

Proclamation 2024: Report of Required Corrections

This report lists errors identified by the state review panel, the publisher, or the public and includes how the publisher intends to correct the error. All corrections are to be made to the final versions provided to schools as a condition of adoption by the State Board of Education.

Publisher: Accelerate Learning Inc.

Science, Grade K

STEMscopes Science TX - Kindergarten: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	View Link	Let the Sun Shine On section	Click on the following Scope: Basic Needs. Scroll the top banner to Literacy Resources. Then click on the dropdown for Active Reader. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	The description says there is a plant under the desk, but there is a teddy bear under the desk. This will be confusing for students.	Image has been replaced to include the plant under the desk.
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	View Link	Page one, write section - all 3 questions	Click on the following Scope: Weather and Air. Scroll the top banner to Assessments. Then click on the dropdown for Writing Science. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	The sentence says: "A thermometer measures." Should indicate need for student response: "A thermometer measures..." or "What does a thermometer measure?"	Will adjust the teacher facilitation
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	View Link	Water, Water Everywhere section, first 2 sentences	Where the teacher is having kids sound out the word.	When indicating to teachers that they will need to sound the phonemes of the word, this is an inappropriate way to indicate the sounding of this word which does not have a common pronunciation. I would recommend either not segmenting the word for the teacher or using proper notation.	Will review and adjust based on RLA standards

Publisher: Discovery Education Inc

Science, Grade K

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i>	9781616296469	View Link	https://app.discoveryeducation.com/learn/player/ED1F566D-DEF6-4088-8FD0-1730B451F53B	Unit: Sky and Weather > Concept: Objects in the Sky > 5E: Engage > Lesson 1: Engage: What Can You Observe About the Sky? > Section: Real-World Phenomenon > Making Connections	The word "that" should be omitted from the question.	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	View Link	https://app.discoveryeducation.com/learn/player/39BE2725-4D48-49AD-A153-D369DED593F4	Unit: Sky and Weather > Concept: Objects in the Sky > 5E: Explore > Lesson 2: Night and Day > Section: Intro and Objectives > Student Questions	Sentence reads: Day and night are a pattern...Should read: Day and night IS a pattern..."Day and night" is a singular pattern.	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 K

2024 EduSmart Science Grade K: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>2024 EduSmart Science Grade K</i>	9781939511096		p. 1	EduSmart Grade K, Plant Matching Activity, p. 1, Reflection Question #1	"How are young plants alike the parent plant?" 'alike' is grammatically incorrect	The word alike has been corrected to like .
<i>2024 EduSmart Science Grade K</i>	9781939511096		1	Question 4	A strawberry will attract the horseshoe magnet. True or false?The magnet will attract the object, not the other way around. Please make sure in the magnet lessons that students are taught magnets attract objects, not tha objects attract magnets.	This has been corrected to "The magnet will attract the strawberry. True or False?"

