Nutrition during Pregnancy	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The "A Small Guest for Lunch" presentation is a bit confusing. There is only one slide with nothing on it.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T3_U3_Breast Feeding vs Bottle Feeding	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Only includes bottle and breastfeeding. Children transition to pureed food and then table foods within the first year. Needs to be expanded.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T4_U1_Development III	https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline/edit/document/_79724_1?courseId=_574_1&view=content	View Link	Works well as an end of unit activity.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T4_U3_Planning Meals and Snacks VI: Meal Preparation	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline/edit/document/_79830_1?courseId=_574_1&view=content recommending addition of the resources from this unit to enhance learning	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T5_U2_Child Care Facility I: Licences	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Websites provided should be used as the primary resource in this SE. There is no meaningful information provided in the slides.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development</i>	9781953248169	T5_U2_Child Care Facility I: Licences	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	License is spelled incorrectly.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T6_U1_Brain Development	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Dead link on the 'day in the brain' presentation. Expand to include how the brain changes and what happens intellectually from ages 6-11	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T6_U2_Meal Planning II	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Add myplate.gov and other information to make this resource more robust.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T6_U2_Physical Activity I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	expand to include social, emotional, intellectual and moral needs as well. Too narrow. Focuses only on Physical needs.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T9_U1_Opportunities III	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	broken link on rubric	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Child Development</i>	9781953248169	T9_U7_Communication at Work I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The TEKS listed at the bottom do not list this TEKS. The activity meets it, but the TEKS is in correct.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team

Publisher: CEV Multimedia

Child Development Associate Foundations

iCEV Child Development Associate Foundations (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Child Development Associate Foundations (Individual Course)</i>	8888640029001	Slides 5, 7 - 19, 21, 23 - 34	In the Early Childhood Classroom Management: Planning PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	Please be more intentional on the needs of special students,	reject	The lesson focuses on identifying components of a learning environment that promotes the learning of all children. During the SRP review, new content was submitted for a project and approved to meet 100% of the TEKS. The citation was approved for the following item: Project- Classroom Design Layout.

Publisher: The Curriculum Center for Family and Consumer Sciences

Child Development Associate Foundations

Child Development Associate Foundations: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development Associate Foundations</i>	9781953248299	T1_U4_Ethical Dilemmas I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	To complete the activity proficiently the "Guidelines for Ethical Decisions" power point needs to be included.	accept	Added Missing PPT
<i>Child Development Associate Foundations</i>	9781953248299	T3_U4_Learning Through Music	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	More narrative is needed for better understanding of the TEKS.	accept	Replace content to align with TEK using this strategy: T3_U4_Songs for Toddlers https://ttu-ce.blackboard.com/ultra/courses/_557_1/outline/edit/document/_85236_1?courseId=_557_1&view=content

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Child Development Associate Foundations</i>	9781953248299	T3_U4_Scribbler Activity	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	More narrative is needed for better understanding of TEKS.	accept	Update content alignment to: T3_U3_Reading and the Brain https://ttu-ce.blackboard.com/ultra/courses/_557_1/outline/edit/document/_83511_1?courseId=_557_1&view=content
<i>Child Development Associate Foundations</i>	9781953248299	T4_U3_Toys that Stimulate Infant Social Skills Development	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	This could use more narrative activity for this TEK.	accept	Update strategy used to align TEK: T4_U3_The Compassion Project https://ttu-ce.blackboard.com/ultra/courses/_557_1/outline/edit/document/_86858_1?courseId=_557_1&view=content

Publisher: The Curriculum Center for Family and Consumer Sciences

Communication and Technology in Education

Communication and Technology in Education: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Communication and Technology in Education</i>	9781953248305	1.E Course Content	Remind 101	View Link	Update "Remind 101" to "Remind". They have updated their name.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Communication and Technology in Education</i>	9781953248305	3.E	Interview Section	View Link	Correct the word "Mistake" in the rubric	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	3.E	Teacher-Parent Communications	View Link	There are blank pages in the slide deck. I'm not sure if that's intentional.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Communication and Technology in Education</i>	9781953248305	All	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.) all slidesExamples of Education Professional Development Activities Presentation - View Only	View Link	Revised PPT, such as fonts: Examples of Education Professional Development Activities Presentation - View Only	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	attachment	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)https://ttu-ce.blackboard.com/ultra/courses/_558_1/outline/edit/document/_85375_1?courseid=_558_1	View Link	Rubric for Oral Presentation "Not Found"	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Communication and Technology in Education</i>	9781953248305	Google Slide 5	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Slide 5 says "Read the Along". I'm guessing it was supposed to be Read Along?	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Communication and Technology in Education</i>	9781953248305	Slide 2 & 3	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	These slides are very crowded with information. Probably more effective to break them into multiple slides to decrease the clutter. Also, there is a slide 4 but it is just two blank template boxes	accept	Course content and teaching aids will be updated when approved to do so by the SRP team

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Communication and Technology in Education</i>	9781953248305	T1_U1_- 1821	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	For the Professional Presentations lesson, be mindful of using a copyright movie to show in the classroom. You'd be okay if you're using a hard copy purchased by the school/district, or a movie streaming service paid for by the district/school. If it's a personal copy/streaming service, the teacher may be violating copyright. Please review https://www.common sense.org/education/articles/teachers-essential-guide-to-showing-movies-and-videos-in-the-classroom and perhaps revise this section.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Communication and Technology in Education</i>	9781953248305	T1_U3_Professional Associations	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Online Resources Page: Resources Link Error "Check if there is a typo in technology%20terms. If spelling is correct, try running Windows Network Diagnostics."	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T2_U2_3. E	Rubrics	View Link	Last two rubrics are linked	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T2_U2_3.E	Rubrics	View Link	Two of the rubrics links are bad.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T2_U2_Cultural Communication	1st lesson	View Link	The rubric links are not connected in the first lesson.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Communication and Technology in Education</i>	9781953248305	T3_U1_4.D	Slide deck	View Link	Link for Procedure 3 has the following error: Error code: STATUS_ACCESS_VIOLATION	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T3_U1_4.D	School District Budget and Software section	View Link	This lesson should either be split into two separate lessons or remove the budget portion of this lesson. In my opinion, students do not need to learn about budgeting. The better lesson is understanding EdTech, SAMR, TPACK, etc. Rewrite the objectives to reflect the lesson. As written, the objectives do not reflect the lesson as is.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T3_U1_5.C	Slide deck under Simulations	View Link	I would use something more contemporary and updated like the activities in https://www.icivics.org/	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Communication and Technology in Education</i>	9781953248305	T3_U1_5.C	Software and digital tools activity list in the slide deck.	View Link	Budzzsprout link has the following error: 400. That's an error. Google cannot redirect you to the site you requested. This might be because the link was created a long time ago. Try your search again on Google. That's all we know.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T3_U1_Compare and Contrast	Multimedia-Hypermedia	View Link	Change name of Flipgrid to Flip in the slide deck	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T3_U1_Compare and Contrast	Tutorials and spreadsheets in the slide deck.	View Link	Lynda.com doesn't exist anymore. LinkedIn bought them.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T3_U1_EdTech	Educational Technology Edutopia Article	View Link	Educational Technology Edutopia article is outdated. Apps in article are only Apple. I'd try to find another article or to somehow update this lesson using higher level of learning rather than copying information from an article.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Communication and Technology in Education</i>	9781953248305	T3_U2_4.A	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The headline to the Digital Literacy in the Classroom video has a spelling error: Digital literacy: Implications for teaching and "learing." Also in the video, the word 'centered' is misspelled at 2:42. Be careful when using someone else's content. Although the publisher didn't create the video, it could look bad for the publisher. The video also seems too busy, distracting because of the use of the VideoScribe program. Since the lesson uses ISTE U for the lesson, why not use the ISTE U video instead of the one in this lesson: https://www.youtube.com/watch?v=SKU8s2HKZng	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Communication and Technology in Education</i>	9781953248305	T3_U2_4.B	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Source on AUP slide has the following error: DNS_PROBE_FINISHED_NXDOMAIN	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T3_U2_4.B	Scott Hebert video for gamification	View Link	I would use the link below instead of the youtube link because the youtube link uses ads...some ads can be inappropriate. https://www.ted.com/talks/scott_hebert_the_power_of_gamification_in_education	accept	Course content and teaching aids will be updated when approved to do so by the SRP team

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Communication and Technology in Education</i>	9781953248305	T3_U2_4.B	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Website and information are from 2014. I would use something more recent such as https://www.weareteachers.com/online-educational-games/ https://scied.ucar.edu/interactive https://www.neok12.com/games.htm	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Communication and Technology in Education</i>	9781953248305	T3_U2_ISTE 4.A	https://zapier.com/blog/advanced-google-search-tricks/	View Link	The above link would be a good addition to the resource page.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
<i>Communication and Technology in Education</i>	9781953248305	T4_U1_6.A	Technology integration.	View Link	I would remove the https://elearningindustry.com/digital-education-tools-teachers-students link and instead list the programs inside of the article except Projqt. When I clicked on the Projqt link, a story popped up that is very inappropriate for high schoolers. https://projqt.com/online-porn-video/	reject	This site is not linked in the citation URL. I'm not sure where the mentioned link was found. If it were in the content we would definitely update the URL to an appropriate resource.
<i>Communication and Technology in Education</i>	9781953248305	T4_U1_6.A	<p>Polling</p>	View Link	<p>I would also include whatever platform the districts are using, for example Microsoft Forms and Google Forms included in the list.</p>	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T4_U1_Student Engagement	Peers lesson	View Link	I'm not sure what the Common Sense Media movie review sheet has anything to do with a lesson on peers. I would remove this and instead include a worksheet that promotes discussion between the students that answers the discussion questions. Perhaps break up the students into groups and have them create a graphic organizer about the collaboration between the peers in the movie and discuss how its relevant to 21st Century Learning.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T4_U1_Student Engagement	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Excellent Strategies as supportive documents/pptx. 6A information focused on the 4 C's, however as a professor, incorporating " Listening Skills" into the lesson would enhance instructional strategies.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T4_U1_Student Engagement	Differentiation links	View Link	Broken links: https://www.ascd.org/el/articles/what-does-it-mean-to-be-smart%2a2 https://aboutlearning.com/what-is-4mat https://www.truecolorsintl.com/about-us/what-is-true-colors/	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Communication and Technology in Education</i>	9781953248305	T4_U3_3G	Differentiation	View Link	404 error on Differentiation Link : http://www.ascd.org/publications/educational-leadership/mar97/vol54/num06/What-Does-It-Mean-to-Be-Smart%C2%A2.aspx	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T4_U3_3G	Links in Differentiation	View Link	404 errors on these links; https://aboutlearning.com/what-is-4mat https://www.truecolorsintl.com/about-us/what-is-true-colors/	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	T4_U3_Differentiation and Collaboration	Edutopia article	View Link	This article is seven years old. I would recommend finding an article that is more up to date and not device specific, to also include free apps.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Communication and Technology in Education</i>	9781953248305	YouTube links	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	I am not a fan of using YouTube videos for instructional material because there is no way to ensure that the link will be live tomorrow. Secondly, I think a lot of this diversity information dances dangerously close to Texas law §28.0022 regarding the positioning of certain groups. The chance of a teacher losing control of a classroom conversation and running afoul of the legislators intent is not balanced with the potential benefit of those conversations.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team

Publisher: CEV Multimedia

Computer Science I

iCEV Computer Science I (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	Activity-Interactive Input Interface	This Activity is found in the Visual Presentation lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	Please provide websites for new Python, Java learners	reject	Thank you for your suggestion. iCEV refrains from linking to external sources within the platform to ensure users do not encounter issues accessing resources. For example, outside links break over time or are blocked by schools. Necessary information to complete the activities or projects are included in the lesson or other instructional materials, or may require guided research with the assistance of instructors.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	Activity-STEM Careers Exploration	This Activity is found in the STEM Careers: Computer Science I lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	Students are expected to investigate career opportunities but could benefit from additional links to job/career websites.	reject	Thank you for your suggestion. iCEV refrains from linking to external sources within the platform to ensure users do not encounter issues accessing resources. For example, outside links break over time or are blocked by schools. This activity directs students to conduct research in the first direction.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Computer Science I (Individual Course)</i>	8888640036001	Activity-Workplace Skills Challenge	This Activity is found in the Professionalism in the Sciences: Computer Science I lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	This activity needs to be more explicit in the roles and offer the chance for student to pick and decided their own roles. This activity could be done in a more structured manner.	reject	Thank you for your suggestion. The challenges are structured without explicit roles because students perform the same task within a single challenge station. After completing the tasks, the students rotate and repeat. Having students select their own roles provides less structure for the students at each station and more guided intervention from the teacher.
<i>ICEV Computer Science I (Individual Course)</i>	8888640036001	Overview of Solving Processes (00:15-3:12)	In the Programming Problem-Solving Processes Video, view the time codes suggested in the Page Number(s) for the Overview of Solving Processes segment. This segment is the video in the player window. You can also follow along in the transcript which appears beneath the player window.	View Link	Huge improvement over the slides. Be more specific or employ wait time when discussing the flow chart.	reject	The format of videos allows students or instructors to pause a video and practice individually or as a class at any time.
<i>ICEV Computer Science I (Individual Course)</i>	8888640036001	Project-Error Types and Debugging	This Project is found in the Error Types and Debugging Strategies lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	Be sure to list debugging techniques for student to reinforce tools at their command.	reject	The project requires students to conduct further research on debugging techniques. Listing debugging techniques would eliminate a key element of critical thinking, which is often the first step in debugging. Additionally, students can reference the presentation for any debugging techniques taught about prior to completing the project.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Computer Science I (Individual Course)</i>	8888640036001	Project-Formatting a Program	This Project is found in the Programming with Proper Format and Style lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	There are some errors in the code, Esp. In regards to line 8. I am not sure if this a design feature, but it doesn't appear so, since this activity does not address error types.	accept	This will be addressed.
<i>ICEV Computer Science I (Individual Course)</i>	8888640036001	Project-Job Description	This Project is found in the Professionalism in the Sciences: Computer Science I lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	This section provides the bare minimum of critical thinking when it could provide a rich CT environment if you had students engage in role play of their ideal researched jobs/ positions.	reject	Thank you for your suggestion. A variety of activities and projects are included throughout the lessons to incorporate various levels of bloom's taxonomy. By providing opportunities for students to use foundational levels of learning, they enhance the skills needed in other instructional materials.
<i>ICEV Computer Science I (Individual Course)</i>	8888640036001	Slides 10-20	In the Error Types and Debugging Strategies PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	This does go over debugging strategies, but does not reach 1st year or emergent programmers. Consider a different layout or media.	reject	Thank you for your suggestion. In addition to the slides provided, the Activity-Debugging and Project-Error Types & Debugging provide students the opportunity to use debugging strategies. Providing hands-on opportunities allows the students to practice programming.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	Slides 3-6, 24	In the Subroutines and Data PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	please include a method for students to create their own subroutines.	reject	Thank you for your suggestion. The lesson describes subroutines and provides examples so students are able to create subroutines in the Project-Subroutine.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	Slides 4-16	In the Defining Programming Languages PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	include punch code in low level language to make the machine language easier for students to understand.	accept	Content will be added to include punch code.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	Slides 9-15	In the STEM Careers: Computer Science I PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	There needs to be more differentiation between job duties and job tasks.	accept	Content will be added to differentiate job duties and job tasks.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Computer Science I (Individual Course)</i>	8888640036001	Slides 9-15	In the STEM Careers: Computer Science I PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	Please do not forget robotics as a career option to computer science.	accept	Content will be added to include robotics

Publisher: CodeHS, Inc.

Computer Science I

Texas Computer Science 1: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Computer Science 1</i>	9798987718209	1.1.11	<p>Activity description; Program starter code lines 4, 7, and 12.</p>	View Link	<p>In line 1, where you added comments, the name Karel needs to be capitalized.</p>	reject	Karel is already capitalized on Line 1 in the new item: https://codehs.com/lms/assignment/106355340
<i>Texas Computer Science 1</i>	9798987718209	1.1.13	<p>Video, start to finish</p>	View Link	<p>When you added the missing } before the else statement, you should have moved the else to the next line below the newly added }.</p>	reject	In this course, we use this format for if/else statements: <pre>if (condition) { //code } else { //code }</pre>
<i>Texas Computer Science 1</i>	9798987718209	1.1.13	Video, start to finish	View Link	CODEHS link doesn't work. but youtube does.	accept	Updated the video so that the CodeHS link works.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Computer Science 1</i>	9798987718209	1.2.1	Video: 4:35 - 5:55; Slides 65 - 93	View Link	Slides are cluttered. For example the following (on the slide) is really not very readable. 2^1	reject	The slides address the content of the standard. While we understand this feedback, we do not have time to make changes to the video due to time constraints.
<i>Texas Computer Science 1</i>	9798987718209	1.2.4	Video: 0:38 - 2:22; Slides 3 - 25	View Link	2s, 4s, 8s etc is distracting text in the video. Suggestion to make this text smaller.	reject	The slides address the content of the standard. The values of each binary place value are essential to converting from decimal to binary, so we do not want to decrease the size of the font.
<i>Texas Computer Science 1</i>	9798987718209	1.4.1	Video: 1:05 - 3:50; Slides: 5-13	View Link	Doesn't use the term peripherals	reject	While the video does not use the term peripherals, it discusses the function of many peripherals, such as keyboard, mouse, speakers, etc.
<i>Texas Computer Science 1</i>	9798987718209	10.1.7 Problem Guide	Solution code, line 9	View Link	If the students change the parameters to printTriangleArea to be all odd numbers, then the division is real division not integer division. You could explain this to the students so they can know the difference. Here is an example of the change made and the output. <pre>function main() { printTriangleArea(5, 3); printTriangleArea(5, 9); } // This function prints out the area of // a triangle given its base and height function printTriangleArea(base, height) { let area = (base * height) / 2; console.log(area); } main(); ANSWERS: 7.5 22.5</pre>	accept	Added comment to description that points out this case as an example of real division.
<i>Texas Computer Science 1</i>	9798987718209	10.2.1	"Testing with Valid Test Data" section, first sentence	View Link	Testing a program does not mean experimenting with different parameters and observing the outcome. Testing a program means laying out program specs, creating test cases (including common cases and edge cases), and then running the program against those test cases. This is how program behavior is analyzed.	accept	Added a paragraph that talks about planning out the testing -- thinking through the expected abilities and limitations of the program and devising test cases to test these.
<i>Texas Computer Science 1</i>	9798987718209	11.4.6	"Removing Collectibles" section, "Requirements" subsection, Step #2, first and second bullet points	View Link	"collectible" is the American spelling. "collectable" is the British spelling.	reject	According to Merriam-Webster dictionary, "collectable" is an acceptable version of "collectible."
<i>Texas Computer Science 1</i>	9798987718209	14.4.4	Video: 0:30 - 1:00, 1:10 - 1:15	View Link	Bad audio quality	reject	The content of this video aligns to the standard. Based on our listening, the audio quality is similar to that of our other videos.
<i>Texas Computer Science 1</i>	9798987718209	14.5.1	Assignment description, first and second paragraph	View Link	You might want to state to the students that while they will not code in this section/activity of the design process, they will code in the last step.	accept	Added sentence that informs students that they will be using pseudocode as a guide to develop their actual code later in this lesson.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Computer Science 1</i>	9798987718209	14.5.1	Assignment description, first paragraph	View Link	Put paragraph defining pseudocode up top before any instructions	accept	Updated description to address feedback.
<i>Texas Computer Science 1</i>	9798987718209	14.5.2	Assignment description, first sentence	View Link	Gives students the opportunity to practice good leadership skills, but those skills should be explicitly called out in the activity (listen to team members' opinions, collaborate with each other, break down tasks fairly, etc)	accept	Added language in the activity description that briefly talks about being a leader among peers in order to foster effective collaboration.
<i>Texas Computer Science 1</i>	9798987718209	14.5.2	Assignment description, "Developing a Timeline" section	View Link	Discuss prioritizing items This activity is time management on a macro-scale.	reject	Different activity accepted for this breakout
<i>Texas Computer Science 1</i>	9798987718209	15.1.1	Video content	View Link	This video mentions the term "front end developer" is new in Pakistan. This doesn't detract from the video content, but including this video appears low effort and may appear that way to students too.	reject	This video does not mention Pakistan at all... so a little confused.
<i>Texas Computer Science 1</i>	9798987718209	15.1.4	Assignment description, first paragraph and "Writing the Email" section	View Link	Emphasize meeting people and making connections in order to get a job. Should include - Networking - Reaching out to family, friends, or the school career center for information - Reaching out to a mentor In reality, emailing the organization may not get students anywhere, depending on how large the organization is. Networking and meeting people is often the best way to get a job.	reject	While we agree with this feedback, this activity was created to align to the standard "Contact one or more companies or organizations to explore career opportunities."
<i>Texas Computer Science 1</i>	9798987718209	15.2.1	Video, beginning to 2:30	View Link	Video embedded in the screen is tiny. Please fix embedding size if possible	reject	Embedded video is large when testing. Unable to replicate tiny screen.
<i>Texas Computer Science 1</i>	9798987718209	15.2.3	Article, bottom of page 1	View Link	PDF is ugly and unformatted. Low effort	accept	Replaced article with another article that is specific to computer science resumes.
<i>Texas Computer Science 1</i>	9798987718209	15.2.3	Article, bottom of page 1	View Link	It's useful to include the section about what a resume is, but in conjunction with what a computer science resume should look like.	accept	Replaced article with one that is specific to building a computer science resume.
<i>Texas Computer Science 1</i>	9798987718209	15.2.5	Article: Why Certifications section (pages 2-3) and Assignment description: second and third sentence	View Link	Whereas most of the cited page does not really refer to what certification may be a appropriate and instead dream crushes student to the fact their first job experience will be in the help desk, this text minimally approached the TEK with : Out of the five certifications listed, which one most closely aligns with your future career goals? Why?	accept	Previous article was replaced with a new article from Indeed that includes a few more certification options, and also includes tips, benefits, and potential related jobs.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Computer Science 1</i>	9798987718209	15.2.5	Article: Why Certifications section (pages 2-3) and Assignment description: second and third sentence	View Link	The whole PDF reads like a clickbait Internet article. There are irrelevant links scattered throughout the article (Top 10 Scrum Master certification, Open LinkedIn, Facebook, etc). There are no statistics to back up any of the claims other than the US Bureau of Labor Statistics datapoint.	accept	Previous article was replaced with a new article from Indeed that includes a few more certification options, along with tips, benefits, and potential related jobs.
<i>Texas Computer Science 1</i>	9798987718209	15.2.5	Article: Why Certifications section (pages 2-3) and Assignment description: second and third sentence	View Link	These certifications are IT-only certifications. Students may think that computer science and IT are one and the same. Need to make a distinction between information technology and computer science.	reject	While the article focuses on IT certifications, the guiding questions are general and have students consider the overall purpose of certifications.
<i>Texas Computer Science 1</i>	9798987718209	15.3.1	Article content	View Link	Ugly PDF scraped from Internet, please put in more effort for students	reject	We use a PDF version of this article instead of the direct website link so that it is accessible even if the website changes. If students prefer to read the article in its original form, they can click on the link in the description.
<i>Texas Computer Science 1</i>	9798987718209	15.3.1	Article content	View Link	Can discuss copyright issues with generative AI, which is a hot topic right now and might interest students.	reject	Great idea, but unfortunately with limited revision time, we are not able to create a new activity for this discussion.
<i>Texas Computer Science 1</i>	9798987718209	15.3.1	Article content	View Link	Can take opportunity discuss topics that students are familiar with and affected by, like online misinformation, rabbit hole of online recommendations. Can also discuss ethical issues of relying on algorithms to make decisions that affect people's lives (online recommendation systems, crime prediction tools, etc). Students are likely aware of this and interested.	reject	These are definitely important concepts to consider. Students explore some of them in the Digital Citizenship module.
<i>Texas Computer Science 1</i>	9798987718209	15.3.3	Assignment description, third paragraph (starting with "As you prepare..." and bullet points); last paragraph	View Link	The initial actions put the student in a position of "information dumper". Then transition to teacher, then interactive SME.	reject	The jigsaw teaching strategy is a common strategy that puts the student in charge of learning a topic and then teaching it to a classmate. Learning about a topic is different than simply being an "information dumper."
<i>Texas Computer Science 1</i>	9798987718209	15.3.3	Assignment description	View Link	There is a comma needed after the first-word activity.	accept	Added comma
<i>Texas Computer Science 1</i>	9798987718209	15.3.4	Exercise description	View Link	Helpful to tell students explicitly to practice good verbal/nonverbal communication while presenting.	accept	Added reminder to description about verbal and nonverbal speaking skills.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Computer Science 1</i>	9798987718209	15.4.1	Article	View Link	PDF is again scraped from the internet and ugly	reject	We use a PDF version of this article instead of the direct website link so that it is accessible even if the website changes. If students prefer to read the article in its original form, they can click on the link in the description.
<i>Texas Computer Science 1</i>	9798987718209	2.1.1	Video: 1:20 - 1:55; Slides: 10 (To see the slides, choose Slides on the top toolbar)	View Link	Why do you not have "turnRight();" command? It would make the program a bit more powerful and closer to the programming standards of other languages.	reject	It is an intentional development of concepts, where students will define turnRight() command in future lessons, then use an API to include it as the default for Karel.
<i>Texas Computer Science 1</i>	9798987718209	2.13.1	Video: 3:22 - 3:45; Slides: 20	View Link	Reference materials don't have to be just proprietary -- "docs" tab.	reject	While we agree with this statement, the slides/video focus on using the resources within the CodeHS editor, which include the Docs tab.
<i>Texas Computer Science 1</i>	9798987718209	2.13.1	Video: 0:40 - 0:55 and 1:47 - 2:00; Slides: 4, 9	View Link	Please include precise and correct definitions of syntax, runtime and logical errors with clear and correct examples for students. Runtime error != logical error.	reject	The video does not state that a runtime error is a logical error. This video is an introduction to debugging, and so the definitions shown are made to be accessible to students.
<i>Texas Computer Science 1</i>	9798987718209	2.13.1	Video: 0:55 - 1:08 and 2:40 - 3:00; Slides: 5, 17-19	View Link	"Sometimes the thing we are so sure can't be the source the problem actually is" makes no sense	reject	The text in the slide actually says "Sometimes the thing we are so sure can't be the source of the problem actually is." This sentence is trying to convey that the sometimes, the thing that we think can't be the problem actually is.
<i>Texas Computer Science 1</i>	9798987718209	2.13.1	Video: 0:24 - 0:40 and 1:06 - 1:45; Slides: 3, 6-8	View Link	Seems to be a set of slides, not a video	accept	Couldn't replicate on our end, but generated new URL for you to use: https://codehs.com/lms/assignment/106355347
<i>Texas Computer Science 1</i>	9798987718209	2.14.1	0:40 - 2:00	View Link	Great teaching video!	reject	Thanks for the positive feedback!
<i>Texas Computer Science 1</i>	9798987718209	2.15.1	Video: 1:35 - 3:25; Slides: 2	View Link	Great think aloud !	reject	Thanks for the positive feedback!
<i>Texas Computer Science 1</i>	9798987718209	21566	Page 1	View Link	Parallelogram in Symbol column of chart is flipped on the vertical axis when compared to parallelogram in the flowchart. Perhaps keep the two shapes identically oriented	reject	While we understand this feedback, the change is minimal and does not impact the student's ability to understand the concept or complete the activity.
<i>Texas Computer Science 1</i>	9798987718209	21783	Handout content, tip #4	View Link	It was nice that the point about different cultures having different norms for communication was included.	reject	Thanks for the positive feedback!

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Computer Science 1</i>	9798987718209	3.1 Lesson Plan	Overview description (top sentence), Planning Notes section	View Link	Given the declared difficulty of this task, it would make sense to unpack the students' problem solving toolbox here and explicitly remind the kids of all the different techniques they could use.	reject	The Planning Notes and Teaching and Learning Strategies sections of the lesson plan give teachers guidance on how to support students and discuss how to remind students of the different resources available to them.
<i>Texas Computer Science 1</i>	9798987718209	4.1.1	Video: 0:05 - 0:52; Slides: 2-7, 11	View Link	I love your focus on cyberbullying and internet safety but it would also be great to talk about the positive advancements and obstacles we face.	reject	Agreed! We address the positive impact of the internet and computing in other lessons in the course.
<i>Texas Computer Science 1</i>	9798987718209	4.2.1	Video: 0:05 - 0:45; Slides: 2-4	View Link	I love your focus on cyberbullying and internet safety but it would also be great to talk about advancements and obstacles we face now due to computer usage.	reject	Agreed! We address the positive impact of the internet and computing in other lessons in the course.
<i>Texas Computer Science 1</i>	9798987718209	4.2.3	Assignment description	View Link	All of the social ramifications in computer usage seems to be negative ramifications. Where are your positive ramifications?	reject	Other citations ask students to reflect on how social media posts and their digital footprints could impact them positively.
<i>Texas Computer Science 1</i>	9798987718209	4.4.1	Video: 0:25 - 0:50; Slides: 3, 10-11	View Link	Incorrect definition of data privacy. Data privacy has to do with how much control an individual has over what information is shared with the application, in addition to how that data is collected, stored and shared.	reject	We agree with this clarification around data privacy. While the initial definition on the slide does not explicitly include an individual's control over the data, this issue is discussed throughout the video and the other activities in the lesson.
<i>Texas Computer Science 1</i>	9798987718209	4.4.6	Page 1, "What is a Virus?" section and "Virus Detection" section	View Link	Phishing section does not define what phishing is	reject	Last sentence of 2nd paragraph defines what phishing is.
<i>Texas Computer Science 1</i>	9798987718209	4.6.1	Video: 1:45 - 2:35; Slides: 1, 8-11	View Link	Reference to "albums" may be confusing. Perhaps "music files" or something more generic and less-media specific.	reject	This small change would not impact the overall meaning of the slide/video, which addresses the content of the standard of sharing information.
<i>Texas Computer Science 1</i>	9798987718209	4.6.4	Assignment description, first paragraph; Infographic content	View Link	This poster is cluttered. Difficult to parse out information.	reject	The infographic includes content that aligns to the standard. The guiding questions for the infographic help students navigate the information.
<i>Texas Computer Science 1</i>	9798987718209	5.2 Lesson Plan	Teaching and Learning Strategies, Activities section, Complete Daily Activities bullet point	View Link	Should tell students that they should get in the habit of providing context for values they print out.	reject	Activity does ask that students to print statements with their variable outputs (see example output in Assignment description)

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Computer Science 1</i>	9798987718209	5.2.1	Video: 1:30 - 2:00; Slide: 8	View Link	Should provide a clear definition of good programming style or provide a style guide for students to reference, including how to organize code, how to name constants, where to place function and variable definitions, where to place comments, how many characters a line should be, clear and precise comments for readability, naming conventions, etc. Many of these points have been addressed in the material but not completely enough.	reject	As the feedback states, these concepts are addressed throughout the course.
<i>Texas Computer Science 1</i>	9798987718209	5.2.5	Assignment description, first paragraph	View Link	Consistency with quotation marks would be nice. I'm not sure if it's intentional.	accept	Updated solution code to only use double quotation marks for consistency.
<i>Texas Computer Science 1</i>	9798987718209	5.2.5 Problem Guide	Solution code, lines 4, 8, 12	View Link	Suggest to keep programming style consistent and use either single or double quotes for string literals throughout your course.	accept	Replaced single quotes with double quotes for consistency.
<i>Texas Computer Science 1</i>	9798987718209	5.5.1	Video, 0:07 - 0:56; Slides, 2-3	View Link	Great guiding questions, but focus on leadership to align with TEK.	reject	Demonstration and practice of leadership skills is addressed in another cited activity.
<i>Texas Computer Science 1</i>	9798987718209	8.1.7	Description section, third paragraph and pages 1-2 for detailed information	View Link	Students should not just be expected to demonstrate knowledge of arbitrary programming terminology (scope, compiled vs interpreted, etc). They should be expected to demonstrate comprehensive knowledge of such terminology.	reject	This activity introduces students to the terminology, but students demonstrate their knowledge in the following activity and throughout the course. For example, students demonstrate their knowledge of compiled/interpreted in the activity that follows where they apply their understanding of these terms to the JavaScript programming language. Additionally, students apply their understanding of scope throughout the programs they write during the Functions unit as well as in a Reflection activity.

Publisher: Compuscholar, Inc.

Computer Science I

C# Programming: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Student Material	9781946113016SM	Chapter 14, Lesson 4	All sections	View Link	Instead of Class Variable being used in the infographic, it really needs to be GLOBAL variable.	accept	<p>The C# language does not support global variables (variables that do not belong to any class). The TEKS requirement is unfortunately a bit dated in this area, as modern OOP languages either don't support globals or best programming practices discourage their use.</p> <p>We can, however, add a yellow call-out box in this section to define a truly "global" variable and explain they are not used in C#.</p> <p>Please see the following lesson update:</p> <p>https://s3.amazonaws.com/cspublic/proc2024/csharp/14/L4/lesson.html</p>

Computer Science I

Java Programming: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Student Material	9781946113993SM	Chapter 15, Lesson 2	"Work with Me" Exercise - students will identify proper scope for each variable to ensure correct program operation	View Link	The TEKS say local and global for variables. Your text is using private and public. It wouldn't take much to put in a little blurb explaining the verbage.	accept	<p>For context, the TEKS say: "differentiate between local and global scope access variable declarations"</p> <p>Our lesson currently describes "local" and "class" scope, which are the only two meaningful scopes in Java - global scope is not permitted. The TEKS are unfortunately a bit dated in this respect.</p> <p>We can put a callout box identifying "global" as a 3rd type of scope that is not found in Java. Here is an updated citation with the new lesson - see yellow callout box under the illustration in the "Defining Scope Access" section.</p> <p>https://s3.amazonaws.com/cspublic/proc2024/java/15/L2/lesson.html</p> <p>Note that the concepts of scope and public/private access are not the same. Both public and private modifiers can be applied to a variable with class scope.</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Material</i>	9781946113993SM	Chapter 3, Lesson 3	"System.out.println()" and "System.out.print()" sections	View Link	We have to confess, we did not like this product 6 years ago. Now we are blown away by the quality. The interface that allows editing and running a program while still on the same page as the material is awesome. We like the structure, the information, and the activities. This is a billion times better than what we remember!!!! This is an example of a living textbook. You can quote us on this.	accept	Thank you! No changes needed for this feedback.
<i>Student Material</i>	9781946113993SM	Chapter 5, Lesson 6	"Using the Scanner Class", "Scanning Multiple Data Fields", "Scanning Numeric Data" sections	View Link	This IDE works like a real IDE. A lot of programs won't accept it unless you type in exactly how they expect the information to appear. I was able to edit the program in the IDE and it still worked. This is fantastic. It allows for creativity and exploration!! Yes you can quote us on that one too!	accept	Thank you! No changes needed for this feedback.
<i>Student Material</i>	9781946113993SM	Supplemental Chapter 2, Lesson 2	"Portfolios" section	View Link	Provide some tools and instructions, and/or a template to create a portfolio.	accept	We have added a links to sample portfolio templates to the "Portfolios" section in this lesson. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/java/S2/L2/lesson.html
<i>Student Material</i>	9781946113993SM	Supplemental Chapter 2, Lesson 2 Activity Instructions	"Exploring Job Sites" section, Question #8	View Link	This assignment would be richer if you add links to it for Chegg and other internship sites. https://www.internships.com/computer-science/texas	accept	For consistency with our other courses, we have added a "Contacting Employers - Job Searches" section with a variety of links (including the one suggested) to the narrative (Supplemental Chapter 2, Lesson 2 Text). That updated lesson can be seen here: https://s3.amazonaws.com/cspublic/proc2024/java/S2/L2/lesson.html The Activity Instructions have been updated to refer student back to this lesson text for a list of suggested search sites. That updated activity can be seen here: https://s3.amazonaws.com/cspublic/proc2024/java/S2/L2/activity.html
<i>Student Material</i>	9781946113993SM	Supplemental Chapter 2, Lesson 2 Activity Instructions	"Conduct a Mock Interview" section	View Link	Great lessons.	accept	Thank you! No changes needed for this feedback.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Material</i>	9781946113993SM	Supplemental Chapter 2, Lesson 2 Activity Instructions	"Conduct a Mock Interview" section	View Link	It may be richer to add handouts on what words to use to communicate. How do you phrase agreement or disagreement? Why do the words you use and the tone matter?	accept	We have expanded the second paragraph under "Conduct a Mock Interview" into two paragraphs that give more concrete examples of key words and phrases to use and the importance of body language and tone. Please see the following updated activity: https://s3.amazonaws.com/cspub/public/proc2024/java/S2/L2/activity.html

Publisher: eDynamic Holdings LP

Computer Science I

Introduction to Programming 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 3 Lesson Plans Class 1, Instructional Time: Individual Work: instructions for reading Lesson 1.		This assignment seems a little weak, but does technically check the box. We had to dig to find it.	reject	Thank you for the feedback, which is directed at the citation, not the content. As no content-related improvement recommendations were made, there's nothing for us to change.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 4 Critical Thinking Question 5	View Link	We accepted this marginally. Add Maria's last name and print the first and last together.	accept	To address all parts of the TEK (represent text data, including concatenation), we will change part of the Unit 4 Activity to include concatenation. "Print their address three times." will be changed to "Print their address three times using concatenation."
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 7 Activity	View Link	We accepted for the addition instruction in Part 1, 2. vii. However, that was not the intent of the TEK.	reject	Thank you for accepting the citation. This comment is directed at the citation and not the content. The SRP did not make an improvement recommendation, so there is nothing for the publisher to change.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 3 Lesson Plans Class 1, Instructional Time: Individual Work: instructions for reading Lesson 1.		This is weak, but we are accepting.	reject	Thank you for accepting this citation. As the comment references the citation and not the quality of the content nor is specific feedback provided, a change is not necessary.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 4 Critical Thinking Question 5	View Link	This ALMOST meets the TEK. Have the student enter Maria's last name as a separate string and then concatenate. Maybe even include the address.	accept	To address all parts of the TEK (represent text data, including concatenation), we will change part of the Unit 4 Activity to include concatenation. "Print their address three times." will be changed to "Print their address three times using concatenation."
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 8 Lesson Plan, Class 5, Slide 38, bullet point about writing a summary job description.	View Link	The data is there, but very minimal. Provide links to sites and examples to enrich the product.	reject	Thank you for the recommendation. We will not move forward with making any changes. Providing third-party links is risky - external websites are rarely WCAG compliant. As the SRP commented, the data is there.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 8 Lesson Plan, Class 2, Slide 18: Written Communication	View Link	Put speaker notes on the slides for perspective. Several time we had to look at each other and try to find meaning.	reject	Thank you for the suggestion. As the unit's lesson plans are very robust and reference the class slides, and the class slides are based on the course content, we will not be adding speaker notes to the slides.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 2 Critical Thinking Question 2	View Link	We accepted the activity citation though it seemed a little weak.	reject	Thank you for accepting the citation. As the comment refers to the citation and provided no direction on how to improve the activity, we have nothing to base a change on.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 8 Lesson 3, Certifications	View Link	The assignment would be greatly enhanced if you provided links to the certification information pages.	reject	We are concerned that live links may change over time and/or be difficult to maintain.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 4 Lesson 3: starting at Non-Numeric Data Types, until end of lesson. This section has students work in PythonAnywhere to receive output.	View Link	I love the error message information. That is so useful!	reject	Thank you for the wonderful feedback - we appreciate it! As the SRP did not recommend improvements, there are no changes required.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 2 Critical Thinking Question 2	View Link	The data you have in this program is great. You approach topics in ways that are unique to our area of the states. It took a while to find our way around your system, but once we had it, we could find correlations. Unfortunately, the links set to represent the various TEKS were not always in the right location. We rejected things because the link was not there only to find a good link somewhere else after we had moved on.	reject	Thank you for the feedback - we appreciate it! The comment relates to the state review, not the quality of the resource's content. The feedback does not recommend changes to be made, so there isn't anything for the publisher to do here.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 6 Lesson 2: Writing to a File and continuing to end of lesson	View Link	I like the way you approached data integrity.	reject	Thank you for the positive feedback! We hate to reject the comment, but the SRP did not make recommendations for the content, so there are no changes needed.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 8 Lesson Plan, Class 2, Slide 18: Written Communication	View Link	Slide 27 offers a much better demonstration of this TEK. I recommend a new citation.	reject	Thank you for the feedback. As the comment relates to the citation and not to altering content in the course or the instructor resources, there are not changes required.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 3 Activity	View Link	We really like your inclusion of rubrics. That is awesome.	reject	Thank you - we LOVE this comment! The SRP, however, did not recommend changes.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 6 Lab: Part 1	View Link	This is different but cool!	reject	Thank you for the positive feedback! We appreciate it! Given the positive nature of the comment, the SRP did not make a recommendation to change or improve this activity, so there is not anything for the publisher to do.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1A	Programming 1a Unit 4 Lesson Plan Class 3: Slides 37-39	View Link	While the students aren't necessarily using the data, they are determining how to use it.	reject	Students will practice determining and using data types in the Activity for Unit 4.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1B	See revised activity in doc labelled 4Hii Activity. This content appears in Programming 1b Unit 5 Lab.		Thank you for including syntax errors in this lab. Please understand that with an introduction to CS students need error types explicitly expressed.	reject	Syntax errors (and other errors) are taught in the lessons with explicit examples.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1B	Programming 1b Unit 7 Critical Thinking Questions 3 and 4	View Link	I do like the way you framed advancement in computing and the forward-facing thinking presented in this CT section.	reject	Thank you for the positive feedback! We're sorry to "reject" this comment, but there doesn't seem to be changes necessary to make.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1B	Programming 1b Unit 3 Lesson 3: Review section, accordion. The first heading is "descriptive identifiers." Click to reveal more text.	View Link	We still haven't figured out what you mean by accordion. I am going to google the word.	reject	Thank you for pointing out that we used jargon in our citation. An accordion is a drop-down interactive element. We're sorry that we were not clear. As the comment is directed at the citation and not the content, there doesn't seem to be anything for eDynamic to change.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Introduction to Programming 1a/1b</i>	9781737161660	1B	Programming 1b Unit 3 Lesson Plan Class 3: Slide 29	View Link	Consider including best practices for the language e.g. Python uses snake case, Java uses camel case, etc.	reject	Since students are primarily focusing on Python in this course, and because of limits to the lesson plan duration, we are not able to include best practices for other languages.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1B	Programming 1b Unit 8 Critical Thinking Question 3	View Link	I like question 5 better for the planning skills. The connection is here, but the depth of the answer will be greater for question 5.	reject	Thank you for the feedback. The SRP directed this comment at the citation, not the quality of the content. As there is no feedback relating to this assessment, there is nothing for the publisher to change.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1B	Programming 1b Unit 2 Lesson 2: entire lesson	View Link	Your titles and stories are interesting. Bold the keywords so evaluators and students know what the topic is. You have great content, we are just having trouble finding it all.	reject	Thank you for the suggestion. We typically reserve bold words for key vocabulary terms when they are first introduced.
<i>Introduction to Programming 1a/1b</i>	9781737161660	1B	Programming 1b Unit 4 Critical Thinking Question 1	View Link	Maybe add how should you respond, and what kind of dialogue would take for that discussion.	reject	The sample answers demonstrate how listing the problems that could arise from eliminating QA also can be used as a response to the vice president.