Publisher: Great Minds

Science, Grade K

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		5	Module Map, Lessons 4-7 lesson set, TEKS column	Missing K.4B	Add K.4B
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		10	Module Overview, Focus Standards	In K.1D, "foil pie pans" should be in italics.	Apply italics to "foil pie pans"
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		11	Module Overview, Focus Standards	In K.9B, "and" should be in italics.	Apply italics to "and" in K.9B.
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		11	Module Overview, Focus Standards	In K.10A, "and classify" should not be in italics.	Remove italics from "and classify" in K.10A.
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		45	End of first paragraph	Tag added to end of this sentence: "Place the sentence strip on the anchor chart (4C)."	Remove tag: "Place the sentence strip on the anchor chart."
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		77	Lesson 6, Learn section, 3rd sidebar English Language Development box	4A should not be tagged in the sidebar English Language Development box	Remove "(4A)"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		115	Spotlight on Knowledge and Skills sidebar box	K.4B should be K.12B	Replace "K.4B" with "K.12B"
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		131	Standards Addressed table	In K.1A, "phenomena" should be in bold.	Apply bold to "phenomena" in K.1A.
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		131	Standards Addressed table	In K.1E in the Lesson(s) column, "12" and a comma should be added before "13."	Add "12," before "13" in the Lesson(s) column for K.1E.
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		132	Standards Addressed table	In K.4B, "different" should be in bold.	Apply bold to "different" in K.4B.
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		139	Lesson 12, Check for Understanding box	In K.1A, "and" should not be in bold.	Remove bold from "and" in K.1A.
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		225	Teacher Note	http://phdsci.link/1599	http://phdsci.link/1559
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		270	Lessons 28-30 Prepare, Standards Addressed table	In K.10C, "using items" should be in bold.	Apply bold to "using items" in K.10C.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		296	End-of-Module Assessment Rubric	In the Item column for Item 4B, the "B" should be lowercase.	Lowercase the "B" in "4B"
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		297	End-of-Module Assessment Alignment Map	For Item 3 in the Content Standards column, in K.12B, the word "on" should be in bold to complete the learning statement.	Apply bold to "on" in K.12B in Item 3.
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		297	End-of-Module Assessment Alignment Map	For Item 4a in the Content Standards column, in K.9B, the word "and" should be in bold to complete the learning statement.	Apply bold to "and" in K.9B in Item 4a.
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		470	Spotlight Overview, Focus Standards	In K.1G, "phenomena" should be in italics.	Apply italics to "phenomena" in K.1G.
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		470	Spotlight Overview, Focus Standards	In K.4, add content area before the description of the standard.	Add "Scientific and engineering practices." before "The student knows..." in K.4.
<i>Weather with Spotlight Lessons on Magnets Teacher Edition</i>	9798885885157		507	Lessons 4-8 Prepare, English Language Proficiency Standards table	In 3C, "6" and a comma added to the Lesson(s) column.	Add "6," after "5," and before "7" in the Lesson(s) column for 3C.
<i>Life</i>	9798885885164		118	Second sentence of last paragraph	The order of the words "light" and "water" should be switched for parallelism with the needs symbols in the Activity Guide.	Swap the words "light" and "water" so the sentence reads as follows: "Explain that the image in the left column shows a bell pepper plant that has water, light, nutrients, space, and air."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Life	9798885885164		135	Last sentence of first paragraph	The following sentence is missing the word "in": "Instruct students to put their card set order to show how the plant grows and changes."	Add "in" so the sentence reads as follows: "Instruct students to put their card set in order to show how the plant grows and changes."
Life	9798885885164		180	Lesson 19, Agenda box	The Conceptual Checkpoint should not be divided into three parts (A, B, and C).	Delete "Part A" and the bullets for Parts B and C. Adjust the timing to 20 minutes.
Life	9798885885164		182	Sample student response to the question "What are the parts of a grape plant?"	The student answer shown does not include all the parts of the plant, and the Flowers are incorrectly identified.	Replace the word "Flowers" with "Fruit"; add the word "Flowers" below "Stem." Draw a line from the newly added word "Flowers" to the bunch of flowers on the right-hand side of the plant.
Life	9798885885164		182	Lesson 19, Learn section, Conceptual Checkpoint	The Conceptual Checkpoint should not be divided into three parts (A, B, and C).	Delete "Part A" from the "Conceptual Checkpoint Part A" heading and adjust the minutes from 10 to 20.
Life	9798885885164		184	Lesson 19, Learn section	The Conceptual Checkpoint should not be divided into three parts, so the heading "Conceptual Checkpoint Part B" needs to be deleted.	Delete the "Conceptual Checkpoint Part B" heading and the associated minutes.
Life	9798885885164		185	Lesson 19, Learn section	The Conceptual Checkpoint should not be divided into three parts, so the heading "Conceptual Checkpoint Part C" needs to be deleted.	Delete the "Conceptual Checkpoint Part C" heading and the associated minutes.
Life	9798885885164		224	Lesson 23, Launch section, Teacher Note in sidebar	Video not identified by name	Replace "this video" with "the bighorn sheep actions video"
Life	9798885885164		229	Learn, Observe Animals, second full paragraph	Video not identified by name	Replace "the video" with "the animal breathing video"
Life	9798885885164		276	Lesson 27, Agenda box	The Conceptual Checkpoint should not be divided into two parts (A and B).	Delete "Part A" and the bullet for Part B. Adjust the timing to 17 minutes.
Life	9798885885164		277	Lesson 27, Learn	The Conceptual Checkpoint should not be divided into two parts (A and B).	Delete "Part A" from the "Conceptual Checkpoint Part A" heading and adjust the minutes from 12 to 17.
Life	9798885885164		279	Lesson 27, Learn	The Conceptual Checkpoint should not be divided into two parts, so the heading "Conceptual Checkpoint Part B" needs to be deleted.	Delete the "Conceptual Checkpoint Part B" heading and the associated minutes.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Life	9798885885164		306	Learn section. First bullet in Prepare to Watch Interview.	The pronunciation guide of Chemehuevi (chem-WAY-vee) is incorrect.	Change "chem-WAY-vee" to "chay-meh-WAY-vee"
Life	9798885885164		341	Lesson 33, Agenda box	The Conceptual Checkpoint should not be divided into two parts (A and B).	Delete "Part A" and the bullet for Part B. Adjust the timing to 12 minutes.
Life	9798885885164		346	Lesson 33, Learn	The Conceptual Checkpoint should not be divided into two parts (A and B).	Delete "Part A" from the "Conceptual Checkpoint Part A" heading and adjust the minutes from 3 to 12.
Life	9798885885164		346	Lesson 33, Learn	The Conceptual Checkpoint should not be divided into two parts, so the heading "Conceptual Checkpoint Part B" needs to be deleted.	Delete the "Conceptual Checkpoint Part B" heading and the associated minutes.
Life	9798885885164		358	Last paragraph on page	The paragraph needs to be updated to align with current TEKS standards language.	Replace the paragraph with the following: "Restate several student responses that relate to Scientific and Engineering Practices. Remind students that science practices are actions scientists take to learn about the world and gather evidence to develop scientific ideas. Select a student response, and explain how it relates to one of the practices. Ask students to share other experiences they have had with using this practice, such as outside of school. Help students identify how they used the practice to build knowledge of phenomena or to develop scientific ideas. Tell students they can continue to use science practices to understand the world around them."
Life	9798885885164		370	EOMA item 1d	The images are not set correctly.	Set the image currently on the left on the right instead and set the image currently on the right on the left instead.
Life	9798885885164		379	EOMA sample item 1d	The images are not set correctly.	Set the image currently on the left on the right instead and set the image currently on the right on the left instead. The image that is currently on the left should be set on the right and circled.
Life	9798885885164		417	Texas Purple Sage plant card	The plant card does not have an inset image of Texas Purple Sage plant roots.	Add an inset image of Texas Purple Sage plant roots.
Life	9798885885164		474	Air symbol	The air symbol should not be crossed out.	Replace the crossed out air symbol with the air symbol that is not crossed out.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Life</i>	9798885885164		485	Adult Plant C card	The image in the Adult Plant C card is missing.	Add the image to the Adult Plant C card.
<i>Light with Spotlight Lessons on the Sky Teacher Edition</i>	9798885885171		183	Standard K.5B in TEKS Assessed section of Check for Understanding	Incorrect bolding of standard K.5B.	Set "Investigate and" in roman so the bolded words in the standard read as follows: "predict cause-and-effect relationships in science."
<i>Light with Spotlight Lessons on the Sky Teacher Edition</i>	9798885885171		183	Standard K.6 in TEKS Assessed section of Check for Understanding	Incorrect bolding of standard K.6.	Set "including"; "color,"; "and material," so the bolded words in the standard read as follows: "Identify observable physical properties of objects, including color and material, and classify objects."
<i>Light with Spotlight Lessons on the Sky Teacher Edition</i>	9798885885171		192	Sentence that starts with "Confirm that the puppet..." (First paragraph after second teacher question)	The sentence incorrectly refers to a puppet in a photograph, but the photograph is of a shadow, not a puppet.	Replace the sentence with the following: "Confirm that the puppet on the anchor model blocks all light to form a solid shadow, whereas the puppet that forms the shadow in the photograph only blocks light in some places."
<i>Light with Spotlight Lessons on the Sky Teacher Edition</i>	9798885885171		219	First paragraph	The paragraph needs to be updated to align with current TEKS standards language.	Replace the paragraph with the following: "Restate several student responses that relate to Scientific and Engineering Practices. Remind students that science practices are actions scientists take to learn about the world and gather evidence to develop scientific ideas. Select a student response, and explain how it relates to one of the practices. Ask students to share other experiences they have had with using this practice, such as outside of school. Help students identify how they used the practice to build knowledge of phenomena or to develop scientific ideas. Tell students they can continue to use science practices to understand the world around them."