Publisher: Compusolar, Inc.

Computer Science II

Java Programming: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Material</i>	9781946113993SM	Chapter 17, Lesson 1	First paragraph	View Link	The TEKS use the phrase step-wise refinement. If you could add it into the vocabulary to explain that is what you are talking about...breaking problems into smaller pieces.	accept	<p>The lesson's first paragraph currently includes this text:</p> <p>"By breaking a large project down into smaller pieces, you are practicing top-down design or stepwise refinement. It is often easier to identify, code, and test smaller pieces rather than trying to do the whole program at once."</p> <p>As requested, we have updated the lesson to make both bold phrases vocabulary words, meaning they have both tool-top pop-up definitions and are listed at the end of the page in the vocabulary summary. Here is an updated citation link to the new page:</p> <p>https://s3.amazonaws.com/cspublic/proc2024/java/17/L1/lesson.html</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Material</i>	9781946113993SM	Chapter 33 Activity In- structions	"Project Details", "How to Complete this Activity", and "Activity Output" sections	View Link	Consider adding an element to the activity that actually counts executed statements in addition to the elapsed time.	accept	<p>Apologies, we actually modified this activity to include statement execution counts prior to SRP review, but accidentally cited the older version of the activity. Here is a link to the current activity that is part of our production courses for the 2023-2024 SY:</p> <p>https://learning.compucholar.com/repository/s3links/redirect.php?repo id=29&path=java2021%2F33%2FAct.2023%2Factivity.html</p> <p>Because the above citation requires the TEA SRP review login, we have copied the identical page out to a public location for inspection:</p> <p>https://s3.amazonaws.com/cspublic/proc2024/java/33/Act.2023/activity.html</p>

Publisher: eDynamic Holdings LP

Computer Science II

Programming 2a/2b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Programming 2a/2b</i>	9781737161585	2A	Programming 2a Unit 7 Lesson 4: In the two paragraphs before the Issues section, students are led to test the code they have written so far.	View Link	Suggest to specifically call out that students should try to poke holes while testing, and test all possible cases	reject	Other units focus more heavily on testing. This lesson is just reminding students that they should be iteratively testing.
<i>Programming 2a/2b</i>	9781737161585	2A	Programming 2a Unit 4 Activity 1	View Link	These sorting algorithms are not all equal in implementation difficulty. Students should be expected to understand and to code all sorting algorithms mentioned, not just one.	reject	In order to keep our activities under the preferred limit of 2 hours, we are not able to have students implement all algorithms. Students can choose an algorithm based on their coding ability.
<i>Programming 2a/2b</i>	9781737161585	2A	Programming 2a Unit 2 Critical Thinking Question 1	View Link	Suggestion to change the question to "You are tasked with explaining to a six year old what machine language is and what high level programming languages are. How do you do it?" You don't need the concept of a programming language to explain how a computer works.	reject	The question is trying to connect programming languages to the actual functioning of a computer. It may be more realistic for a 6-year-old to ask how a computer works rather than asking about machine language specifically.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 5 Lesson 3: Fibonacci Series. There's a paragraph just above the first diagram of the series that talks about tracing through the program	View Link	Documentation is a great skill to have and learn. It incorporates technical writing and program design. Explain what documentation is and how valuable it is. Provide multiple samples and exercises in problem solving by showing how if a piece of code was/wasn't documented how the turn-around time to solve a problem is impacted.	reject	Thank you for the comment. Due to lesson word count limitations, we feel that expanding this lesson is not in the best interest of learners.
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 5 Activity 2	View Link	" Does one have fewer statements? Does one seem to execute faster? Do you think one uses less memory than the other? What do you think the Big-O values are for each? " Last sentence is better phrased as "What do you think the time and space complexity are for each of your solutions? Use Big-O notation in your answer."	accept	We will change "What do you think the Big O values are for each?" to "What do you think the time and space complexity are for each of your solutions? Use Big-O notation in your answer."
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 5 Lesson 1: Binary to Decimal	View Link	Suggest to change "Step 2: Multiply by the power of 2 and Add" to "Convert to Decimal". The first phrasing is confusing, and students learned in the section above how to convert to decimal. Easier to understand hexadecimal this way.	reject	The steps are laid out in a way that gives students the exact mathematical steps they need to complete.
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 4 Lesson 4 De Morgan's Laws	View Link	Define mathematical operators ~, ^ and v before using them in De Morgan's Law	reject	Each of the mathematical operators are defined in the previous sections and used in the truth tables above.
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 4 Lesson 1: Data Structures and Abstract Data Type (two separate sections in the same lesson)	View Link	Need to define clearly what a data structure is.	reject	There is an introduction and discussion of data structures in Programming 1a Unit 4. Programming 2a assumes that a foundation of knowledge has already been set.
Programming 2a/2b	9781737161585	2A	<p>Programming 2a Unit 5 Lesson 3: Entire lesson</p>	View Link	<p>Explanation of recursive algorithms should be explicit in identifying the 1) the base case, which is covered in the text 2) the inductive step, which is not covered in the text</p>	reject	After the Python code in the Fibonacci Series section, there is a detailed walk through of how the recursive algorithm works.
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 4 Lesson 1: Data Structures and Abstract Data Type (two separate sections in the same lesson)	View Link	To make the difference between ADTs and data structures clear, you can explain and provide visuals of: 1) How a linked list can be used to implement a stack and a queue. 2) How an array can be used to implement a stack and a queue. The point being that two different data structures can be used to implement the same ADT.	reject	This is a great suggestion; however, our word limit does not allow for expansion at this time.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Programming 2a/2b</i>	9781737161585	2A	Programming 2a Unit 3 Activity 2: Step 4: Manipulate the Data -- Create	View Link	"Use a print statement or a loop to display the data." Students will need print statements even if they choose to use a loop. Best to specify "single print statement" vs. "print within a loop" to be clear.	accept	We will change the text to "Use a single print statement or a print statement within a loop to display the data."
<i>Programming 2a/2b</i>	9781737161585	2A	Programming 2a Unit 4 Activity 1	View Link	Can see students getting lost in beginning this problem. Specify what kind of data they should be using and what context (are they sorting numbers? Student names?). There's potential for creativity in this problem but there should be more guidance. Some ideas: 1) Given a list of names, and a target name, ask students to implement binary search to determine whether the target is in the list. (Linear search is too easy) 2) Given a list of numbers, ask student to implement their favorite sorting algorithm.	accept	We will change the first sentence of Step 3 to "Input several different data sets to test your code (ideas may include names, numbers, songs, etc.), making sure you get the right results every time."
<i>Programming 2a/2b</i>	9781737161585	2A	Programming 2a Unit 5 Activity 2	View Link	Suggestion to explicitly mention creating a call tree as a useful way to trace recursive function calls and debug recursive programs.	reject	Tracing and debugging are not explicitly part of the activity. Trees are mentioned in the text in Lesson 3.
<i>Programming 2a/2b</i>	9781737161585	2A	Programming 2a Unit 4 Lesson 2: Selection	View Link	"We'll start by assigning the first element as the smallest value, which is 44. Then we compare the second element (29) with the smallest value 44. Since it is smaller, it becomes the new smallest value. Now we compare the third element (87). Since it is not smaller than 29, we do nothing. The fourth value (13) is smaller than 29, so 13 becomes the new smallest value. We repeat this comparison process until the smallest number in the array is found (9)." Confusing explanation. This is much better explained in pseudocode. Or at very least more precision with the English explanation.	reject	Unfortunately, our word count does not allow for pseudocode to be added in. Additionally, the visuals are there to support the written explanation.
<i>Programming 2a/2b</i>	9781737161585	2A	Programming 2a Unit 4 Lesson 1: Data Structures and Abstract Data Type (two separate sections in the same lesson)	View Link	Arrays, stacks, queues, and linked lists are all listed under "Data Structures" Arrays and linked lists should be under the section "Data Structures" and stacks and queues should be under the section "Abstract Data Types"	reject	As we understand it, stacks and queues are still data structures, but they also fall into the ADT category.
<i>Programming 2a/2b</i>	9781737161585	2A	Programming 2a Unit 3 Lesson 3: One-Dimensional Lists: the last paragraph mentions traversing a list.	View Link	If it's not specified in the book, it should be made clear to students that Python's implementation of an array is called a list.	reject	There is a discussion in Unit 4 about arrays and how to implement in Python.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Programming 2a/2b</i>	9781737161585	2A	Programming 2a Unit 6 Lesson 4: Inheritance	View Link	Polymorphism is a foundational concept in OOP. It should be bolded, and should be discussed more.	reject	Thank you for the suggestion. New vocabulary words are bolded in the first unit of mention; polymorphism was defined in a previous chapter. Due to word count limitations for the lesson, there is not space to expand this concept.
<i>Programming 2a/2b</i>	9781737161585	2B	Programming 2b Unit 8 Lesson 4: Research	View Link	Inconsistent spelling of "resume" as both "resume" and "résumé" in this chapter.	accept	Thank you for pointing this out. We will change the one inconsistent spelling of "résumé" to "resume" in the sentence "Being a member of FBLA can help boost your future résumé with additional skills and organizational involvement."
<i>Programming 2a/2b</i>	9781737161585	2B	Programming 2b Unit 4 Lesson 3: Types of Errors. There is an accordion interactive in this section, where clicking on the heading like "Syntax" will display more text. The Syntax section mentions that compile errors and syntax errors both describe the same type of error.	View Link	"Common runtime errors include division by zero, trying to open a non-existent file, calling an invalid function/method, or mishandling input." Calling an invalid function may be a runtime error in Python but it's not a runtime error in compiled languages.	reject	Since our focus in this course is primarily Python, we will keep this statement as is.
<i>Programming 2a/2b</i>	9781737161585	2B	Programming 2b Unit 8 Lesson 4: Research	View Link	Suggestion to include definition of technical reading/writing and effective technical reading strategies at the beginning of the book, before presenting any CS material. Students can then practice technical reading as they're reading the textbook.	reject	The units have been carefully sequenced to provide students with an adequate foundation for technical reading along with a chance to practice their technical reading in various activities throughout the course.

Publisher: eDynamic Holdings LP

Cybersecurity Capstone

Operational Cybersecurity 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Operational Cybersecurity 1a/1b</i>	9798986044354	1A	Operational Cybersecurity 1a, Unit 3, Lesson 3, Header "Becoming a Certificate Authority" paragraph 3-4	View Link	While this citation loosely addresses the breakout the best example would be paragraph 5 in the cited section.	reject	Per the feedback about citing evidence, there is not content for eDynamic to create. The reviewers found a better citation as well.
<i>Operational Cybersecurity 1a/1b</i>	9798986044354	1B	Operational Cybersecurity 1b, Unit 6, Activity 2	View Link	We really like the activity, but would appreciate the explicit inclusion of the laws by students in their responses.	accept	We will change Question 2 to this: What is the point Schneier is making with the John Deere tractor example? Argue for or against the ethics of the farmers who ended up downloading pirated firmware. Include specific, applicable cybersecurity law(s) in your response.

Publisher: Goodheart-Wilcox Publisher

Engineering Design and Presentation I

Exploring Drafting - Online Learning Suite: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Exploring Drafting - Online Learning Suite</i>	9798889991229	269	STEM Activities #1, 2	View Link	This does not specify that the student use project management strategies.	accept	Added a sentence to each cited activity regarding project management strategies.
<i>Exploring Drafting - Online Learning Suite</i>	9798889991229	417	Teamwork (Activity)	View Link	This activity does technically meet the idea of tasks being assigned, but really could use more on tools that are used.	accept	Added a sentence to the cited activity about tools and techniques.

Publisher: CEV Multimedia

Engineering Design and Presentation II

iCEV Engineering Design & Presentation II (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Engineering Design and Presentation II (Individual Course)</i>	8888640050001	Project - Barriers to Communication Mini Presentation	This Project is found in the Professionalism in the Sciences: Advanced Engineering Design lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	Instructions should tell students explicitly that they are presenting orally.	reject	In direction 5, students are instructed to share their presentation utilizing presentation and communication skills.

Publisher: CEV Multimedia

Food Science

iCEV Food Science (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Food Science (Individual Course)</i>	8888640067001	1	This Activity is found in the Developing a Model: Food Science lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	Add an activity where students: - compare models - describe there models and why they chose it over other models - etc.	reject	The TEKS present the wording "identify advantages of models". iCEV adequately addressed the advantages and functions of models. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Food Science (Individual Course)</i>	8888640067001	2	This Student Handout is found in the Conducting Lab and Field Investigations: Food Science lesson beneath the Instructional Materials heading.	View Link	"technology can be used for oral-reports by using a voice over, " most teachers will realistically not allow students to not present live and use a voice over to present. There are better ways to use technology to show data such as using word processing software (Microsoft Word, Excel, etc.) to make bar graphs, pie charts, etc. There are also many free tools that students can use to make infographics (such as canva) that would be related to them actually using technology related to creating/showing data.	reject	The Student Handout states "Technology-based reports can vary, technology can be used for oral-reports by using a voice over, traditional lab reports can be completed using various digital applications, or a presentation can be created using software to present findings." The examples stated in the feedback are implied in the categories listed in the Student Handout through digital applications and software.
<i>iCEV Food Science (Individual Course)</i>	8888640067001	Slide 13	In the Professionalism in the Sciences: Food Science PowerPoint, go to slide 12.	View Link	Usage of a plural, while only one example is given: "Examples include:" either list more examples or, change to " An example would include" "An example would be", etc.	reject	Thank you for your suggestion. The segment defines various interpersonal characteristics and examples of each. The format of each slide is the same for the interpersonal characteristics for consistency. The consistency of wording and slide structure is beneficial for note-taking and screen reading.
<i>iCEV Food Science (Individual Course)</i>	8888640067001	Slide 14	In the Professionalism in the Sciences: Food Science PowerPoint, go to slide 14.	View Link	Provide synonyms Tact is great, students should know the word but giving synonyms of "tact" would allow it to sync with their current knowledge base and add memory.	reject	Thank you for your suggestion. The segment defines various interpersonal characteristics, including tact. The definition provided for tact includes synonyms, such as sensitivity. However, providing synonyms for any of the interpersonal characteristics is not necessary because each is clearly defined. By defining tact, students are able to add this term to their knowledge base.
<i>iCEV Food Science (Individual Course)</i>	8888640067001	Slide 22	In the Professionalism in the Sciences: Food Science PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	Should there be a reference for where the Empty Jar Metaphor originated from?	reject	Thank you for your suggestion. Adding content about the origination distracts from the focus of the student expectation regarding interpersonal skills. The empty jar metaphor is adequately defined in relation to prioritizing tasks and time management.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Food Science (Individual Course)</i>	8888640067001	Slides 41, 53	In the Professionalism in the Sciences: Food Science PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	provide prompts for critical thinking skills in the slide presentations	reject	Within the teacher lesson plan, various prompts are suggested in order for students to have engagement and discussion while viewing the presentation.

Publisher: Cengage Learning Inc.

Forensic Science

Forensic Science: Fundamentals and Investigations: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Forensic Science: Fundamentals and Investigations Student Edition</i>	9780357926963	330	Activity 8-3	View Link	Regarding the term "parent drop", provide definition in the chapter, in the key terms, or glossary.	accept	We will file this correction to define "parent drop" in the first instance it is mentioned in the book and ensure it is in the glossary.

Publisher: CEV Multimedia

Forensic Science

ICEV Forensic Science (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Forensic Science (Individual Course)</i>	8888640074001	Slide 48	<p>Slide 48</p>	View Link	<p>You could go into which elements make up luminol and how they react to iron in the red blood cells.</p>	accept	Content will be added to define how luminol reacts with blood.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Forensic Science (Individual Course)</i>	8888640074001	Slides 5-7, 11-24, 27-43 52-72	<p>Slide 27</p>	View Link	<p>We no longer use High, Medium, and Low terminology. Here is the link to the new terminology from ASB, which does not include the old terminology. https://www.aafs.org/asb-standard/terms-and-definitions-bloodstain-pattern-analysis </p>	reject	Government entities, such as the U.S. Department of Justice and National Institute of Justice, refer to blood spatter impact with high, medium and low velocity in various resources.

Publisher: eDynamic Holdings LP

Forensic Science

Forensics: The Science of Crime 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Forensics: The Science of Crime 1a/1b</i>	9781959433231	1A	1A, Unit 4, Cumulative Project 5: How Can I Secure Evidence?, Step 4: Seize the Evidence	View Link	The word UNIT is not spelled correct.	reject	Thank you VERY much for catching that misspelling in the citation. We cross referenced this with the course and there is no typo in the course. After entering thousands of lines of citations for all the product submissions, a spelling mistake was bound to sneak in somewhere.
<i>Forensics: The Science of Crime 1a/1b</i>	9781959433231	1B	1B, Unit 6, Lesson 2, Subheading: The Controlled Substances Act, Paragraphs 1-3 including table, "Drug Schedules Comparison"	View Link	URL took me to the wrong location in the description.	reject	Thank you for bringing this to our attention. This comment relates to the review itself and is not a recommendation to improve the course. There does not seem to be action needed from eDynamic.