Publisher: Houghton Mifflin Harcourt

Science, Grade K

HMH Into Science Texas Hybrid Classroom Package Grade K: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade K</i>	9780358841531	View Link	T14	Built for students, 5th bullet, second sentence	"Embedded "Students as Scientists" features in the Teacher's Guide provide asset-minded strategies for addressing past STEM learning trauma and fostering student academic identity."	"Embedded "Students as Scientists" features in the Teacher's Guide provide asset-minded strategies that focus on each students' strength and fosters student academic identity. "
<i>HMH Into Science Texas Teacher Guide Grade K</i>	9780358841531	View Link	T15	Built to support all, 3rd bullet	"FUNomenal Readers"	"Big Book of FUNomenal Read-Alouds
<i>HMH Into Science Texas Teacher Guide Grade K</i>	9780358841531	View Link	T15	Built to support all, 3rd bullet	"Three leveled versions of the readers support differentiation for students."	N/A
<i>HMH Into Science Texas Teacher Guide Grade K</i>	9780358841531	View Link	p.13	Column 1, Support for Children's Answers	"Describe which is the biggest. Describe which is the smallest."	"Compare the amount of objects in the bowls. Describe the objects. Which has the most? Which has the least?"
<i>HMH Into Science Texas Teacher Guide Grade K</i>	9780358841531	View Link	p.13	Column 1, Support for Children's Answers	"I compared the cotton balls and the marbles. The cotton balls were the biggest; the marbles were the smallest."	"I compared the paper clips and the craft sticks. The craft sticks were the largest. The paper clips were the smallest."
<i>HMH Into Science Texas Teacher Guide Grade K</i>	9780358841531	View Link	p.221	Title, left of page,	"What Plants Need"	"Plant Parts"