Publisher: Savvas Learning

Forensic Science

Forensic Science for Texas (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Forensic Science for Texas, Student Edition</i>	9780138046200	20	Crime-scene investigation unit	View Link	You could expand on the duties of a CSI. Yes, we collect and preserve evidence, but depending on the size of your department you may process evidence as well. We would process our own evidence for prints and do comparisons. We would also download cellphones and conduct an analysis. Larger departments even send their CSI to reconstruction classes as well.	reject	Noted for next edition.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Forensic Science for Texas, Student Edition</i>	9780138046200	56	The Rough Sketch	View Link	Would like to see information on the 3D/360 scanners. Example: FARO or Leica.	reject	Noted for next edition

Publisher: TPS Publishing

Forensic Science

STEAM into Forensic Science - CTE Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Forensic Science Laboratory and Examination Guide</i>	9781788053402	p109-118	p109-118. Last paragraph	View Link	It mentions the TPS online library having fact sheets about scientists, engineers, and mathematicians from diverse backgrounds. Where is the online library, so we can review the fact sheets?	accept	This can be found in the Online Library -Proclamation 2024 - Online Library – Scientists
<i>Forensic Science Student Textbook</i>	9781788053389	p124-127	p124-127	View Link	Consider adding a discipline that is more modern than the 1997 listing. Also the activity contains a question for the students that asks to list more modern disciplines but this is the only question that asks about modern FS disciplines in the exercise	accept	Although this is covered throughout the course, we propose adding the following edit for emphasis. Add teacher note at bottom of page; Discuss modern disciplines, such as digital forensics and have students review the use of 3D/360 scanners; FARO or Leica vs Lidar. Complete this work as a class project.
<i>Forensic Science Student Textbook</i>	9781788053389	p124-127	p124-127	View Link	Would like to see more modern disciplines. Such as, digital forensics as it's own category and the use of 3D/360-scanners FARO or Leica vs Lidar.	accept	Although this is covered throughout the course, we propose adding the following edit for emphasis. Add teacher note at bottom of page; Discuss modern disciplines, such as digital forensics and have students review the use of 3D/360 scanners; FARO or Leica vs Lidar. Complete this work as a class project.
<i>Student Forensic Science Laboratory and Examination Guide</i>	9781788053402	p128	p128/summary	View Link	Good point about things change with time but the summary should have a closer link to F.S so that you can make the transition over to the next page which are questions regarding F.S. Which evolves into forensic toxicology	reject	Students will have studied toxicology in the student textbook lesson plans before completing this laboratory section.
<i>Student Forensic Science Laboratory and Examination Guide</i>	9781788053402	p128	p128/summary	View Link	Provide a different summary subject closer to FS	reject	TPS believe the subject of DNA in the forensics laboratory is a strong subject matter.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Forensic Science Student Textbook</i>	9781788053389	p136	p136	View Link	Consider adding the Federal Rules of Evidence 702 and 705. When testifying as an expert witness, I have to know what is in rule 702 and 705 and which disciplines require me to be certified or come from an accredited lab.	accept	Before the example case at the bottom of page SE 136 add: 'Research Rules 702 and 705, and write a short explanation of what they are and their role in the admissibility of expert witness testimonies. Students will note that the content determines which disciplines require professionals to be certified or come from an accredited lab.'
<i>Forensic Science Student Textbook</i>	9781788053389	p149-151	p149-151	View Link	On Pg 151, have the student look up 705 with 702.	accept	Thank you for the feedback.
<i>Forensic Science Teacher Textbook</i>	9781788053372	p169-172	Particularly p171	View Link	Typically the titles of crime scene investigators vs forensic technicians are interchangeable titles depending on the department. The content makes it seem like they are 2 different jobs, when they are usually the same job (photography, sketching, collecting) just different agencies call them different titles.	accept	Although this is covered throughout the course, we propose adding the following edit for emphasis. Add to page 170 text -3. When the lesson begins you will divide the students into 4 groups; 2 or 3 students will be crime scene photographers, 4 or 5 students will be witnesses, and the remaining students should be divided between attending officers and forensic technicians. Ensure students understand that the titles of crime scene investigators vs forensic technicians can be interchangeable depending on the department.
<i>Forensic Science Teacher Textbook</i>	9781788053372	p21	p21	View Link	We didn't think this was a good example regarding forensic science in explaining Investigative notes. I think expanding on the "chicken experiment" and compiling notes regarding the state of the body as exposed to the elements is a better example	accept	Agreed. Add new content to bottom of page 22 as follows: Throughout an investigation, forensic scientists will make notes regarding forensic observations. Detailed and accurate note taking at a crime scene is beneficial to forensic scientists as they can aid accurate recall later in the investigation, as well as serve to support other members of the investigative team who were not present at the time. Investigative notes may include anything which the forensic scientist believes to be of importance, such as the position of a body, different kinds of evidence and where it was found, the pattern of a blood splatter, and even the weather. For example, in another lesson on Forensic Entomology and Time of Death (page 723 of the Teacher Forensic Science Laboratory and Examination Guide), you simulate a decomposing organism over time using a piece of chicken. In this experiment, it is critical that detailed and accurate notes are taken throughout in order to best determine 'time of death'. Similarly, in an investigation of Blood Stain Patterns (page 387 of the Forensic Science Teacher Textbook), it is vital that your notes are as accurate as possible when identifying different kinds of blood stains. In this experiment, less detailed notes could result in a false identification which could heavily impact subsequent investigative processes such as identifying a possible source of the blood stain. Thus, taking good quality notes as a forensic scientist is a key skill which can be learnt through activities such as those described in these experiments.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Forensic Science Teacher Textbook</i>	9781788053372	p21	p21. The 3 types of of investigation. whole page	View Link	I don't like the example of how organisms grow. Instead of talking about the growth of sunflower seeds in the 4 seasons, why not compare how does a body decomposes differently in the 4 seasons.	reject	TPS believe this relates to page 21 of the student textbook, not teacher textbook. This content provides a stepping stone for students and relates to science they will already understand. Students then move onto the content for forensic science. See page 69 Student textbook; students study how dead bodies decompose.
<i>Teacher Forensic Science Laboratory and Examination Guide</i>	9781788053396	p210	p210	View Link	The CSI role/job is separated into several positions in this chapter when photography, measurement technician and Evidence collector are all included in the CSI role. Even in big departments there are not that many roles on a crime scene otherwise the scene would be inundated with people which has a higher chance of scene contamination.	accept	Page 210; Add Teacher note; Advise students that for the purposes of study, each CSI role/job is explored under several positions. However, in most departments, photography, measurement technician and evidence collector are all included in the CSI role. Even in large departments the number of personnel at a crime scene is kept to a minimum to ensure crime scenes are not contaminated.
<i>Forensic Science Student Textbook</i>	9781788053389	p27	p27. Background, Basketball activity.	View Link	A Forensic Engineer isn't the only person who can reconstruct an incident. Would like to see Crime Scene Investigator who is certified in Crime Scene Reconstruction be added as well.	accept	Although this is covered throughout the course, we propose adding the following edit for emphasis. Add teacher note at bottom of page; Emphasize to students that there are other professionals who can reconstruct an incident. For example, a Crime Scene Investigator who is certified in Crime Scene Reconstruction.
<i>Forensic Science Student Textbook</i>	9781788053389	p325-328	<p>Especially 326-327</p>	View Link	<p>All 4 TEKS refer to either characteristics or differentiation between bullet casings and cartridge casings yet there is no difference in the LE industry because the bullet and cartridge casing are one in the same. The same drawing for a handgun is listed in all 4 breakouts/TEK categories although the TEKS make it sound as if these two types of cartridges are different therefore they need to be explained in different categories yet it is the same lesson over and over referring to the cartridge only as a cartridge casing. Please review for accuracy.</p>	accept	It seems to us the reviewers are criticising the TEKS wording as they believe no difference in the LE industry. We have written this portion of the textbook and an extensive section of the Lab book to address this subject and believe it to be well covered. However, to remove any confusion we propose adding the following wording to page 326 of the textbook at the beginning of the second section (next to the drawing of the handgun): <i>Cartridge cases hold the bullet and the primer that causes the explosion to force the bullet out through the barrel. Once that happens, the bullet goes forward, and the cartridge case is ejected from the firearm.</i>
<i>Forensic Science Student Textbook</i>	9781788053389	p325-328	Especially 326-327	View Link	The TEK says bullet casings yet the illustration labels the bullet casing as a cartridge casing.	reject	A cartridge is the entire package of a primer, a brass casing, gun powder, and a bullet. The bullet is simply the projectile that exits the barrel of a firearm. Therefore labeling and description of Cartridge is correct.
<i>Forensic Science Student Textbook</i>	9781788053389	p358-362	p358-362	View Link	Great assignment but where are the answers to this assignment? Looking at the teachers version.	reject	Answer layer in teacher textbook is off. We will provide an edit to turn it on and provide answers.
<i>Forensic Science Student Textbook</i>	9781788053389	p451-452	p451-452	View Link	I do not see where you define the 5 types of manner of death.	reject	These are found on page 715 of the Forensic Science Laboratory and Examination book.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Forensic Science Laboratory and Examination Guide</i>	9781788053402	p58	p58. Example 1	View Link	Example 1: Why are we talking about the energy levels that a dog food can give? Example 1 doesn't seem to fit into Forensic Science. Example 2 was perfect for Forensic Science.	reject	Example 1 is a stepping stone to example 2. Our STEAM program offers stepping stones. We want students to first study the topic within something more familiar to their daily lives and then progress into Forensic science.
<i>Forensic Science Student Textbook</i>	9781788053389	p6-9	p6-9. Both experiments	View Link	I feel like the floating fish and ping-pong levitation would be better for chemistry class. Not as a lab example for forensic science	reject	TPS provide content as stepping stones as explained earlier. Students become familiar with content that relates to their lives/science knowledge and then progress into Forensic Science content.
<i>Student Forensic Science Laboratory and Examination Guide</i>	9781788053402	p615	p615	View Link	The picture is of the head stamp of a cartridge case, but one of the questions is "How can you determine who fired first" and the answer in the teacher workbook is talking about glass fractures. Just seems weird to have that question under a picture of a head stamp.	reject	This is one of a number of examples and questions relating to the subject matter in both the Textbooks and Laboratory and Examination books.

Publisher: CEV Multimedia

Foundations of Cybersecurity

iCEV Foundations of Cybersecurity (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Foundations of Cybersecurity (Individual Course)</i>	8888640081001	Activity-Hacker Types Exit Ticket	This Activity is found in the Introduction to Cybersecurity lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	A Venn Diagram only provides students with the ability to acknowledge the existence of legal ramifications, but not describe them. Consider adding a location for describing ramifications.	accept	A direction will be added for students to describe the legal ramifications.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Foundations of Cybersecurity (Individual Course)</i>	8888640081001	Activity- Malware Vocabulary Exit Ticket	This Activity is found in the Malware lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	Explicitly state the need of students to include how malware is transmitted.	accept	A direction will be added for students to identify the transmission of malware.
<i>ICEV Foundations of Cybersecurity (Individual Course)</i>	8888640081001	Activity- Preventing and Removing Malware	This Activity is found in the Malware lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	Clarify directions also explain the different roles and include explicit references for the detection of viruses.	reject	Thank you for your suggestion. The activity requires students to explain the roles of reverse engineering in written form rather than verbally. In the lesson, reverse engineering is listed as a detection method. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>ICEV Foundations of Cybersecurity (Individual Course)</i>	8888640081001	Activity- Professional and Personal Employability Traits Exit Ticket	This Activity is found in the Introduction to Cybersecurity lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	While the students have the ability to demonstrate their understanding of how to demonstrate leadership skills, students do not have the ability to demonstrate their own leadership skills.	reject	Thank you for your suggestion. This activity lays the foundation for students to understand leadership skills. Other materials in this lesson and course allow students to work individually and in groups and demonstrate leadership skills. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Foundations of Cybersecurity (Individual Course)</i>	8888640081001	Activity-Professional and Personal Employability Traits Exit Ticket	This Activity is found in the Introduction to Cybersecurity lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	Students have an opportunity to demonstrate they understand what functioning as an effective team member looks like, but do not have the ability to demonstrate themselves functioning as an effective team member.	reject	Thank you for your suggestion. This activity lays the foundation for students to understand what functioning as an effective team member consists of. Other materials in this lesson and course allow students to work in groups and function effectively as a team member. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>ICEV Foundations of Cybersecurity (Individual Course)</i>	8888640081001	Project-Cybersecurity Careers	This Project is found in the Introduction to Cybersecurity lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	A good assignment to identify internship opportunities, but internships not addressed in the assignment.	accept	A direction will be added for students to identify internship opportunities
<i>ICEV Foundations of Cybersecurity (Individual Course)</i>	8888640081001	Project-Cybersecurity Careers	This Project is found in the Introduction to Cybersecurity lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	Include "information security" verbage.	reject	Thank you for your suggestion. In the lesson, information security is listed as a category of cybersecurity. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Foundations of Cybersecurity (Individual Course)</i>	8888640081001	Student Handout-Hackers	This Student Handout is found in the Introduction to Cybersecurity lesson beneath the Instructional Materials heading.	View Link	Consider adding what the legal ramifications are.	reject	Legal ramifications for both ethical and malicious hacking are discussed in the third and fifth paragraph of the Student Handout. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Publisher: CodeHS, Inc.

Foundations of Cybersecurity

Texas Foundations of Cybersecurity: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>CodeHS Texas Foundations of Cybersecurity</i>	9798987718230	1.1.2	Question 4	View Link	Because the breakout addresses online, could you modify to include the option of doing the short paragraph in question 4 in email as well.	accept	Updated #4 to include the option to email or message the paragraph to address the online aspect of the breakout.
<i>CodeHS Texas Foundations of Cybersecurity</i>	9798987718230	14.2.3	"On-Access Scanning" and "Full System Scans" sections	View Link	Broken link inside the activity.	accept	Broken link has been fixed in new proposed changes item: https://codehs.com/student/2638095/section/424061/assignment/106061602

Publisher: eDynamic Holdings LP

Foundations of Cybersecurity

Network Security Fundamentals 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Network Security Fundamentals 1a/1b</i>	9798986044347	1B	Network Security Fundamentals 1b, Unit 7, Lesson 2, Heading "Cyberterrorism" paragraph 3-4	View Link	adjust non-state actors to domestic actors for a truer correlation.	accept	Such attacks can be initiated by either state-sponsored or non-state actors, as well as international or domestic actors, and their reasons for launching these attacks may range from political goals to spreading fear to monetary gain.

Publisher: CodeHS, Inc.

Fundamentals of Computer Science

Fundamentals of Computer Science: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	10.1.7	Assignment description	View Link	What have they seen in their own lifetime on how computers and technology have affected their social environment/life/friends?	accept	Added proposed question to the activity.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	10.3.5	Assignment description, two questions	View Link	Ask another question here as well as personal. Why does your school have an acceptable use policy?	accept	Added two questions related to a school's AUP or RUP. Added sample responses for the new questions in solution code.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	10.7.4	Assignment, examples of visual communication for PSA	View Link	Note the intended non-verbal communication described by the TEKS was related to body language, facial expression, silence, etc. - not necessarily written replacement for speaking (e.g. poster, PSA, video, etc.). I served on the TEKS revision committee.	reject	Removing this citation - It does not address nonverbal communication as it's a writing task.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	11.2.3	Article, content on pages 1-2	View Link	The pdf page breaks are not in good locations. The resume is split between pages.	reject	We will consider this suggestion in future curricular updates, but the PDF breakpoints are necessary due to the content.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	11.2.7	Article, content below "What is a Computer Science Major?" heading	View Link	This assignment goes to US News and students would have to make an account. This needs to be white-listed, but if students have to create an account it will probably have to be cleared with their IT. It doesn't ask for a lot of information to make an account, but each school may have different rules. Maybe make a note in lesson plans: This access x links and you may need to clear them with IT etc.	accept	Added note to the assignment description explaining the purpose of the article better and directions if students choose to open any U.S. News links in the article. The article itself is a PDF version hosted on the codehs.com website and cited in the description. No additional whitelisting required by schools.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	11.3.1	Assignment, third sentence and article	View Link	The definition of legal is here, but no actual laws. I clicked the link and the site is blocked by our firewall. If links are to be used, IT needs a list to white list.	reject	This was addressed in the content updates made to address SRP review citations. Content was created and added to include laws for students to review. The review of the new content resulted in 100% alignment and this feedback. no longer applies.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	2.1.1	Video, 0:00 - 5:28	View Link	We did not see a definition of an algorithm. That is a big word that can be easily broken down. We are not seeing vocabulary words. The assignment is GREAT for creating an algorithm.	reject	Defining the term 'algorithm' was not the expected content coverage in this particular standard breakout. This breakout states that students will create an algorithm, not define it.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	21783	Handout, first paragraph and tips 4-5	View Link	Written non verbal communication is misleading to a student.	reject	Tip #4 explains nonverbal communication and describes body language, gestures, facial expressions, etc. as effective ways to communicate. The document is appropriately titled "Effective Communication Tips."
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	21783	Handout, first paragraph and tips 4-5	View Link	The messaging gets a little lost. Consider separating it from the effective verbal tips and constructing a focused document on non-verbal.	reject	Tip #4 explains nonverbal communication and describes body language, gestures, facial expressions, etc. as effective ways to communicate. The document is appropriately titled "Effective Communication Tips."
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	4.3.6	Assignment description, questions 1-3	View Link	This does not address the student discussing the difference between software and Operating Systems. It defines and identifies.	reject	We understood this comment to no longer be valid when the second review indicated 100% alignment to the breakout.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	4.3.8	Assignment description, bulleted list of tasks	View Link	The teacher may misinterpret this to mean if the student uses an Apple OS use the MAC otherwise use the window assignment. They need something specific to say COMPARE the different Operating Systems.	reject	The lesson allows students to explore multiple OS simulations and then compare them. This citation is just an example of one of those simulations.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	4.4.2	Video: 3:34-7:43	View Link	The video needs to be updated. It is 4 years old and not an environment most kids work in. The concepts do address file management.	reject	While the appearance of the file management environment is somewhat outdated, the concepts and processes described remain accurate. We will consider updating the appearance in future curricular revisions.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	4.5.1	Video, 3:37 - 3:52	View Link	Need to talk about cloud storage here. That would be a better assignment.	reject	Cloud storage is not expected content coverage in this standard breakout.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	486	Class Exercise, steps 1 and 2	View Link	We both love this!!! They have to write out their plan. They can't do it all in their head or on the phone. This provides a dialogue point.	reject	We really appreciate the positive feedback! Because we are not proposing any content changes in response to this feedback we are choosing 'Reject' as our response to this feedback item.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	6.4.7	Activity description: 1st paragraph, 1st sentence	View Link	Happy Dance!!!! GREAT Assignment	reject	We really appreciate the positive feedback! Because we are not proposing any content changes in response to this feedback we are choosing 'Reject' as our response to this feedback item.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	8.1.4	Assignment description, first paragraph	View Link	https://codehs.com/student/3958409/section/394462/assignment/97109786 The hint is not understandable from our perspective. We could not find the green box mentioned.	accept	The hint is for the block coding option teachers may choose to use in class. Revised directions to make this more explicit.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	8.8 Lesson Plan	Discussion Questions, Beginning of class two bulleted questions, End of class first two bulleted questions	View Link	The lesson plan should list current Fundamentals of Computer Science TEKS. These are addressing 2.A-D	accept	Removed mapping to outdated standards from the lesson plans
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	8.8 Lesson Plan	Discussion Questions, Beginning of class two bulleted questions, End of class first two bulleted questions	View Link	These TEKS are not current in the lesson plan. There should be a section for Fundamentals of Computer Science 2.A-D	accept	Removed mapping to outdated standards from the lesson plans
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	9.3.10	Assignment description, paragraphs 2-4	View Link	A handout here of phrases used in the feed back process would be useful here.	reject	We appreciate the suggestion and will consider it for future curricular revisions, but no changes made due to time constraints.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	9.3.3	Article, Procedure	View Link	VERY COOL!!!!	reject	We really appreciate the positive feedback! Because we are not proposing any content changes in response to this feedback we are choosing 'Reject' as our response to this feedback item.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	9.4	Description and Planning Notes, bullet 1	View Link	This is a beginning level. A handout describing how to disagree, agree to disagree, express disagreement, and come up with compromises would be helpful.	reject	We understood this comment to no longer be valid when the second review indicated 100% alignment to the breakout.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	9.4.5	Assignment description, presentation criteria under "During your presentation, you should:" section	View Link	Your program is fantastic and near to perfection. Your team should be VERT proud of themselves. Great Work!!!!	accept	Thanks for the kind comments.

Publisher: Compusolar, Inc.