Publisher: Savvas Learning

Science, Grade K

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Grade K Teacher Guide	9781323223314		Experience-At-A-Glance	Teacher Prep Video Box	Teacher Prep Video Remember to watch or listen to theTeacher Prep Video to prepare to teach this experience!	We will delete this box and sentence as it is in the wrong place.
Grade K Teacher Guide	9781323223314		8	Topic 1 Planner, Experience 1, Everyday Phenomenon Photo	Why can we describe this object more than one way?	Why can we describe this object in more than one way?
Grade K Teacher Guide	9781323223314		32	Topic 2 Planner, Experience 1, Everyday Phenomenon Demo	What can you pull out of the bag with a magnet?	How can some objects be pulled from a bag without using your hands?
Grade K Teacher Guide	9781323223314		56	Topic 3 Planner, Experience 1 and Experience 2, Explore	Hands-On Station Why can you see the objects?Literacy Station How can light be different?Literacy Station Which is the shadow?	Hands-On Station What helps you see the objects?Literacy Station How does light help you see?Literacy Station How are shadows made?
Grade K Teacher Guide	9781323223314		60	Experience 1, At-A-Glance, Engage and Explore	Everyday Phenomenon Photo Why do fireworks help us see at night?Hands-On StationWhy can you see the objects?Literacy StationHow can light be different?	Everyday Phenomenon Photo How do the fireworks change what you can see?Hands-On StationWhat helps you see the objects?Literacy StationHow does light help you see?
Grade K Teacher Guide	9781323223314		62	Everyday Phenomenon Photo	How do fireworks help us see at night?	How do the fireworks change what you can see?
Grade K Teacher Guide	9781323223314		64	Experience 1, During the Stations	Why can you see the objects?	What helps you see the objects?
Grade K Teacher Guide	9781323223314		65	Literacy Station	How can light be different?	How does light help you see?
Grade K Teacher Guide	9781323223314		67	Evaluate, Exit Ticket	LIGHTRemind students of the Everyday Phenomenon, How do the fireworks help us see at night? Have students refer to their initial thoughts they used to answer the question. Ask How do fireworks change what you can see in the night sky? Have students work in pairs to communicate an answer to the question.	LIGHTRemind students of the Everyday Phenomenon, How do the fireworks help us see at night? Have students refer to their initial thoughts they used to answer the question. Ask How do fireworks change what you can see? Have students work in pairs to communicate an answer to the question.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Grade K Teacher Guide</i>	9781323223314		68	Experience 2, At-A-Glance, Engage, Explore	Everyday Phenomenon DemoHow can you make shapes on the wall?StationsLiteracy StationWhat is the shadow?	Everyday Phenomenon DemoHow can you make shapes appear on the wall?StationsLiteracy StationHow is a shadow made?
<i>Grade K Teacher Guide</i>	9781323223314		100	Experience 3, At-A-Glance, Everyday Phenomenon Photo	What is happening to the weather?	Why did the weather change?
<i>Grade K Teacher Guide</i>	9781323223314		125	Experience 2, At-A-Glance, Explain/Elaborate	WalkSTEMEarth Materials All Around You As a class, take a walk toobserve how natural resources are used in and around your schoolor neighborhood.	STEAM ActivityMake a Book About Natural Resources As a class, design and create a book about the natural resources observed in your local area.
<i>Grade K Teacher Guide</i>	9781323223314		130	Elaborate	TalkSTEM IconSTEAM Extension ActivitySTEAM Extension Activity	STEAM ActivitySTEAM Activity
<i>Grade K Teacher Guide</i>	9781323223314		161	Revisit the Everyday Phenomenon	Have students apply what they learned in the Stations to the Everyday Phenomenon Why do plants look and smell the way they do? Students may want to discuss with a partner any new understandings they have about the phenomenon.	Have students apply what they learned in the Stations to the Everyday Phenomenon Why do plants change? Students may want to discuss with a partner any new understandings they have about the phenomenon.
<i>Grade K Teacher Guide</i>	9781323223314		167	TEKS Progression	LOOK BACK VI.B.1 Observe, investigate,describe, and discuss thecharacteristics of organisms.VI.B.2 Describe life cycles oforganisms.Vi.B.3 Observe, investigate,describe, and discuss the relationshipof organisms to their environments.	LOOK BACKPK VI.B.1 Observe, investigate,describe, and discuss thecharacteristics of organisms.PK VI.B.2 Describe life cycles oforganisms.PK Vi.B.3 Observe, investigate,describe, and discuss the relationshipof organisms to their environments.
<i>Grade K Student Activity Companion</i>	9781323223291		21	Literacy Station Activity	Which is the shadow?	How are shadows made?
<i>Grade K Digital Component</i>	9781428553767		all	STEAM Activity, Make a Field Guide for Rocks, footer	Earth Materials: Rocks	Rocks, Soil, and Water: Rocks
<i>Grade K Digital Component</i>	9781428553767		1	Topic 5, Experience 2, Key Ideas Presentation	Natural Resources	Use of Earth Materials
<i>Grade K Digital Component</i>	9781428553767		34-35	SEPS and Themes Preview Presentation	(Error reported in Grade 1. This is a shared component. All Subsequent slides have been renumbered.)(slide notes)Sample answer: A plain and a bird. Both fly.	(slide notes)Sample answer: A plane and a bird. Both fly.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Grade K Digital Component	9781428553767		36	SEPS and Themes Preview Presentation	(Error reported in Grade 1. This is a shared component. All Subsequent slides have been renumbered.)(Slide) Stability and Change(Image of Canyon)(Image of flooded field)(Slide notes)Stability and ChangeTeacher Support:Draw students' attention to the two pictures. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class. Ask Which picture shows a fast change? Sample answer: The picture on the right shows a change that happens quickly.Ask What happened in the photo on the right to cause a fast change?Sample answer: Heavy rains caused a large amount of soil to move quickly and carve out the opening. DiscussionExplain that stability means that a system stays the same. Have students compare the photos on the left and right. The canyon stays the same from day to day. So, it is a stable system. The photo on the right shows that lot of soil moved very quickly following a heavy rain. The photo on the right shows a system that changed quickly and is not stable. Vocabulary SupportIf students need vocabulary support for the words stability or change, show students photos of stable systems and rapidly changing systems. Have students write stability or change on the pictures.Student WritingHave students work together to complete the Themes and Concepts Activity to support sense-making.Address MisconceptionsStudents may believe that if they cannot see the change in a system, the system is not changing. Explain that change is always happening. For example, water in the picture of the canyon on the left is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year. When scientists talk about stability, they mean that the changes are so small or so slow that we cannot easily observe them.	(Slide) Stability and Change(image) ELS25_PPT02_TX_T02L01_A001_KitchenObjects-01.jpgStability and ChangeTeacher Support Draw students' attention to the picture. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class. DiscussionExplain that stability means that a system stays the same. Ask What is changing in the picture? How do you know?Sample answer: The egg. The egg is rolling off the counter and breaks on the floor. Ask What is stable—or is staying the same in the picture? How do you know?Sample answer: The books, canisters, frying pan, and towel are stable. They are not changing. The cabinet system and oven system is stable. They are not changing. Vocabulary SupportIf students need vocabulary support for the words stability or change, show students photos of stable systems and organisms, and organisms changing (an insect undergoing metamorphosis) and rapidly changing systems (landslides). Have students write stability or change on the pictures.Student WritingHave students work together to complete the Themes and Concepts Activity to support sense-making.Address MisconceptionsStudents may believe that if they cannot see the change in a system, the system is not changing. Explain that change may still be occurring, even when you cannot see it. For example, show an image of a canyon with a river going through it. Explain that water is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Grade K Digital Component	9781428553767		37	SEPS and Themes Preview Presentation	<p>(Error reported in Grade 1. This is a shared component. All Subsequent slides have been renumbered.)(Slide) Stability and ChangeWater is one factor that causes Earth’s surface to change. It took millions of years for water to form this canyon.A heavy rain caused this land to change quickly. (Image of Canyon)(Image of flooded field)(Slide Notes)Stability and Change-Teacher Support Draw students’ attention to the two pictures. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class. Ask Which picture shows a fast change? Sample answer: The picture on the right shows a change that happens quickly.Ask What happened in the photo on the right to cause a fast change?Sample answer: Heavy rains caused a large amount of soil to move quickly and carve out the opening. DiscussionExplain that stability means that a system stays the same. Have students compare the photos on the left and right. The canyon stays the same from day to day. So, it is a stable system. The photo on the right shows that lot of soil moved very quickly following a heavy rain. The photo on the right shows a system that changed quickly and is not stable. Vocabulary SupportIf students need vocabulary support for the words stability or change, show students photos of stable systems and rapidly changing systems. Have students write stability or change on the pictures.Student WritingHave students work together to complete the Themes and Concepts Activity to support sense-making.Address MisconceptionsStudents may believe that if they cannot see the change in a system, the system is not changing. Explain that change is always happening. For example, water in the picture of the canyon on the left is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year. When scientists talk about stability, they mean that the changes are so small or so slow that we cannot easily observe them.</p>	<p>(Slide) Stability and ChangeObjects, organisms, and systems can change or stay the same. What is changing in this picture? (image) ELS25_PPT02_TX_T02L01_A001_KitchenObjects-01.jpg(Slide Note)Stability and ChangeTeacher Support Draw students’ attention to the picture. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class. DiscussionExplain that stability means that a system stays the same. Ask What is changing in the picture? How do you know?Sample answer: The egg. The egg is rolling off the counter and breaks on the floor. Ask What is stable—or is staying the same in the picture? How do you know?Sample answer: The books, canisters, frying pan, and towel are stable. They are not changing. The cabinet system and oven system is stable. They are not changing. Vocabulary SupportIf students need vocabulary support for the words stability or change, show students photos of stable systems and organisms, and organisms changing (an insect undergoing metamorphosis) and rapidly changing systems (landslides). Have students write stability or change on the pictures.Student WritingHave students work together to complete the Themes and Concepts Activity to support sense-making.Address MisconceptionsStudents may believe that if they cannot see the change in a system, the system is not changing. Explain that change may still be occurring, even when you cannot see it. For example, show an image of a canyon with a river going through it. Explain that water is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year.</p>

Publisher: Studies Weekly

Science, Grade K

Texas Science Studies Weekly: Kindergarten: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	1	Printable: Studies Weekly Online, Unit 4, Activity 4, Explore Path "Light Source"	N/A	(add Explore Path Green border with arrow) "Light Source Printable"
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	4.25	Teacher Edition, Unit 4, Activity 6, (PDF pg. 25)	I can explain the effects a light source has on the appearance of objects in the dark.	(replace with) I can collect evidence of the effects of no light on the appearance of objects in the dark.
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	2.3	Teacher Edition, Unit 2, Standards Coverage Chart (PDF pg. 3)	K.5: Patterns A: Identify and use patterns to describe phenomena or design solutions. (Activities 2, 3, 4, 5, 6, 7, 8)	K.5: Patterns A: Identify and use patterns to describe phenomena or design solutions. (Activities 1, 2, 3, 4, 5, 6, 7, 8)
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	2.34	Teacher Edition, Unit 2, Activity 9, left-hand column (PDF pg. 34)	N/A	Energy and Matter (RTC button)Energy and Matter (text)
<i>Texas Science Studies Weekly: Kindergarten Student Edition with Online Access</i>	9781649783752SE8	View Link	N/A	Studies Weekly Online, Unit 3, Student Edition, Activity 8, "Create"	N/A	(Added text to SWO panel) Create: Use this time to create your designed solution.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	1-5	Printable, Studies Weekly Online, Unit 3, Activity 3, "Magnet Maze" (PDF pgs. 1-5)	(footer) Activity 4	(footer) Activity 3
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	6.19	Teacher Edition, Unit 6, Activity 4, left-hand column (PDF pg. 19)	Applied Science Writing	(replace with) I Spy in the Sky: Applied Science Writing
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	7.3	Teacher Edition, Unit 7, Standards Coverage Chart, SEPs (PDF pg. 3)	Analyze Datas	(delete s) Analyze Data
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	1	Printable: Studies Weekly Online, Unit 7, Performance Task, Performance Task Answer Key (PDF pg. 1)	K.7B	(replace with) K.9B
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	7.18	Teacher Edition, Unit 7, Activity 3, "Vocabulary" Step 19 (PDF pg. 18)	19.c	(replace first bullet) 19.a.
<i>Texas Science Studies Weekly: Kindergarten Student Edition with Online Access</i>	9781649783752SE8	View Link	1	Student Edition, Unit 16, Activity 1, "SEP button" (PDF pg. 1)	N/A	(added SEP button) Asking Questions

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	4	Printable: Studies Weekly Online, Unit 17 "Answer Keys" (PDF pgs. 4)	Name Young Plants and Parents	Young Plants and Parents
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	3	Teacher Edition, Unit 17, Standards Coverage Chart (PDF pg. 3)	ELPS 1B in coverage chart	ELPS 1B had the breakout (i) delete the (i) BOLD 3F in this way: Ask [for] and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended. speaking assignments.
<i>Texas Science Studies Weekly: Kindergarten Student Edition with Online Access</i>	9781649783752SE8	View Link	2	Student Edition, Unit 3, Activity 2 (PDF pg. 2)	N/A	(Added) RTC Patterns
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	1	Teacher Edition, Unit 1, Week 2, "Unit Objective" (PDF pg. 1)	Students will be able to recognize the purpose of recurring themes and toncepts and identify patterns; causes and effects; systems and system models; structures and functions; energy and matter; stability and change; and the scale, proportion, and quantity of objects.	Students will be able to recognize the purpose of recurring themes and concepts and identify patterns; causes and effects; systems and system models; structures and functions; energy and matter; stability and change; and the scale, proportion, and quantity of objects.
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	1.15	Teacher Edition, Unit 1, Week 1, Activity 4 (PDF pg. 15)	I can identify the mindset skills I currently have and those I would like to acquire.	(added comma) I can identify the mindset skills I currently have, and those I would like to acquire.
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE		1	Teacher Edition, Unit 1, Week 2, "Unit Objective" (PDF pg. 1)	<i>Students will be able to recognize the purpose of recurring themes and toncepts</i>	(replaced text) concepts