Fundamentals of Computer Science

Computer Science Foundations: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 1 Homework	Click "Teacher Preview" then "L2.1: Lesson 2 Vocabulary Check" problem	View Link	Maybe make the homework with an open ended questions or sentence stems?	reject	<p>Thank you for the suggestion. While we do have the capability to create free-form or open-response Q&A homework problems, those types of problems do by necessity require manual teacher grading. As a standard for all "vocabulary check" types of problems in any chapter, we use a drag-n-drop matching system that can be automatically graded by the system.</p> <p>We will review the idea of a new type of problem involving sentence stems if that can be auto-graded, but updating all "vocabulary check" problems across this (and many other courses, for consistency) to use a different underlying format is beyond the scope of changes we can make for Proclamation 2024.</p>
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 1, Lesson 2 Text	"Central Processing Unit" section	View Link	the primary function to an electronic tablet is that it has a touchscreen.	accept	<p>We have changed the definition of "tablet" from...</p> <p>"Very lightweight computer with integrated monitor, usually with a touch screen instead of a keyboard"</p> <p>...to...</p> <p>"Very lightweight computer with integrated touch screen instead of a keyboard."</p> <p>Please see the following lesson update:</p> <p>https://s3.amazonaws.com/cspublic/proc2024/csfoundations/01/L2/lesson.html</p>
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 1, Lesson 2 Text	"Central Processing Unit" and "Graphics Processors and Video Cards" sections	View Link	Students are naturally using processors while engaged with this lesson.	accept	<p>We have added a yellow call-out box above the "Hardware Platforms" section to highlight student use of hardware components when consuming course material.</p> <p>Please see the following updated lesson:</p> <p>https://s3.amazonaws.com/cspublic/proc2024/csfoundations/01/L2/lesson.html</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 10 Activity Instructions	"Detailed Program Requirements" section - students will use int or floating point variables as appropriate (see steps 10.2 and 10.3 for example)	View Link	Great use of library	accept	Thank you, no further changes needed based on this feedback.
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 10, Lesson 4 Text	"Computers are Binary Creatures" and "Numbers in Binary" sections	View Link	On the initial table for Numbers in Binary, it would be helpful to see the digit highlighted or bolded in the 4 digit binary value in the the table for example, Decimal value 1 Binary value 0001 also, this is an area where defining base systems is imperative. Not only does this reinforce math TEKS for a cross curricular model, it defines the hexadecimal systems and ties into previous learning.	accept	<p>Thank you, we have added a yellow callout box near the top of the "Numbers in Binary" section to define numbering system bases.</p> <p>The initial table in the "Numbers in Binary" section merely defines terms like bit, byte, kilobyte, megabyte, etc, and does not seem to be a good fit for the comment about showing 4-digit binary values. We believe the feedback is intended for the first table in "Counting in Binary" which shows both decimal and binary values. We have updated that table as requested with to show 4-digit binary values, highlighting in bold the parts of the binary value that correspond to the decimal number.</p> <p>Please see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/10/L4/lesson.html</p>
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 14, Activity 2 Instructions	"Discussion and Feedback" section	View Link	I really like how the immediate feedback and teamwork is implicitly implied in this project with the use of pairing.	accept	Thank you, no further changes needed based on this feedback.
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 14, Lesson 2 Text	"Project Planning" and "Project Timeline" sections	View Link	Include crunch in timeline management.	accept	<p>The existing lesson text already describes and illustrates an "extra safety margin" at the end of the timeline. We have added another sentence to the paragraph under the timeline image to expand on the use of that safety margin to avoid "crunch" work.</p> <p>Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/14/L2/lesson.html</p>
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 14, Lesson 3 Text	We have added an "Understanding the Problem" section near the top of this lesson to more clearly identify a problem's purpose, description, and goals.	View Link	Thank you so much for this! Sometimes students and (brand new teachers) find this challenging.	accept	Thank you, no further changes needed based on this feedback.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 14, Lesson 3 Text	[creative design context]: "Initial Investigation" and "Requirements Documents" sections	View Link	Good documentation also helps you remember how and why code was written. can be extended to include explicitly that that is the code's 'purpose.'	accept	We have re-phrased the first bullet under "Requirements Document" to more explicitly call out identification of the purpose of writing the code. Please see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/14/L3/lesson.html
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 16 Activity Instructions	"Heuristic Algorithm #1" and "Heuristic Algorithm #2" sections - students will implement both	View Link	Great lesson	accept	Thank you, no further changes needed based on this feedback.
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 18, Lesson 2 Text	"Planned and Unplanned Impacts", "Unexpected Applications", and "Harmful Effects" sections Innovative Changes	View Link	It was great that you provided questions for thinking of the unplanned result. The sections after only provided statements and not questions for the students to think about.	accept	We have added yellow call-out boxes at the end of "Unexpected Impacts", "Harmful Effects", and "Technology Impacts Jobs and Careers" with additional questions for student to consider. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/18/L2/lesson.html
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 18, Lesson 2 Text	"Work with Me" exercise - discuss impacts of GPS Navigation	View Link	Be mindful that the other sections in this text are not discussion questions but statements.	accept	Apologies, we are a little unclear on the nature of this feedback, which was given against an "Activity" citation but seems to refer to the other narrative text outside of the exercise. The blue "Work with Me" exercise cited for the activity contains both example impacts (statements) and discussion questions for students. The narrative section "Planned and Unplanned Impacts" has already been updated per earlier review comments to include both example statements and questions for students to brainstorm their own impacts. Please see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/18/L2/lesson.html

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 19, Lesson 1 Text	"Ethical Behavior for Computer Professionals", "Ethical Considerations for Computing Innovations" sections	View Link	The section cited does not demonstrate the verbage The activity covers required TEK and allows for the student demonstration of the TEK.	accept	We have added a series of 3 discussion points in the "Ethical Behavior for Computer Professionals" section that allows student to "demonstrate" understanding within the narrative. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/19/L1/lesson.html
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 19, Lesson 1 Text	"Work with Me" exercise, ethics discussion	View Link	ACM in vocabulary list the F in 'For' shouldn't be capitilized.	accept	We have corrected the capitalization of "for" in the vocabulary list. Please see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/19/L1/lesson.html
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 23, Lesson 3 Text	"Work with Me" exercises - students add new tags across multiple exercises	View Link	I really liked the troubleshooting area for students that are struggling.	accept	Thank you, no further changes needed based on this feedback.
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 25, Lesson 3 Text	"Animation Based on Mouse Movement" section, first paragraph and bulleted list	View Link	Colors and fonts are addressed, but not in detail especially in regards to how to create eye ease for the user. (use of complementary colors)	accept	Our existing Chapter 24, Lesson 2 contains information on contrasting colors, color theory, color wheels, and complementary or analogous colors. Apologies for not citing it as part of this breakout. Here is a citation to that existing lesson (requires TEA login): https://learning.compuscholar.com/repository/s3links/redirect.php?repo id=29&path=apcsp%2F24%2FL2%2Flesson.html We have copied the existing lesson as-is to a public venue so it can be reviewed without a login: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/24/L2/lesson.html
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 25, Lesson 4 Text	"Work with Me" exercise - students will insert a standalone "bubbles.js" library into a web page	View Link	Great activity for teaching how to manipulate pop ups!	accept	Thank you, no further changes needed based on this feedback.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 29 Activity Instructions	"Exploring Job Sites" and "Submitting Your Work" section	View Link	to make this adhere to the citation easier, encourage the teacher to asks for different medias and formats for presentation	accept	<p>For context, the breakout reads "Report findings [of career opportunities] through various media".</p> <p>This breakout could be read as asking students to publish the results of a job search through multiple types of "output" media (e.g. a report, PDF, online blog or social media post). However, job searches are inherently private exercises and individuals rarely publish their ongoing efforts in this manner, so we do not believe instructing students to present findings in multiple output formats is meaningful.</p> <p>A more likely interpretation is that students must report on their findings when searching through various types of job listings. Online websites, newspapers, physical advertisements, and in-person job fairs can all be considered different types of "source" media. We have added a yellow call-out box under the "Exploring Job Sits" encouraging students to also seek jobs from these alternate source media (and this approach matches the lesson text).</p> <p>Please see the following update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/29/Act/activity.html</p>
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 29 Activity Instructions	"Exploring Job Sites" section, first paragraph	View Link	Source provides certification contact and opportunity, but not employment contact links. Links to job/employment sites for student contact would be needed.	accept	<p>The Chapter 29, Lesson 1 Text has already been updated to include links to example job-search websites, per SRP request during the initial review. Rather than repeating those links in the Chapter 29 Activity Instructions, we have modified the first paragraph under "Exploring Job Sites" to refer students back to the original list in the lesson text.</p> <p>Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/29/Act/activity.html</p>
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 29, Lesson 1	We have extended the "Higher Education" section to include a table and discussion of comparison factors students might use to evaluate university degree programs.	View Link	Terrific Job!	accept	Thank you, no further changes needed based on this feedback.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 29, Lesson 1 Quiz Answer Key	Question 1	View Link	Instead of an 'all of these are true' a sorting option or differentiation question could reinforce the myriad of opportunities in CS. Not just in development, but in things like software architecture and test design	reject	Thank you for the suggestion. We respect the desire to explore a wide variety of careers, but do not feel a lesson quiz is the best place to go into great detail on the many available options. The Chapter 29 Activity provides student the opportunity to explore a wide variety of computing careers in more detail.
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 4 Activity Instructions	Every Chapter Activity contains detailed technical instructions the students will read and follow to complete the exercise. This entire page is cited as one example.	View Link	Great problem solving opportunities!	accept	Thank you, no further changes needed based on this feedback.
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 7 Activity Instructions	"Activity Results" section, first paragraph	View Link	One small hurdle, while addressing the TEK, some students who are behind in learning will struggle with what is wrong with their code because they don't understand exponents.	reject	Unfortunately, this feedback appears to be unrelated to the Chapter 7 Activity that is cited. For context, the TEKS breakout is "Debug problems using reference materials" and the cited Chapter 7 Activity ("Chat-Bot") involves simple questions and answers with if/then/else logical conditions. There are no exponential math concepts in this activity, and all possible test cases are enumerated for the students. We'd love to make a change if needed to support the feedback, so if clarification can be provided during the public review period, we'd be happy to address it.
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 7 Homework	Click "Teacher Preview" then "L2.3: Debugging with Reference Documents" - student will use API reference for unknown function to debug and resolve problem	View Link	reminder that Python will also let the user know which lines have error in the code. This would be helpful to reiterate in this section.	reject	For context, the breakout reads "Debug problems using reference materials". In this cited homework exercise (problem L2.3), there are no errors that Python can report as line numbers. The code is syntactically correct and produces no exception at run-time. However incorrect output is produced because a couple of parameters are swapped in the pow() function call. Student should identify and fix this issue based on the Python reference documentation to understand the parameter ordering. We do describe Python's diagnostic output (including line numbers) when syntax or run-time errors are encountered in the Chapter 7, Lesson 1 text. If there are other areas (activities) where you feel this should be reinforced, we welcome clarifications during the public comment period.
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 7, Lesson 2 Text	"Tool #1 - Code Review" section, step 2, last bullet	View Link	Thank you for providing the Python Library in the pdb process.	accept	Thank you, no further changes needed based on this feedback.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 8, Lesson 1 Text	<p>"for Loop Syntax" section (plus remaining sections for more details)</p>	View Link	<p>while this lesson does a great example of using loops, can you include a section where there is discussion , ideally during the practice section? For example, 'Why is this the loop to use in this scenario?'</p>	accept	We have added the requested "Discussion" section at the end of the blue "Work with Me" exercise with several reflection questions. Please see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/08/L1/lesson.html
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	Chapter 8, Lesson 2 Text	"while Loop Syntax" section (plus remaining sections for more details)	View Link	Please consider changing the why? to a discussion section.	accept	We have converted the single "Why...?" question in the the blue "Work with Me" exercise to a "Discussion" section with several relevant questions. Please see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/08/L2/lesson.html

Publisher: Learning.com

Fundamentals of Computer Science

Learning.com CTE for Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com CTE for Texas - Fundamentals</i>	9798987398296	1	1. Scroll to the Teacher Resources section and find the Lesson Plan. 2. Find the Resources section. 3. Select the Cloze Notes link. 4. Scroll to the What is Software? and Operating Systems sections. 5. Students fill out the sections with information from the lesson about software applications and operating systems.	View Link	The description in the activity describing programs and scripts could be strengthened by a direct connection to applications (in context of applications vs operating systems)	accept	We will a line to activity 5 strengthening the connection between programs and scripts.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learning.com CTE for Texas - Fundamentals</i>	9798987398296	3, 8	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides: 3 and 8	View Link	Kudos for incorporating skills you want to learn, not just what is required for a job or internship.	accept	Thank you for the positive feedback!

Publisher: Savvas Learning

Fundamentals of Computer Science

Fundamentals of Computer Science for Texas (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	125	"Variables and Input" lines 8-13	View Link	Change "For a example a game that only allows three tries might use a variable named tries to hold that value in memory" to "For a example a game that only allows three tries might use a variable named tries to hold the value 3 in memory"	reject	The passage is clear as written.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	141	"Hand Tracing a Program" lines 1-6, Figure 5-12, Figure 5-13	View Link	Give students a more comprehensive list of "effective" strategies besides hand-tracing. Interactive debuggers, print (display) statements of variables, etc.	reject	We prefer to limit the options but comment is noted for subsequent editions.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	142	lines 6-7	View Link	Suggest to also include a section on print debugging. In practice, this can be much more useful than hand tracing a program to find errors.	reject	Print debugging would be slightly out of the context of section.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	16	Short Answer #5	View Link	Add exclusion of "storage devices" such as flash drives, HDD. This emphasizes the true function of INPUT devices.	reject	The content is clear as written.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	16	Exercise #1	View Link	If secondary memory is the same as secondary storage then saying "including primary and secondary memory, storage, ..." is redundant.	reject	We believe this to be clear as written but noted for subsequent editions.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	173	Programming Exercises #1-4	View Link	Q3 will not accurately resolve as written without telling the students to use a real number in the fraction. They generally don't remember to make the alteration to the formula. (It's more obvious when going F to C. 5/9)	reject	The question is written correctly.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	173	Programming Exercises #1-4	View Link	Multiplication is inferred in these exercises.	reject	We are unclear of the intention of the feedback.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	173	Programming Exercises #1-4	View Link	For problem #3, can also include conversion from F to C, which will include subtraction.	reject	We would like to keep the problem as is for simplicity.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	174	Add to page 174		Be consistent with division symbols 1a uses "÷" instead of "/"	reject	The authors prefer to have students use both symbols.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	174	Middle of the page		Using numbers that go nicely into each other as examples for integer division misses the point.	reject	We would prefer to keep the example as simple as possible.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	175	<p>lines 14-22</p>	View Link	<p>Add "to x" explicitly in the example given: "(2x + 1), it always adds 1 to x and then multiplies the result by 2"</p>	reject	We think it is more clear to students as written.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	2	"Hardware" lines 6-7	View Link	Define what a peripheral device is, instead of only providing examples. "which are found outside the case" is too vague. What case?	reject	The diagram supports the definition.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	227	"Writing a Do-While Loop in Pseudocode" lines 3-10	View Link	There are literally thousands of better examples for a loop.	reject	We believe the example is clear and on level.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	227	"Writing a Do-While Loop in Pseudocode" lines 3-10	View Link	This example isn't realistic at all and doesn't illustrate use of a loop. A better direction: You can program a character's movements in a game using a do-while loop. When character A enters a room, they find a dog running in a circle (loop). When A calls the dog's name, it stops running (stop condition). It is also worthwhile to include a sentence explaining: 1) That anything that can be programmed using a while loop can also be programmed using a do-while loop. 2) Why the do-while loop exists when while loop can do the job just fine. Students always wonder about this	reject	We believe the example is clear as written.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	24	"Counting in Binary" lines 1-3	View Link	This explanation technically checks the box but it's very muddled. Students should understand from the very beginning that every "spot" in a binary number is a power of 2. Binary numbers are always a trouble spot and students are likely to be even more confused after reading this explanation. Suggestions: 1. Move the "Counting in Binary" section to after they learn how to convert between binary and decimal so that this section makes more sense in context. 1. Add a visual explanation of how counting in binary works instead of providing a list of binary numbers. This is a much better way to explain the concept. Eg Binary Powers of 2 Decimal ***** 0 NA 0 1 2^0 1 10 2^1 2 11 2^1 + 2^0 3 100 2^2 4 1010 2^3 + 2^2 10 Explicitly call out the pattern here. For example "Notice that whenever the decimal number you're counting to becomes a power of 2, a new place is added to get the equivalent binary number". 3. Replicate the language of the sentence that explains how counting in decimal works, but for binary. Eg "In the decimal system, when you reach 9, you add a place and start again. In the binary system, when you reach 1, you add a place and start again." 4. "starting at zero and counting to 10 in binary" should be "starting at zero and counting to ten in binary"	reject	The suggestion changes the focus and pedagogy of the content but will be considered for subsequent editions.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	24	"Converting from Decimal to Binary" lines 1-2, steps 1-2	View Link	Textbook should really provide this two row chart to students from decimal numbers 1 - 10 to begin with. Visual explanations of conversion from decimal to binary will work much better than a text explanation. Once they understand this conversion visually, they are better equipped to convert decimal number 162 to binary. Eg Binary Powers of 2 Decimal ***** 0 NA 0 1 2^0 1 10 2^1 2 11 2^1 + 2^0 3 100 2^2 4 1010 2^3 + 2^2 10	reject	We believe the text is clear but will consider a chart for subsequent editions.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	3	"The CPU" 2nd paragraph	View Link	"[The ENIAC]... was primarily one big CPU" This sentence is not correct. The ENIAC was a collection of machines that together behaved like a single CPU.	reject	We believe the passage is accurate and conveys the concept clearly.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	3	"The CPU" lines 2-3	View Link	Should explain to students at the very beginning what a computer instruction is and that the CPU executes computer instructions.	reject	The explanation of processing seems clear and on level.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	31	Short Answer #6	View Link	Pick another number as the conversion sample. Something without 0, 1, or 2.	reject	We believe the sample is clear as written but will be considered in subsequent editions.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	31	Short Answer #6	View Link	Consider the related question "How do you represent 10 in the binary numbering system?". Given that we're working with binary it's a vague question. Can help students think more clearly in decimal vs binary by rephrasing the question: "How do you represent the decimal number 20 in the binary number system?"	reject	The suggestion would change the context of the passage.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	45	"Six Steps of Problem-Solving" steps 1-5	View Link	The phrase "knowledge base" may not be a phrase students are familiar with. Recommend it be clearly defined in this context. A reasonable definition here could be "the scope of knowledge of the person or machine in question".	reject	Students should be familiar with the term and practice using it.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	46	"Problem-Solving in Action" steps 1-6	View Link	Practical examples are great, but why change the labels of the steps? Several are different -- #3, 4, and 5.	reject	We are not clear on the intention of this feedback.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	494	"Nondegree Certificates" 1st and 4th paragraphs	View Link	There is ambiguity in where a non-degree certificate would be earned if not college or university. There should be a way to communicate this without suggesting a particular vendor of such services. This is an accreditation issue.	reject	We believe the passage is clear as written.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	500	"Ways to Communicate"	View Link	The phrase "verbal communication" is almost always used in casual speech to refer to spoken communication only, not written communication. Would highly suggest adding a line to call this informal usage. Otherwise may risk confusing students who are almost certainly guaranteed to use this phrase in its informal sense.	reject	We believe it is clear noted for subsequent editions
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	500	"Ways to Communicate" lines 10-12	View Link	Suggestion to move Lines 10-12 ("Nonverbal communication") section to be directly above "Technical Reading and Writing". Lines 1 - 10 deal with verbal communication (under section "Verbal Communication"). Lines 10-12 deal with nonverbal communication (under section "Nonverbal Communication"). Line 14 again deals with verbal communication, but is under the "Nonverbal Communication" section. Clearly separating the verbal/nonverbal communication sections can make it less likely for students to be confused.	reject	The passage is more logical as written.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	510	"Managing Your Job Search Resources" bullet point 4	View Link	"Get in the habit of using various media to report on your findings to someone who supports your job search" isn't a very useful statement for students. The TEKS requirements is for students to have the *capability* to report career-related findings using various media. In practice, organizing and reporting on a job search usually only requires the use of a spreadsheet or other tracking software. Unclear why students should get in the habit of using various media in this context.	reject	The intent is to expose students to a wide variety of software applications.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	518	Exercise #2	View Link	I would create a fourth column to separate job duties from job tasks, as they are not synonymous.	reject	We would prefer to keep the exercise shorter.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	518	#1	View Link	Assuming that "with your teacher's permission" is intended to be tied to use of internet during class. Instead it reads more that students need their teacher's permission to research CS programs at all.	reject	We believe the exercise is clear as written.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	525	"Social and Ethical Challenges of Technology" 2nd paragraph	View Link	Clearly define "netiquette" before and in addition to providing the examples on p. 526. Definition of "netiquette" should come before its first usage on p. 525	reject	Digital etiquette is defined at the outset of the lesson.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	526	"Impact of Technology on Society" paragraphs 2-3	View Link	Clarify to students how use of smart lights or remote door unlocking can negatively impact personal privacy (or use a different example). This is not something that's obvious to kids.	reject	We prefer to keep the passage brief.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	527	lines 6-8	View Link	What is the difference between a virus, a worm and a trojan horse? Suggestion to put this into context and provide a news item about a real computer virus at the bottom of the page in a "spotlight". For example, the ILOVEYOU virus and what it did, or any other virus.	reject	We prefer to keep the passage brief.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	530	Middle of the page (delete In the Spotlight)		Definition of computer virus appears to be essentially copied from Wikipedia.	accept	Passage updated
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	530	Middle of the page (delete In the Spotlight)		Add "detection" to second paragraph of the new material -- "The value of virus detection and protection ... cannot be overstated ..."	reject	The focus of the passage is protection.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	56-59	"In the Spotlight"	View Link	Difficult to parse out text from computer navigation instructions through File Explorer (eg Home, New folder, etc). Suggest to change the font of those navigation instructions.	reject	Changing the font could be confusing.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	59	Checkpoint 4.1	View Link	This citation meets the TEKS criteria of "discuss methods of using a web-based language", but this criteria is worded poorly and has no meaning. As a result, this checkpoint activity also has no meaning and is not useful to students. Suggest to change this activity to "Discuss how and in which contexts web-based languages such as HTML are used"	reject	The passage is clear and supports the concept.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	7	"Operating Systems" 2nd paragraph	View Link	Use a diagram with specific examples so that an OS not an abstract concept. Students need to be able to relate this to their use of a computer. For example a visual diagram such as this can go a long way: User (Alice) ***** Application (Microsoft Word) ***** OS (Microsoft Windows) ***** Hardware (CPU, memory, etc) Each layer talks to the layers next to it. The OS helps Microsoft Word and the computer's hardware communicate with each other.	reject	A diagram would not be effective in this instance.

Publisher: eDynamic Holdings LP

Health Science Theory

Health Science Theory 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Health Science Theory 1a/1b</i>	9781959433514	1B	Health Science Theory 1B, Unit 3, Lesson plan (class 5) page 10 under ELL/Intervention: starts with "In the Compassionate Care"	View Link	Can't access, throw a critical error. So we can't read what the activity is.	reject	This can be found in the "Instructional Time: Direct Instruction" section. The first bullet, "Compassionate Care", provides students with the opportunity to demonstrate this standard. This is revisited in the "Differentiation" section, under "ELL/Intervention". The first bullet here refers back to the "Compassionate Care" Activity.

Publisher: Savvas Learning

Health Science Theory

Health Science Theory for Texas (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Health Science Theory for Texas, Student Edition</i>	9780138046057	179	Conflict Resolution, paragraph 3	View Link	In the second paragraph, the word consensus is given and then defined. In our opinion, the word consensus should be treated as a vocabulary word and bolded in the text, as well as the definition moved to the shoulder of the book.	accept	The term is now called out as a vocabulary word.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Health Science Theory for Texas, Student Edition</i>	9780138046057	186	Sending a Clear Message	View Link	Paragraph needs restructuring. When the "needs and wants" section is addressed, it seems as though it should be in a separate paragraph. Perhaps an English Language Arts teacher should provide feedback. The communication with a patient typically does not warrant a "needs and wants" component. Perhaps, this is something that is used between colleagues, but not patients. That is why I think it should be separated.	reject	Noted for subsequent editions
<i>Health Science Theory for Texas, Student Edition</i>	9780138046057	198	E-Mail Communication	View Link	We think that the word salutation should be defined in the text as a student may not know what that means. We also think the word subject should be defined in relation to an email.	accept	The term has been defined.

Publisher: CEV Multimedia

Human Growth and Development

iCEV Human Growth & Development (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Human Growth and Development (Individual Course)</i>	8888640111001	Activity-Job Search	This Activity is found in the Careers in Human Growth and Development lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	this needs to include DEGREE REQUIREMENTS FOR EACH JOB. A student should not be able to assume they can get a job as a middle school counselor just because they have an associated degree or bachelors degree in education, or counseling, etc. This activity should include a portion that ensures students know degrees for each. Imagine a student needing a doctorate degree and start pursuing the career.	accept	A direction will be added to clarify what information students should research and record for each job posting.

Publisher: Goodheart-Wilcox Publisher

Human Growth and Development

Lifespan Development - Online Learning Suite: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Lifespan Development Online Learning Suite</i>	9798889994275	69	Checkpoint #1	View Link	Page 71 Health connections is a much stronger support of this TEK	reject	This reference is currently the second citation on the list.

Publisher: CEV Multimedia

Instructional Practices

iCEV Instructional Practices (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Instructional Practices (Individual Course)</i>	8888640128001	Slide 39	In the Teaching and Training Career Preparation PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	As an experienced educator (27 years of teaching), this is not a product that needs to be in Texas classrooms. The publisher did the bare minimum and this product is VERY weak in activities and instruction.	reject	The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Instructional Practices (Individual Course)</i>	8888640128001	Slide 39	In the Teaching and Training Career Preparation PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	This instructional material does not provide indepth coverage of of the TEKS, and should not be recommended as first choice for teachers covering this TEKS.	reject	The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>ICEV Instructional Practices (Individual Course)</i>	8888640128001	Slides 5-6	In the Education and Training Systems PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	Historical foundations of education and training in the united states can be more detailed in the slides.	reject	The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Publisher: The Curriculum Center for Family and Consumer Sciences

Instructional Practices

Instructional Practices: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having a clear definition of what is considered ethical and what is considered legal could be helpful. Due to the society and bias, ethics can be a grey area. There may need to be things addressed that touch on personal vs legally required ethics.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having something that involves training, even if it is dealing with non-traditional teaching opportunities, would be beneficial. Things like expectations, situations, what is considered good human development skills that you will need or can use while participating and/or presenting during trainings. (Note taking, anxieties that can arise, etc.)	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having students view the negatives and positives and adding an analysis piece to this about legal responsibility and legal ethical responsibility that includes potential outcomes, could help guide this activity and align it better with the SE.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Select Topic 8: School and Society ; Unit 2: Supporting Learning Through Advocacy; Advocating for Needs of Students	View Link	It would be nice to have a specific list of the decision making skills or what goes into decision making. What is presented is a stretch by using advocate.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having differentiation and specifics for training scenarios or roles, and educator/teacher scenarios or roles, could help add depth and complexity to this and cover more of the SEs that are a part of this unit.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having a deeper reflection piece or something that has a full picture reflection for this where students have seen, collecting, and analyzed the instruction they have seen could help align this with the SE more appropriately.	accept	Course content will be updated to include alignment and/or grammar changes when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Select Topic 8: School and Society ; Unit 2: Supporting Learning Through Advocacy; Steps in Advocacy	View Link	Different scenarios would be helpful in utilizing different decision making skills.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having something that students can model techniques with different student situations and scenarios could potentially help clarify and set up deeper discussion for situations that may not be as common as what is or has been discussed and observed.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having something that helps or addresses potential negative behavior or even how good practices and intentions can actually cause negative behavior and eventually (not for this SE) how to address that.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Select Topic 1: The Teaching and Training Profession ; Unit 3: Effective Teachers Knowledge, Skills, and Personal Characteristics ; Management Multiple Roles I	View Link	The SE is "choose appropriate boundaries for a healthy work-life balance", however, nowhere in the narrative or activity does it mention the term "boundaries". This would be aa much stronger narrative and activity if that term was directly stated.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Select Topic 1: The Teaching and Training Profession ; Unit 3: Effective Teachers Knowledge, Skills, and Personal Characteristics ; Teacher Knowledge and Skills	View Link	Information is based on research from 2009. There are new evidence-based strategies that would be more beneficial to teachers.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Using TEA ethics code of conduct resources could be a good classroom tool to show what the expectations are for teachers and give visuals that show teacher expectations and trainer expectations.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Discussion is an activity but the application part is very weak. Potentially making a real world scenario for students to connect to could help with the application process and add to the discussion.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Select Topic 1: The Teaching and Training Profession ; Unit 3: Effective Teachers Knowledge, Skills, and Personal Characteristics ; Grooming and Etiquette	View Link	Since the verb is "demonstrate", students could dress in appropriate attire or cut out examples from magazines, create a powerpoint of digital examples to make this a stronger activity.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Select Topic 1: The Teaching and Training Profession ; Unit 3: Effective Teachers Knowledge, Skills, and Personal Characteristics ; Stress Management	View Link	The SE states to implement strategies to manage health benefits. If the activities/lessons that were presented in 2.A & B sections were combined and put here, it would make this a stronger and better narrative and activity, as well as align better with the SE in 2.C.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Select Topic 1: The Teaching and Training Profession ; Unit 3: Effective Teachers Knowledge, Skills, and Personal Characteristics ; Leadership Skills	View Link	Specifics for the observation activity and correlation of teachers and their leadership that students noticed, good and bad, would help the activity align better with the SE.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Combining some of the activity that was tied to 12.B.iii could help students have a deeper understanding and make a better connection with what would be considered better instructional practices and experiences. It could also help solidify what is considered best instructional practices through the field experiences.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Select Topic 1: The Teaching and Training Profession ; Unit 3: Effective Teachers Knowledge, Skills, and Personal Characteristics ; Stress Management	View Link	The SE states to implement strategies to manage wellness. Stress management can be apart of that, but if you are utilizing the same lesson for managing health there needs to be more added to this and scaffolded. If the activities/lessons that were presented in 2.A & B sections were combined and put here, it would make this a stronger and better narrative and activity, as well as align better with the SE in 2.C. Also including what makes managing health different than managing wellness.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	A more obvious and direct correlation to strategies for improvement and their utilization would be useful when using the field investigation and special school activities as the activity. It would also contribute to the sequence of the student learning and the correlation between teaching practices, classroom management, and strategies for improvement.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Broadening the scope of who stakeholders are and not just limiting it to parents would be a good thing to include in here. Your community partners, school board, and even touching on peers being a part of the stakeholder group can create and help scaffold some other TEKS and SEs that may be needed with the changing culture and climate of education.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Select Topic 2: Effective Interactions; Unit 1: Verbal, Nonverbal, Written, and Electronic Communications; Professional Communications	View Link	The material to teach the ES is outdated by using PDAS. While districts can create and submit their own appraisal system according to TEC 150, I highly recommend that this be updated, or moved as a reference material to either 127.325 3, 4, 6, 7, 11, 17, 19.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Adding the community part to this would really be a great way teach skills for collaboration and how vital community resources and input is for partnering and involving stakeholders.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	It would be beneficial to have guidelines for what is considered evaluation reports and what the purpose of the reports are, and how they apply to teaching practices and developing strategies for improvement.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having a way to identify or classify the different grade and age groups appropriateness would be helpful in the evaluation process.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having a differentiation outline and a similarity outline of communication, mediation, and conflict management would be helpful and possibly clearly define the different SEs for 7 and foster skills that can be utilized across each expectation.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The SE would be clearly addressed if the district record policies are provided and shown how they align with the state record keeping policies were addressed. This addresses behavior management, but there should be processes for documentation and what legally needs to be done as far as sharing, storing, and discarding.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Arranging a visit from or to the region facility, as well as having discussions or an activity that shows how and why training facilities are utilized, could help with SE clarification and intended purpose of the activity.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	It would be useful if different certification options and programs are available to actually compare and discuss those options and the requirements.	accept	Course content will be updated to include alignment and/or grammar changes when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Select Topic 4: An Effective Learning Environment ; Unit 2: Classroom Management, Conflict Management, and Mediation Techniques; Conflict Resolution	View Link	The verb used in the SE is to "Acquire" conflict management skills. The activity would be much stronger if students participated in role playing of the scenarios they develop.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Select Topic 1: The Teaching and Training Profession ; Unit 3: Effective Teachers Knowledge, Skills, and Personal Characteristics ; Grooming and Etiquette	View Link	Giving students specific interview questions about attire and appearance and situations where different attire may be accepted based on specific job titles/expectations.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having a deeper look at different applications that could be utilized in a "just in case" scenario, could be helpful and open up for discussion and finding new applications for specific needs.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having which of the provided platforms would be best practice for each appropriate grade/age level as well as alternatives would help scaffold this a little better.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	For the implementation piece and for it to be a clearer alignment with the SE, having students model, or even a mock teaching scenario would be helpful and give a better grasp and idea of the implementation in practice.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Having a list or definitions of what is considered academic records would be helpful for this. Some examples are STAAR, TELPAS, BOY, DCA, Lexiles, etc.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	There needs to be specifics for each special pop that is addressed. Accommodations are not the same as modifications, which neither is the same as differentiation. What a SPED student receives will not be the same as a 504 student, which will not be the same as an EB (ESL) student. There is nothing that is solidified for comparing accommodations and modifications.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	3	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Include updated research-based practice and reference more recent theorists	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	3	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Research needs to be updated - theory has evolved	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	4	Use provided URL and credentials. Select Topic 4: An Effective Learning Environment ; Unit 2: Classroom Management, Conflict Management, and Mediation Techniques; Conflict Resolution	View Link	The slides are outdated as they are based on Becoming a Teacher in Texas dated 2001 over twenty years old. These practices for classroom management are outdated and terms such as 'direct order' are no longer used in the field based on evidence-based practices.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	4	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Research is outdated - outdated textbook - expand theories based on latest research	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	4B	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Expand what it means to be a successful teacher using the latest research	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T1	Use provided URL and credentials. Select Topic 1: The Teaching and Training Profession ; Unit 3: Effective Teachers Knowledge, Skills, and Personal Characteristics ; Grooming and Etiquette	View Link	Objectives The student will explain why appropriate grooming, appearance, and etiquette are important personal characteristics in the teaching profession. Very little in the way of resources for etiquette	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T1_3U_Relating to Administrators	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Often mentors are teachers; consider expanding the focus.	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T1_3U_Relating to Administrators	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	On the activity, focus on administrators and mentor teachers	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T1_U4_Ethical and Legal Considerations I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The objective - 'the student will locate district policies and explain ethical and legal considerations for specific situations' is not in alignment with analyzing situations. See Blooms. This level of development is a lower level of taxonomy than analysis.	accept	Course content will be updated to include alignment and/or grammar changes when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T1_U4_Ethical Guidelines	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Analyzing ethical standards is not the same as the objective as written here - the student will interpret key points of professional codes of ethics for two national education associations. Analyze and interpret are not interchangeable verbs. Consider an activity where students compare and contrast.	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T1_U4_Ethical Guidelines	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Interpret and analyze are not interchangeable. An analysis is an opportunity to contextualize and explain the evidence and why the evidence is important, what it means, or how it connects to other ideas. Analysis often leads to synthesis, an extension, and a more complicated form of analysis.	accept	Course content will be updated to include alignment and/or grammar changes when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Consider expanding the teacher behaviors that include the latest research-based practices such as differentiation, strong presence, proximity, UDL, etc	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T3_3U_Special Education Terminology	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	This would be a much better lesson if it specifically addressed the structure of an IEP	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_3U_Special Education Terminology	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	This would be a muc better lesson for this SE if it actually addressed the structure of an IE{P	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_3U_Special Education Services	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Additional special populations should be addressed such as, 504, ESL... Also, students should be made aware that modifications and accommodations are not the same thing.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_3U_Special Education Terminology	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	504 of the rehabilitation act is not part of special education and the citation and activity do not indicate the student explaining the structure of a 504 plan.	accept	Updated content to align with the citation.
<i>Instructional Practices</i>	9781953248053	T3_U2_Effective Teaching Methods	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Redundant to narrative and previous activity. Expand effective teacher practices to include the latest research.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_U2_Multiple Intelligences and Learning Styles Application	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The narrative/activity citation contains no information/resource about Howard Gardner's Multiple Intelligences even though this is stated it will be discussed	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T3_U2_Multiple Intelligences and Learning Styles Application	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	An activity might include Gardner's multiple intelligences	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_U2_Multiple Intelligences and Learning Styles Application	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	This is not offering students choice "For the freedom of choice, students must deliver quality work. They are held accountable for their best effort, especially if teachers allow students to work in conditions that are ideal for the student. This pattern of working in optimum conditions while producing quality work helps develop accountability, self-management skills, and creates winners. If the students abuse the privilege or freedom of choice (in exchange for quality learning), the student can lose it"	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_U2_Multiple Intelligences and Learning Styles Application	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Duplicative of previous activity; expand teacher behaviors to include the latest research-based practices.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T3_U3_Appreciating Diversity	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Discover how to encourage inclusivity and diversity as an educator Well-trained educators are equipped with the tools to encourage the exchange of ideas and interpersonal understanding. Learn about Students' Cultural Backgrounds Classroom students aren't the only ones who can benefit from learning about what makes them diverse. According to the NDT Resource Center, an academic source committed to nondestructive evaluation, educators should also get to know their students and what makes them unique, thereby discovering the viewpoint from which they see the world and their personal learning style. For an educator, understanding cultural diversity in the classroom is a crucial part of being able to anticipate where certain lessons might lead, or any issues that might arise between students of different backgrounds. Educators can establish a tone of inclusion, emphasizing that all perspectives are valuable. Create a Culturally Responsive Learning Environment An educator who properly creates a culturally responsive environment will have fostered a classroom where students become respectful and understanding of cultures different from their own. Those students are typically more willing to listen respectfully to different viewpoints, rather than mock, scorn, or fear the unfamiliar. The best way for educators to achieve this, according to The Edvocate, is to teach students that people who do not look the same as them—or who come from different socioeconomic backgrounds, follow different religious traditions, speak different languages, or have a different sexual orientation or gender identity—are still just the same as them on the inside.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_U3_Instructional Strategies I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The narrative/activity does not really state how the teacher will find strengths, needs, etc of students. For instance, the activity says - Distribute the teaching aid, Categories of Disabilities. (Resources) Review the categories addressed under the IDEA, which are listed on the PowerPoint slides, Child with a Disability: Definition and Categories. (Resources) Have each student complete the teaching aid. Categories of Disability under IDEA website from the Center for Parent Information and Resources is an excellent resource for students to use, and it would be a good resource for students to keep in their teaching resource files. (Click the linked title.) Suggested websites for teacher tips: Transition "Starters" for Everyone (Click the linked title.) Special Connections - Specialconnections.ku.edu (Click the linked title.) About Specific Disabilities - Cde.state.co.us (Click the linked title.)	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T3_U3_Instructional Strategies I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Activity and Narrative do not evaluate the backgrounds, strengths, and skills of students when planning instruction. This type of data would come from not only understanding the students' disabilities but also from IEP PLAAFPS and progress reports.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_U3_Learner Differences	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Expand your ideas of exposing students to diversity. Ability diversity: This includes differences in students' physical, mental, and learning abilities. Age diversity: This includes differences in students' ages. Gender diversity: This includes differences in students' gender identity and expression. Ethnic diversity: This includes differences in race, ethnicity, national origin, and languages spoken at home. Religious diversity: This includes differences in belonging to and identifying with the values and/or practices of a particular religion or sect. Socioeconomic diversity: This includes differences in income, education levels, occupations, and housing security and stability with regard to students or their families. Experiential diversity: This includes differences in students' life experiences, such as immigration, military service, adoption, or foster care. Sexual orientation diversity: This includes differences in students' sexual orientations. Geographic diversity: This includes differences in students' local or regional identity and experiences based on where they live, learn, and play.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_U3_Learner Differences	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Expand ideas on diversity/ Ability diversity: This includes differences in students' physical, mental, and learning abilities. Age diversity: This includes differences in students' ages. Gender diversity: This includes differences in students' gender identity and expression. Ethnic diversity: This includes differences in race, ethnicity, national origin, and languages spoken at home. Religious diversity: This includes differences in belonging to and identifying with the values and/or practices of a particular religion or sect. Socioeconomic diversity: This includes differences in income, education levels, occupations, and housing security and stability with regard to students or their families. Experiential diversity: This includes differences in students' life experiences, such as immigration, military service, adoption, or foster care. Sexual orientation diversity: This includes differences in students' sexual orientations. Geographic diversity: This includes differences in students' local or regional identity and experiences based on where they live, learn, and play.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T3_U3_Learner Differences	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Consider research on culturally responsive teaching. Expand view on personal, cultural and community assets.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_U3_Learner Differences	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	For the activity, students could choose to observe a local school/cultural event.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_U3_Learner Differences	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Learner Diversity presentation should be developed further -include examples/authors/resources Students could be given a choice of attending sport/cultural/local event	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4	Use provided URL and credentials. Select Topic 4: An Effective Learning Environment ; Unit 2: Classroom Management, Conflict Management, and Mediation Techniques; Conflict Resolution	View Link	Materials and strategies are outdated and no longer based on evidence-based practices such as providing a 'direct order' is no longer found to be backed by research.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Consider including more recent research-based practices such as Universal design for learning	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T4	Use provided URL and credentials. Select Topic 4: An Effective Learning Environment ; Unit 2: Classroom Management, Conflict Management, and Mediation Techniques; Conflict Resolution	View Link	Activity is based on outdated material such as providing 'direct orders' to children.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Information is limited - expand to include latest research	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4_U1_Learning Environment	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Expand student view of UDL Think about how learners will engage with the lesson. Does the lesson provide options that can help all learners: • regulate their own learning? • sustain effort and motivation? • engage and interest all learners? Think about how information is presented to learners. Does the information provide options that help all learners: • reach higher levels of comprehension and understanding? • understand the symbols and expressions? • perceive what needs to be learned? Think about how learners are expected to act strategically & express themselves. Does the activity provide options that help all learners: • act strategically? • express themselves fluently? • physically respond? From: Universal Design for Learning: Theory and Practice Available at udltheorypractice.cast.org	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4_U1_Learning Environments	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Expand the definition of UDL. Think about how learners will engage with the lesson. Does the lesson provide options that can help all learners: • regulate their own learning? • sustain effort and motivation? • engage and interest all learners? Think about how information is presented to learners. Does the information provide options that help all learners: • reach higher levels of comprehension and understanding? • understand the symbols and expressions? • perceive what needs to be learned? Think about how learners are expected to act strategically & express themselves. Does the activity provide options that help all learners: • act strategically? • express themselves fluently? • physically respond? From: Universal Design for Learning: Theory and Practice Available at udltheorypractice.cast.org	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T4_U1_Learning Environments	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	For the activity, after the last class discussion, the whole class could come up with a checklist to foster positive learning environments	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4_U1_Teacher Characteristics I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	A follow-up activity could be analyzing videos of effective learning environments	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4_U1_Teacher Characteristics II	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The student will demonstrate teacher characteristics that promote an effective learning environment and work to improve two specific characteristics. Note: These are not the same thing as teacher practices.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4_U2_Classroom Management Techniques	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Outdated material. Video is over ten years old. We have evolved from militaristic, rigid moves to encouraging students to move and talk.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4_U2_Conflict Management and Mediation I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	These mediation techniques are not designed for children Suggested resources: Conflict Resolution Using "The Interest-Based Relational" Approach (Mindtools)	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4_U2_Effective Teaching Methods	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	On the presentation Effective Teaching Methods, key authors should be cited (Piaget, Vygotsky, etc)	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T4_U2_Guidance Techniques	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Material (handbook) is outdated. Consider updating information and include Crisis Prevention Institute since the Handbook presents information on restraint.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4_U2_Guidance Techniques	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Consider updating the information in the Handbook. Also, since restraint is mentioned in the handbook, consider including information about Crisis Prevention Institute. There are new theories and principles of classroom management and updated information such as PBIS would ensure students have access to the latest research.	accept	Course content and teachings aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4_U2_Routines I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Classroom management and determining how routines contribute to effective classroom management is not respect and rapport. Classroom management strategies should show respect and rapport but to develop respect and rapport the teacher should engage in relationship building exercises.	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4_U2_Routines II	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Routines and procedures are not equal to demonstrating techniques for developing effective relationships with students that foster mutual rapport. Teachers should focus on developing rapport through relationship building rather than routines.	reject	Modeling routines and procedures are equal to demonstrating relationship building, organization, and rapport.
<i>Instructional Practices</i>	9781953248053	T4_U2_Techniques II	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Classroom management is not the same thing as demonstrating techniques for developing effective relationships with students that result in effective instruction	reject	Managing a classroom is modeling relationship building.
<i>Instructional Practices</i>	9781953248053	T5_U2_Lesson Planning	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Basic Parts of Lesson planning presentation needs further elaboration	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T5_U2_Lesson Planning	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Start with the TEKS	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T5_U3_Effective Instructional Objectives I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Consider teaching SMART goals so that goals are timebound in addition to being measurable, realistic and specific.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T5_U3_Feedback III	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The standard and objective are not in alignment. See 127.320.d.4D explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies. Also, consider changing solicit to elicit student feedback.	accept	Course content will be updated to include alignment and/or grammar changes when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T5_U3_Feedback IV	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Consider adding - feedback should be aligned to the standard and learning objective.	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T5_U3_Feedback V	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The rubric for journal writing could have a choice of hand-written or digital entries	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T5_U3_Long Term vs Short Term Objectives	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Consider teaching SMART goals so that goals are timebound, specific, measurable, realistic, attainable and time bound	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T6_2U_Tech Tools for Teachers	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Enhance Technology Tech (1 slide) presentation -add examples	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T6_U2_Software and Digital Tools	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	For the activity, an additional piece of information to add could be to include how special students populations could benefit from using software/tool	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T6_U2_Technology in the Classroom II	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	More specifics would be nice here Demonstrate skillful use of technology as a tool for evaluation Could include interpreting MAP data or ixl.com for instance. It is not clear what kinds of tools they are being introduced to for the purposes of technological evaluation	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T6_U2_Technology Integration II	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	More specifics are needed. Consider fleshing out what technological management tools look like. For example, Easy IEP is a tech tool used to manage data related to IEPs.	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T7_2U_Grading	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Academic record is a broad term that includes more than grades. Consider IEPs, 504 plans, progress reports for IEP goals, disciplinary records, etc.	accept	When approved;course content will be updated to include feedback.
<i>Instructional Practices</i>	9781953248053	T7_U1_Purpose of Assessment	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Purposes of Assessment presentation could reference updated resources/websites	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T7_U2_Grading	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Evaluation of assessment results would be different for revisions	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T7_U2_Grading	Use provided URL and credentials. Select Topic 7: Assessing Teaching and Learning ; Unit 2: Assessments to Foster Student Learning; Grading	View Link	This could use more activities of variation, provide related occupations, and even expand on and show the relation.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T8_U2_Child Abuse and Neglect I	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Data provided is dated 2013. New information is now available. Consider updating your information.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T8_U2_Steps in Advocacy	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	The presentation Teachers as Advocates could be stronger by including more resources for students, including websites and ready-to-use tools	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T8_U3_Teacher Parent Communications	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Consider having students print newsletters in students' home language as well as English	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.

Publisher: eDynamic Holdings LP

Medical Assistant

Medical Assistant 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Medical Assistant 1a/1b	9781959433378	1A	Medical Assistant 1A, Unit 6, Activity 2	View Link	Suggestion: add in nonverbal into Step 1. Also add in a Step 3 Guide to have one bullet of a nonverbal scenario. Imagine you are a training manager for a physician's office. Create a training guide that will help new employees and established employees communicate (verbal and nonverbal) with one another and with patients and work smoothly as a team.	accept	This is a good suggestion and the activity will be modified to add nonverbal communication into its first step. We can also expand step 3 to include the scenario described - creating a training guide for new and veteran employees to communicate with each other using verbal and nonverbal communication.
Medical Assistant 1a/1b	9781959433378	1A	Medical Assistant 1A, Unit 6, Activity 2	View Link	See B1 breakout feedback.	accept	Thank you for this feedback. We plan to take the advice offered re: Bi - nonverbal communication. We plan to expand 2 steps in an activity - step 1 will include nonverbal communication and step 2 to include a scenario that facilitates a learner creating a training guide that includes verbal and nonverbal communication for new and established employees.
Medical Assistant 1a/1b	9781959433378	1B	Medical Assistant 1B, Unit 3, Lesson 4, "Know What You're Giving!" , "Top 50 Most Commonly Prescribed Medications", "Rankings 1 to 5" click left arrows to open dropdown boxes for more information	View Link	Suggestion to make clear of adverse "event" vs adverse "effect" like in the text.	accept	We plan to describe what an adverse event is and what an adverse effect is in the lesson.
Medical Assistant 1a/1b	9781959433378	1B	Medical Assistant 1B, Unit 3, Lesson 4, "Know What You're Giving!" , "Top 50 Most Commonly Prescribed Medications", "Rankings 1 to 5" click left arrows to open dropdown boxes for more information	View Link	Suggestion to make clear of adverse "event" vs adverse "effect" like in the text.	accept	We agree and will add information to the lesson that clarifies what an adverse event is and what an adverse effect is.

Publisher: CEV Multimedia

Medical Billing and Coding

iCEV Medical Coding & Billing (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Medical Coding and Billing (Individual Course)</i>	8888640142001	1	This Activity is found in the Medical Coding and Billing: Mental Behavioral and Neuro-developmental Disorders lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	The activity for TEKS 4B is the exact same activity for 4A. This is highly repetitive, especially when the reflection questions are the same for every single activity.	reject	iCEV materials are designed to make meaningful connections in a single course and throughout the series, where appropriate and where required by the standards by having multiple standards covered in a lesson. Including multiple standards in a lesson allows for the flow of a course to progress naturally and tie like standards and concepts together as well as ensures the content is non-duplicative.
<i>iCEV Medical Coding and Billing (Individual Course)</i>	8888640142001	1	This Project is found in the Coding Systems lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Project in order to see the full scope. An interactive version of this Project can be located beneath the Interactive Assignments heading.	View Link	Exact same slides and case study. No new activities for the student to complete to enhance learning.	reject	iCEV materials are designed to make meaningful connections in a single course and throughout the series, where appropriate and where required by the standards by having multiple standards covered in a lesson. Including multiple standards in a lesson allows for the flow of a course to progress naturally and tie like standards and concepts together as well as ensures the content is non-duplicative.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	1	This Activity is found in the Legal and Ethical Responsibilities in Medical Coding and Billing lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	The activities are too repetitive. The activities are either research or a skit. The activities will fail to keep the students engaged. The Podcast was a good activity for today's thinkers.	reject	Thank you for your suggestion. In our instructional design process, we use similar activities and projects to conceptualize and compare various topics, such as major administrative agencies. Upon completion of the course, students can compare administrative agencies easily because the activities for this standard are consistent in structure and required deliverables. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	1	In the Medical Coding and Billing: Cardiovascular System PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	In all of the body systems, there are not enough coding activities for the students to become proficient in medical coding. The students will not be able to pass the simplest coding exam with these materials. These materials will not help them pass the NHA Billing and Coding Specialist exam.	reject	Thank you for your suggestion. In our instructional design process, we use similar activities and projects to conceptualize and compare various topics, such as identifying codes. Upon completion of the course, students can compare the process for identifying codes in various sections of the coding manuals easily because the activities for this standard are consistent in structure and required deliverables. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	1	This Activity is found in the Legal and Ethical Responsibilities in Medical Coding and Billing lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	The activities are repetitive in all sections. The students are researching data or doing a skit. These activities will easily bore a high school student.	reject	Thank you for your suggestion. In our instructional design process, we use similar activities and projects to conceptualize and compare various topics, such as major administrative agencies. Upon completion of the course, students can compare administrative agencies easily because the activities for this standard are consistent in structure and required deliverables. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	1	This Project is found in the Patient Scheduling and Check-In Process lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	The slides and activities are beginning to be repetitive in the Revenue Cycle Process. This does not enhance learning nor does it keep the learners' attention.	reject	ICEV materials are designed to make meaningful connections in a single course and throughout the series, where appropriate and where required by the standards by having multiple standards covered in a lesson. Including multiple standards in a lesson allows for the flow of a course to progress naturally and tie like standards and concepts together as well as ensures the content is non-duplicative.
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	1	This Activity is found in the Coding Systems lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	The internet is not a reliable source for coding information. Students should always have a set of coding books for reliable and accurate information. If students are using the internet, they should be directed to cms.gov.	accept	Directions will be added to have students access a CPT coding manual.
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	1	This Activity is found in the Patient Scheduling and Check-In Process lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	In the Revenue Cycle portion, you could have supplied patient forms for the students to complete. You could also provide a built-in software program for them to practice the patient registration process. The research activities provide limited exposure to the details of the job.	reject	The TEKS present the wording "describe the patient check-in process, including referral forms". ICEV adequately addressed describing the patient check-in process. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	1	This Activity is found in the Revenue Management Cycle lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	The activity does cover the legal actions; however, it is too repetitive. There are more suitable activities the student can perform in the revenue cycle management process.	reject	Thank you for your suggestion. In our instructional design process, we use similar activities and projects to conceptualize and compare various topics, such as legal issues. Upon completion of the course, students can compare legal issues easily because the activities for this standard are consistent in structure and required deliverables. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	1	This Activity is found in the Medical Coding and Billing: Digestive System lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	The TEKS were written for a student to be able to pass a medical billing and coding certification exam. The materials presented by CEV Multimedia are repetitive in each body system category. The PowerPoints are repetitive and the activities are repetitive. In addition, there are not enough coding activities for the students to complete. The product is not engaging for the students. I would not recommend this product.	reject	Thank you for your suggestion. In our instructional design process, we use similar activities and projects to conceptualize and compare various topics, such as identifying codes. Upon completion of the course, students can compare the process for identifying codes in various sections of the coding manuals easily because the activities for this standard are consistent in structure and required deliverables. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	n/a	This Activity is found in the Employability Skills in Medical Coding and Billing lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	I do agree that the last image is interpersonal. However, on the answer key it specifically states tact is being shown. We have no idea what is occurring in the image. The medical provider could be telling a joke. It is showing building a good rapport with the patient, however.	reject	Thank you for your suggestion. This answer key provides teachers with a guided resource to grade this open-ended activity. Due to its subjective nature, the answer key is a suggestion for a response a student might provide based on the content learned in the presentation. The first step is to identify the image as personal or interpersonal and then describe why the student identified it as such. The reviewer agreed that the image is interpersonal. Therefore, no edit was made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Medical Coding and Billing (Individual Course)</i>	8888640142001	Slides 10	In the Medical Coding and Billing: Integumentary System PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	Slide 10 - Reflects events which often occurs in other parts of the body. We are not sure what this is supposed to mean. It is too vague.	accept	Content will be added to define examples and provide context.
<i>iCEV Medical Coding and Billing (Individual Course)</i>	8888640142001	Slides 10-16	In the Health Insurance Claims PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	We refer to the lines on the CMS-1500 form as lines not items.	reject	The Center for Medicare & Medicaid Services refers to the CMS-1500 form with items in resources, such as the claims processing manual.
<i>iCEV Medical Coding and Billing (Individual Course)</i>	8888640142001	Slides 16-30 and 32-47	In the Medical Coding and Billing: Mental Behavioral and Neurodevelopmental Disorders PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	There is no new information on the slides. The students will become bored with the repetitive information.	reject	iCEV materials are designed to make meaningful connections in a single course and throughout the series, where appropriate and where required by the standards by having multiple standards covered in a lesson. Including multiple standards in a lesson allows for the flow of a course to progress naturally and tie like standards and concepts together as well as ensures the content is non-duplicative.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	Slides 28-29	In the Legal and Ethical Responsibilities in Medical Coding and Billing PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	The implied consent information is really vague. Including other examples or rewording the description will be helpful.	accept	Content will be added to define examples in addition to those currently listed on the slide.
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	Slides 30-31	<p>In the Legal and Ethical Responsibilities in Medical Coding and Billing PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.</p>	View Link	<p>Slide 30 is talking about the release of information, NOT information WITHIN the medical record.</p>	accept	Content will be added to define examples of information and documentation within medical records.
<i>ICEV Medical Coding and Billing (Individual Course)</i>	8888640142001	Slides 5-14	In the Medical Coding and Billing: Mental Behavioral and Neurodevelopmental Disorders PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	There is no information about the DSM-V. In teaching mental health coding, the DSM-V should always be discussed.	reject	The product and all of the components for the course were reviewed by the state review panel and was found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Publisher: CEV Multimedia

Medical Microbiology

iCEV Medical Microbiology (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Medical Microbiology (Individual Course)</i>	8888640159001	Activity - Disc Diffusion Test	This Activity is found in the Evaluating Antimicrobial Agents lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	Have students add the date when labeling their plates. This is a standard procedure and allows everyone who handles the agar plate to know the date of inoculation.	accept	A direction will be added for students to include the date when labeling.
<i>iCEV Medical Microbiology (Individual Course)</i>	8888640159001	Slides 22-28	In the Experimental Design: Medical Microbiology PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	For slide 24 on conclusions, I would not use the terminology of accepting a hypothesis. In science, nothing is 100% certain so we never accept a hypothesis we fail to reject. Fail to reject is the correct terminology.	accept	Content which can be misconstrued as accepting a hypothesis being synonymous with failing to reject a hypothesis will be removed.
<i>iCEV Medical Microbiology (Individual Course)</i>	8888640159001	Slides 4-17	In the Communicating Findings in Medical Microbiology PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	Throughout these slides, the term "results" is used. It would be better and make more sense to use "scientific findings". When you use results the reader can get confused thinking you are talking about the results section of a paper which would be reported differently than scientific findings.	accept	Content which can be misconstrued as results being synonymous with findings will be edited.

Publisher: Assessment Technologies Institute, LLC dba National Healthcareer Association (NHA)

Medical Terminology

Medical Terminology: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Medical Terminology	9781565332331	1	Once in Module 3, navigate to Word Parts Pertaining to Disease, Word Parts Pertaining to Diagnosis and Treatment, and Word Parts Pertaining to Medication. Towards the bottom of each of these sections there are practice activities that will expect students to use the terminology presented in the module to answer the questions clearly.	View Link	There is a # sign after the suffix -gram in the suffix for diagnosis chart	reject	The # sign is a reference to the additional information found at the bottom of the table that provides additional context to the -gram suffix. Submitted document with example screenshots.
Medical Terminology	9781565332331	1	Once in Module 8, navigate to the section named "Word Parts Pertaining to the Eye and Vision". Scroll down to below the chart on suffixes. There you will find activities questioning whether students can identify the suffixes used in this module.	View Link	Students can enter any answer, including just random letters, and the correct answers are shown.	accept	The practice activities within the modules are not graded. Their intention is to reinforce learning of the content that has been presented. It is our hope that students would use the product and try their hardest to answer the question correctly when submitting it. The wording of the question lends itself to this concept. This is a great idea. We will look to add an activity like this when we make product enhancements.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Medical Terminology</i>	9781565332331	1	Once in Module 3, navigate to Word Parts Pertaining to Disease, Word Parts Pertaining to Diagnosis and Treatment, and Word Parts Pertaining to Medication. Towards the bottom of each of these sections there are practice activities that will expect students to use the terminology presented in the module to answer the questions clearly.	View Link	In the practice for word parts to disease the first two questions have the words in each in them which makes the question confusing,	accept	We have deleted the words "in each" for the first two questions in this activity.
<i>Medical Terminology</i>	9781565332331	1	Once in Module 3, navigate to the following sections: "Diagnosis", "Treatment", "Word Parts Pertaining to Diagnosis and Treatment" and "Word Parts Pertaining to Medication".	View Link	Nothing specifically about spelling, a better activity would be which word is spelled correctly. Plus kids can just put in anything and get the correct answers	accept	The practice activities within the modules are not graded. Their intention is to reinforce learning of the content that has been presented. It is our hope that students would use the product and try their hardest to answer the question correctly when submitting it. The wording of the question lends itself to this concept. This is a great idea. We will look to add an activity like this when we make product enhancements
<i>Medical Terminology</i>	9781565332331	1	Once in Module 4, navigate to Word Parts Pertaining to the Skin and Associated Structures. Towards the bottom their are practice activities that will test the student's ability to express ideas clearly.	View Link	In the practice questions, the last question, which contains the words eponychium is going to be confusing due to the ep which isn't a common prefix.	accept	We have removed this question from the activity.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Medical Terminology</i>	9781565332331	1	Once in Module 2, navigate to the sections titled "Word Parts Pertaining to Cells, Organs, and Tissues" and "Word Parts Pertaining to the Body as a Whole." In this section, below each of the charts about roots, there are questions that expect students to test their understanding of the definitions of the roots presented in the module.	View Link	Students can enter any answer in the text box and receive the correct answers.	accept	The practice activities within the modules are not graded. Their intention is to reinforce learning of the content that has been presented. It is our hope that students would use the product and try their hardest to answer the question correctly when submitting it. The wording of the question lends itself to this concept. This is a great idea. We will look to add an activity like this when we make product enhancements.

Publisher: Cengage Learning Inc.

Medical Terminology

Medical Terminology for Health Professions: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Medical Terminology for Health Professions Student Edition</i>	9780357635698	428	<p>Page</p>	View Link	<p>the table does not feature the symbol the question includes and the question is a "or" statement so students may choose to research the abbreviation and therefore never learn symbols</p>	reject	The question is pedagogically sound and this is not an issue.

Publisher: eDynamic Holdings LP

Medical Terminology

Medical Terminology 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Medical Terminology 1a/1b</i>	9781959433415	1A	Medical Terminology 1A, Unit 4, Activity 2	View Link	Symbol is very weak	reject	This activity was revised to meet the TEK more effectively and resubmitted as part of the second round of reviewing, so this comment may have been addressed already though the feedback does not specify what symbol is weak.
<i>Medical Terminology 1a/1b</i>	9781959433415	1A	Medical Terminology 1A, Unit 1, Lesson Plan, Class 1, Page 3, Differentiation, Extension, second bullet point "Teach students..."	View Link	Accepted since they are working in a small group but it is very weak on teamwork.	accept	As the current suggested teamwork is part of the Extension activities, we can adjust so this activity is Group Work that falls under Instructional Time in our Lesson Plan. Teachers will be directed to form groups of 4 - 5 students so students have the opportunity to work cooperatively.

Publisher: Savvas Learning

Medical Terminology

Medical Terminology for Texas (Print with digital): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Medical Terminology for Texas, Student Edition</i>	9780138045739	5	Practice as You Go: B. Name That Term	View Link	Would improve activity if they student named the specialty	reject	Noted for subsequent editions

Publisher: eDynamic Holdings LP

Pathophysiology

Pathophysiology 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Pathophysiology 1a/1b</i>	9781959433521	1A	Pathophysiology 1a, Unit 5, Activity 2	View Link	Does not specifically address field investigations as stated in the TEK.	reject	We plan to expand another activity in a different unit to address field investigations, so this TEK will be covered elsewhere in the course.
<i>Pathophysiology 1a/1b</i>	9781959433521	1A	Pathophysiology 1a, Unit 5, Critical Thinking question 1	View Link	The activity would better address concise nonverbal communication if it asked what the provider should NOT do so that the patient is not confused	accept	We will follow the SRP's suggestion and revise this critical thinking question to have learners explain what a provider should not do nonverbally.
<i>Pathophysiology 1a/1b</i>	9781959433521	1A	Pathophysiology 1a, Unit 4, Activity 1	View Link	This doesn't really cover the breakout well. 'What kind(s) of data do you plan to collect for your experiment? Is it qualitative or quantitative? Both?'	accept	We will flesh out this activity to assess data collection more effectively to assess this break out. We will break down the experiment into qualitative data for one part of the experiment, and then quantitative data for the second part of the experiment. That will clarify to students that both types of data collection are required.
<i>Pathophysiology 1a/1b</i>	9781959433521	1A	Pathophysiology 1a, Unit 3, Lesson 1, Scientific Models section including tabs describing three different types of models	View Link	Covers this very superficially	accept	As noted above, we will add a description of limitations of scientific models to lesson 3 to meet the TEK more effectively.
<i>Pathophysiology 1a/1b</i>	9781959433521	1A	Pathophysiology 1a, Unit 3, Lesson 1, Scientific Models section including tabs describing three different types of models	View Link	Just barely covers this	accept	We plan to expand this lesson explaining the limitations of models so that the narrative meets the TEK more effectively.
<i>Pathophysiology 1a/1b</i>	9781959433521	1A	Pathophysiology 1a, Unit 4, Activity 2, Step 2	View Link	This does not cover field investigations specifically as detailed in the TEK.	accept	We will expand the second step in this activity to incorporate field investigations.

Publisher: eDynamic Holdings LP

Pharmacology

Pharmacology 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Pharmacology 1a/1b	9781959433538	1A	Pharmacology 1a: Introduction, Unit 1, Lesson 2 - new content will be added after the final paragraph. Please refer to new content in document labelled 6Aiv_Revised.		Explanation is kind of confusion. Actually working the problem out, would be a better solution rather than just discussing how to do it.	accept	Yes, we agree. The text will show how to work this problem out.
Pharmacology 1a/1b	9781959433538	1A	Pharmacology 1a: Introduction, Unit 1, Lesson 2 - new content will be added after the final paragraph. Please refer to new content in document labelled 6Aiv_Revised.		Check the math on practice problem number 2. It should be 0.025 and not 0.25 for both.	accept	Thank you for catching that error. We will make that correction.
Pharmacology 1a/1b	9781959433538	1B	1B, Unit 8, Lesson 2, Subheading: Beneficence and Nonmalfeasance	View Link	Please add the word justice to the information	accept	The word "justice" will be added to the information in this lesson.

Publisher: CEV Multimedia

Principles of Education and Training

iCEV Principles of Education & Training (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	5	In The Evolution of the Education Industry PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	There is no mention about the fact that most slaves would not have received education. Apprenticeship is not an accurate term for slaves	accept	Content which can be misconstrued as slavery being synonymous with apprenticeship will be removed.
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	80	slide 80 also talks about long term plans (only short term plans were included in the original citation).	View Link	I don't see where students are taught or have the opportunity to practice the IMPACT of short and long -term career choices.	reject	The narrative citation describes the impact of decision making on short- and long-term career plans. The TEKS present the wording "analyze the impact of current decision making on long-term career plans". iCEV adequately addressed analyzing the impact. Students are given the opportunity to analyze the impact of career plans through the activity citation. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	88	This Activity is found in the Employability Skills in Education lesson beneath the Interactive Resources heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	All students need to submit a summary of what they learned from the group presentations to demonstrate understanding of each skill.	accept	An additional direction for students to take notes over each presentation will be added to the directions.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	88	https://login.icevonline.com/mycourses/ADOTXREV019/lesson/16988/CEV71233_Activity02?resume=False	View Link	There needs to be more activities that allow the students to use the skill MORE during this activity. It only seems to be a blip in a list of practical activities.	reject	During the SRP review, new content was submitted and approved to meet 100% of the TEKS. The citation was approved for the following item: Activity- Educator Numerical Scenarios.
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	Activity SL Car Plan	Activity-Short & Long Term Career Plans Exit Ticket	View Link	This to me does not seem to me like an exit ticket because it is too long. It would be better as a quick write (students need more time).	reject	Within the teacher lesson plan, time and pacing are suggested in order for students to have adequate time for all instructional content and materials.
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	Activity-Exit Ticket	This Activity is found in the Employability Skills in Education lesson beneath the Interactive Resources heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	This is a very long exit ticket on top of a long lesson and does not seem to address the TEKS. I don't see where students are taught or have the opportunity to practice the IMPACT of short and long -term career choices.	reject	Within the teacher lesson plan, time and pacing are suggested in order for students to have adequate time for all instructional content and materials. The TEKS present the wording "analyze the impact of current decision making on long-term career plans". iCEV adequately addressed analyzing the impact. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	Activity-Exit Ticket	This Activity is found in the Employability Skills in Education lesson beneath the Interactive Resources heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	Exit ticket is TOO LONG for an exit ticket - better as a quick write or another type of assignment	reject	Within the teacher lesson plan, time and pacing are suggested in order for students to have adequate time for all instructional content and materials.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Principles of Education and Training (Individual Course)</i>	8888640197001	Activity-Short & Long Term Career Plans Exit Ticket	This Activity is found in the Employability Skills in Education lesson beneath the Interactive Resources heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	This activity is way too long for an exit ticket. It is a good lesson, but needs to show up in a different way than as an exit ticket.	reject	Within the teacher lesson plan, time and pacing are suggested in order for students to have adequate time for all instructional content and materials.
<i>ICEV Principles of Education and Training (Individual Course)</i>	8888640197001	Activity-Workplace	This Activity is found in the Employability Skills in Education lesson beneath the Interactive Resources heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	Please add more practice for this. As an educator, students do not come to us knowing everything they should know and for many this is an underdeveloped concept they can't simply do a quick activity for and it be considered mastered.	reject	During the SRP review, new content was submitted and approved to meet 100% of the TEKS. The citation was approved for the following item: Activity- Educator Numerical Scenarios.
<i>ICEV Principles of Education and Training (Individual Course)</i>	8888640197001	Activity-Workplace B	This Activity is found in the Employability Skills in Education lesson beneath the Interactive Resources heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	The standard says to identify, but this project does not allow all students the chance to work within this topic. Please add a way for students to access all topics through summaries or note-taking, etc.	accept	An additional direction for students to take notes over each presentation will be added to the directions.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>ICEV Principles of Education and Training (Individual Course)</i>	8888640197001	Activity-Workplace B	This Activity is found in the Employability Skills in Education lesson beneath the Interactive Resources heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	Since this activity encompasses so much information and has students attempting to learn eleven different areas, have students take notes or summarize after each presentation in order to allow them show understanding of all content areas in the project.	accept	An additional direction for students to take notes over each presentation will be added to the directions.
<i>ICEV Principles of Education and Training (Individual Course)</i>	8888640197001	Activity-WorkplaceBS	This Activity is found in the Employability Skills in Education lesson beneath the Interactive Resources heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	It needs more practice of the actual breakout. Right now it just seems like a blip in the list of practical activities.	reject	During the SRP review, new content was submitted and approved to meet 100% of the TEKS. The citation was approved for the following item: Activity- Educator Numerical Scenarios.
<i>ICEV Principles of Education and Training (Individual Course)</i>	8888640197001	Conflict Management	Employability Skills	View Link	The lesson is good, however I would make the lesson more interactive, perhaps through a role playing situation, compare and contrast between a proper confrontation vs one that is not, etc.	reject	The Conflict Management Activity provides example scenarios to identify conflict-management skills. These scenarios, if acted out through role playing, would require students to display the negative behavior written about in the scenarios.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	Pr. Bell Ringer	This Activity is found in the Careers in Education and Training lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	this activity is too long to be a bell ringer.	reject	Within the teacher lesson plan, time and pacing are suggested in order for students to have adequate time for all instructional content and materials.
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	Slide 51	In the Employability Skills in Education PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	This slide and presentation needs a deeper dive into conflict resolution.	reject	The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	Slides 25-32 & 44-49	In the Employability Skills in Education PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	The narration should include communication through technology as an example of verbal communication-ie social media and video communication platforms such as Zoom or Microsoft Teams, Schoology, Google Classroom, Podcasts Also as an example of written communication include blogs	accept	Content will be added to address communication through technology as an example of verbal communication, and blogs as an example of written communication.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	Slides 40-43	In the Education and Technology PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	Would like to see examples of what's not appropriate use	reject	The TEKS present the wording "demonstrate appropriate use of social media for educational purposes". iCEV adequately addressed examples of the appropriate use. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	Slides 78-79	In the Employability Skills in Education PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	I don't see where students are taught or have the opportunity to practice the IMPACT of short-term career choices.	reject	The narrative citation describes the impact of decision making on short- and long-term career plans. The TEKS present the wording "analyze the impact of current decision making on long-term career plans". iCEV adequately addressed analyzing the impact. Students are given the opportunity to analyze the impact of career plans through the activity citation. The product and all of the components for the course were reviewed by the state review panel and were found to meet 100% of the TEKS and requirements for use in Texas classrooms.

Publisher: Goodheart-Wilcox Publisher

Principles of Education and Training

Teaching - Online Learning Suite: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Teaching - Online Learning Suite</i>	9798889994886	1	OLS Chapter 2 Critical Thinking #3	View Link	Question 7 could be written better. Ex...Why would teachers use a variety of teaching techniques? OR List 2 reasons why teachers would use a variety of techniques?	reject	The way the question is currently written is clear enough. The question asks "What are two ways..." This is a clear way of promoting students to list two reasons. Editing it to one of the suggested questions would not substantially change the clarity or substance of the question. We will keep it as-is for this edition.
<i>Teaching - Online Learning Suite</i>	9798889994886	10-16	The Teacher's Workplace	View Link	It is beneficial to expand "career opportunities in education and training" to include pages 17-26.	reject	This citation is the second provided on the list.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Teaching - Online Learning Suite</i>	9798889994886	149-151	Federal Funding- Page 150	View Link	Relationship between figure 7.5 and description of federal funding on page 150 where the figure is included is unclear.	reject	Figure 7.5 is an image of the federal Capitol building. It is used as a way to reinforce the idea that federal funding for education comes from federal legislation passed in that building.
<i>Teaching - Online Learning Suite</i>	9798889994886	2	OLS Chapter 18 Critical Thinking #14	View Link	Please provide more opportunities for demonstrating a work life balance.	accept	Our citation document will be updated to include a second citation.
<i>Teaching - Online Learning Suite</i>	9798889994886	2	OLS Chapter 3 Activity 2: Steps to Becoming a Teacher--High School Preparation #8	View Link	This activity is used for many breakouts. Consider adding more activities, besides question 8.	accept	This activity meets the standard and has been accepted.
<i>Teaching - Online Learning Suite</i>	9798889994886	2	OLS Chapter 1 Critical Thinking #10	View Link	Consider expanding the activity to include Critical Thinking #10-12.	accept	Our citation document will be updated to reflect this change.
<i>Teaching - Online Learning Suite</i>	9798889994886	2	OLS Chapter 3 Activity 2: Steps to Becoming a Teacher--High School Preparation #8	View Link	Consider varying activity for this break out.	reject	This activity meets the standard and has been accepted.
<i>Teaching - Online Learning Suite</i>	9798889994886	85	Coping with Stress	View Link	Should also specifically address TEK- Explain common signs of anxiety.	accept	We will provide an updated PDF with the addition of a sentence to add clarity.
<i>Teaching - Online Learning Suite</i>	9798889994886	89-93	Selecting Portfolio Items	View Link	It would be better to include 88-93 as 1 citation, and remove the other 2.	reject	The entirety of the citation is broken down into 3 entries to focus on specific aspects of assembling a portfolio. Combining the three means losing the clarity.
<i>Teaching - Online Learning Suite</i>	9798889994886	98	Critical Thinking #1	View Link	Consider varying the activity for the break out.	reject	This activity meets the standard and has been accepted.

Publisher: The Curriculum Center for Family and Consumer Sciences

Principles of Education and Training

Principles of Education and Training: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Education Career Investigation</i>	978953248060	Entire curriculum	Entire curriculum		Many of the TEKS seems to be misaligned throughout this curriculum. The TEKS listed on the bottom of the lessons do not always list the TEKS the citation sends us to for evaluation. Frequently activities and lessons miss the detail listed in the breakout TEKS which is why a large number of the activities are rejected by this team. It seems as if a few activities added or reworded will bring the curriculum into more complete TEKS alignment.	accept	Course content will be updated to include alignment and/or grammar changes when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T1U7	Use provided credentials. Job Outlook; Instructions #1-#4; Job Outlook Presentation	View Link	this activity does touch on numbers, but I think there should be more calculations (percents, etc)	reject	Students are required to project and investigate job outlooks.
<i>Education Career Investigation</i>	978953248060	T1_U1_Job Shadow & Interview	Use provided URL and credentials. Select Topic 1: Education Career Investigation; Unit 1:Education Careers; Job Shadow & Interview	View Link	Add a specific point to record student behavior in the summary in order to assure students meet the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T1_U1_JobShadow	Use provided credentials to log in to the platform. Job Shadow & Interview; Instructions #1-#7	View Link	Standards at the bottom are not the standards this is linked to on the platform. This one is linked for 1.A but it is not listed at the bottom with the other standards.	accept	add TEK 127.316.d.1A demonstrate written communication skills
<i>Education Career Investigation</i>	978953248060	T1_U1_Texas EmploymentData	Texas Employment Data; Instructions #1-#5.	View Link	Add more opportunities for "job-appropriate arithmetic applications."	reject	students are required to read and interpret salary statistics to complete the infographic
<i>Education Career Investigation</i>	978953248060	T1_U2	Use provided URL and credentials. Select Topic 1: Education Career Investigation; Unit 2:Career Portfolio; Career Portfolio	View Link	Is Monster.com the most credible website to use?	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Education Career Investigation</i>	978953248060	T1_U2_Portfolio Practice	Use provided URL and credentials. Select Topic 1: Education Career Investigation; Unit 2:Career Portfolio; Portfolio Practice	View Link	Define interested stakeholders	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T1_U3	Use provided URL and credentials. Select Topic 1: Education Career Investigation ; Unit 3: Transferable Skills ; Job Skills	View Link	This may create issues of invasion of privacy :Instruct groups to trace one student's body on a large sheet of butcher paper.	accept	Change the wording on the instructions to: Instruct groups to trace one student's body on a large sheet of butcher paper or freehand the shape of a body.
<i>Education Career Investigation</i>	978953248060	T1_U5_Productive Work Habits and Attitudes II	Use provided URL and credentials. Select Topic 1: Education Career Investigation; Unit 5: Ethics, Work Habits, and Attitudes; Productive Work Habits and Attitudes II	View Link	The narration implies but does not explicitly identify problem-solving techniques	accept	Will add problem solving techniques to instructions for this strategy.
<i>Education Career Investigation</i>	978953248060	T1_U7	State and Regional Job Outlook; Instructions #1-#5.	View Link	This activity does not represent "perform job-appropriate numerical applications." although it does cover other objectives	accept	Updated to include: 1. Lead students to create a graph displaying the factors. Discuss student responses.
<i>Education Career Investigation</i>	978953248060	T1_U7_Earnings	Earnings; Instructions #1-#5.	View Link	Add more opportunities for "job-appropriate arithmetic applications."	reject	Questions for Discussion allow for students to calculate and compare data.
<i>Education Career Investigation</i>	978953248060	T1_U7_Factor s/m	Factors Impacting Job Outlook; Instructions #1-#5.	View Link	Add more opportunities for "job-appropriate arithmetic applications."	accept	Updated to include: 1. Lead students to create a graph displaying the factors. Discuss student responses.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Education Career Investigation</i>	978953248060	T1_U7_Factor sImpa	Use provided creden- tials. Factors Impacting Job Outlook; Instruc- tions #1-#5.	View Link	Add actual math practice connected to the standards.	accept	Updated to include: 1. Lead students to create a graph displaying the factors. Discuss student responses.
<i>Education Career Investigation</i>	978953248060	T1_U7_JobOu tlook	Job Outlook; Instruc- tions #1-#4.	View Link	Add more opportunities for "job-appropriate arithmetic applications."	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T1_U7_JobOu tlook	Job Outlook; Instruc- tions #1-#4.	View Link	Add more opportunities for "job-appropriate arithmetic applications."	reject	The Questions for Discussion are aligned with the citation to incorporate job appropriate arithmetic applications.
<i>Education Career Investigation</i>	978953248060	T1_U7_Teach erCompensa- tion	Teacher Compensa- tion; Instructions #1- #5.	View Link	Add more opportunities for "job-appropriate arithmetic applications."	accept	Update the strategy to include: Show students the NEA.org, Conse- quences of the Educator Pay Gap (4 of 4) slideshow. While displaying slide 3, have student subtract the difference between Non-Teacher College Graduate pay and Public School Teacher pay and discuss.
<i>Education Career Investigation</i>	978953248060	T2_U1_Evolut ion of Teach- ing	Use provided URL and credentials. Select Topic 2: Societal Im- pact on Education; Unit 1: US Political and Historical Trends; Evo- lution of Teaching	View Link	Your Narrative activities need more details. It is weak.	accept	Will additional instructions to review the content using flashcards
<i>Education Career Investigation</i>	978953248060	T2_U2_Bullyi ng and School Violence	Use provided URL and credentials. Select Topic 2: Societal Im- pact on Education; Unit 3:Cultural and Societal Trends; Bullying and School Violence	View Link	Behavior intervention is not simply about bullying. Add more detail about behavior intervention.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T2_U3_Assisti ve Technolo- gy	Use provided URL and credentials. Select Topic 2: Societal Im- pact on Education; Unit 3:Technology; Assistive Technology	View Link	The accessibility information is great, but there is more to classroom design that needs to be included to meet this TEKS requirement.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Education Career Investigation</i>	978953248060	T3_U1	Use provided URL and credentials. Select Topic 3: Teaching and Training; Unit 1:Professional Roles and Responsibilities; Lesson Planning I	View Link	Is WikiHow the most credible resource to use for lesson planning?	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T3_U1_Lesson Planning	Use provided URL and credentials. Select Topic 3: Teaching and Training; Unit 1:Professional Roles and Responsibilities; Lesson Planning I	View Link	Make sure to address formative assessments as stated in the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T3_U1_Lesson Planning I	Use provided URL and credentials. Select Topic 3: Teaching and Training; Unit 1:Professional Roles and Responsibilities; Lesson Planning I	View Link	Make sure to address independent practice as stated in the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T3_U1_Lesson Planning I	Use provided URL and credentials. Select Topic 3: Teaching and Training; Unit 1:Professional Roles and Responsibilities; Lesson Planning I	View Link	Make sure to address summative assessments as stated in the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T3_U1_Lesson Planning I	Use provided URL and credentials. Select Topic 3: Teaching and Training; Unit 1:Professional Roles and Responsibilities; Lesson Planning I	View Link	Make sure to address direct instruction as stated in the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Education Career Investigation</i>	978953248060	T3_U1_Lesson Planning I	Use provided URL and credentials. Select Topic 3: Teaching and Training; Unit 1: Professional Roles and Responsibilities; Lesson Planning I	View Link	Make sure to address guided practice as stated in the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T3_U1_Lesson Planning II	Use provided URL and credentials. Select Topic 3: Teaching and Training; Unit 1: Professional Roles and Responsibilities; Lesson Planning II	View Link	The lesson plan includes cursory addressing of scaffolding	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T3_U1_Roles and Responsibilities II	Use provided URL and credentials. Select Topic 3: Teaching and Training; Unit 1: Professional Roles and Responsibilities; Roles and Responsibilities II	View Link	Address the "including ethical behavior" section of the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T3_U2_Personal Philosophy Education	Use provided URL and credentials. Select Topic 3: Education Career Investigation; Unit 2: Personal Characteristics and Aptitudes; Personal Philosophy Education	View Link	Have students add how their observations influenced their philosophy of education in order to insure all students meet the requirements of the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T3_U2_Teaching and Training	Use provided URL and credentials. Select Topic 3: Education Career Investigation; Unit 2: Personal Characteristics and Aptitudes; Teaching and Training	View Link	Have students add how their observations influenced delivery of instruction in order to insure all students meet the requirements of the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Education Career Investigation</i>	978953248060	T3_U2_Teaching and Training	Use provided URL and credentials. Select Topic 3: Education Career Investigation; Unit 2: Personal Characteristics and Aptitudes; Teaching and Training	View Link	Include instructions to identify qualities of an effective classroom through classroom observation in order to fully meet the requirements of the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T3_U3_Degree Plans II	Use provided URL and credentials. Select Topic 3: Teaching and Training; Unit 3: Education and Training Options; Degree Plans II	View Link	Add more resources than just degree plans in order to better meet the TEKS requirements.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T5_U3_Degree Plans Undergraduate	Use provided URL and credentials. Select Topic 5: Administration and Administrative Support; Unit 3: Education and Training; Degree Plans Undergraduate	View Link	Add more to the lesson about degree plans to better meet the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Education Career Investigation</i>	978953248060	T6_U1_Graduation Plan	Use provided URL and credentials. Select Topic 6: Education and Career Planning; Unit 1: Relevant High School Courses; Graduation Plan	View Link	Clarify more dual enrollment benefits and options for students.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.