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	1.22	Teacher Edition, Unit 1 Week 2, Activity 1, Success Criteria Chart (PDF pg. 4)	I can recognize the purpose of recurring themes and concepts and identify what a pattern is.	(replaced text) I can identify the purpose of patterns and how they relate to the recurring themes and concepts.
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	1.20	Teacher Edition, Unit 1, Week 2, Standards Coverage Chart, (PDF pg. 2)	matter: anything that has mass or takes up space	matter: anything that has weight or takes up space
<i>Texas Science Studies Weekly: Kindergarten Student Edition with Online Access</i>	9781649783752SE8	View Link	1-4	Student Edition, Unit 1, Week 3 (PDF pgs. 1-4)	RTC icons	(Deleted) All RTC icons
<i>Texas Science Studies Weekly: Kindergarten Student Edition with Online Access</i>	9781649783752SE8	View Link	2-4	Student Edition, Unit 1, Week 3, PDF pgs. 2-3	SEP icons	(changed to SEP icon) Activity 2: Plan and Conduct Investigations Activity 4: Collect Evidence Activity 5: Develop Explanations
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	1.46	Teacher Edition, Unit 1, Week 3, Activity 3, left-hand column (PDF pg. 11)	Develop and System Models	Develop and Use Models
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	N/A	Printable: Studies Weekly Online, Unit 1, Week 3, Activity 4, "Word Wall Cards: What Do Scientists Do: Vocabulary"	N/A	dataaccompanying 'data' visual for word wall card

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	1.58	Teacher Edition, Unit 1, Week 4, Activity 3, left-side column (PDF pg. 11)Teacher EditiIn, Unit 1, Week 4, Activity 3, Vocabulary Step 2A (PDF pg. 11)	1A	1F
<i>Texas Science Studies Weekly: Kindergarten Teacher Edition with Online Access</i>	9781649783745TE	View Link	1-2	Printable: Studies Weekly Online, Unit 1, Week 4, "Engineering Design: What Do Engineers Do?: Unit Assessment" (PDF pgs. 1-2)	Ask ImagePut the steps of the Engineering Design Process in order. Start with 'Ask' on top.	(replaced Engineering Design image) Ask is on top of the engineering wheel
<i>Texas Science Studies Weekly: K Grade Teacher Edition with Online Access</i>	9781649783745TE		3-42	Printable: Studies Weekly Online, Grades K, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"	TEK: Unit	TEKS: Unit

Publisher: TPS Publishing

Science, Grade K

STEAM into Science - Grade Kindergarten Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Student Textbook - Kindergarten Science</i>	9781788057943	View Link	126-134	126-134	On the Night portion of this activity it says, "Think about the day."	Thank you. We will apply the edit.
<i>Student Textbook - Kindergarten Science</i>	9781788057943	View Link	Page 134	Line after NIGHT	Think about the day.	Think about the night.
<i>Assessment Guide - Kindergarten Teacher Edition</i>	9781788057974	View Link	Page 140	Question 2	N/A	Answer check mark at answer 2

Publisher: Discovery Education Inc

Science, Grade 1

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i>	9781616296476	View Link	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"	Standard stated as 1.10c when it should be 1.11c	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	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>2024 EduSmart Science Grade 1</i>	9781939511119 G1	View Link	Video	The entire video	Not all lakes are freshwater.	We have changed the audio to "Most of the water in lakes and rivers is called fresh water." https://review.edusmart.com/authenticated/content/previewResource/632509

Publisher: Great Minds

Science, Grade 1

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition</i>	9798885885188		153	Lesson 17, Learn, first Teacher Note in margin	Add a note referring teachers to the Implementation Guide to the end of the teacher note.	Add "For more information, see the Instructional Routines section of the Implementation Guide." after "(3E)."
<i>Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition</i>	9798885885188		197	Lesson 22, Launch, Teacher Note	Add a note referring teachers to the Implementation Guide to the end of the teacher note.	Add "For more information, see the Instructional Routines section of the Implementation Guide." after "between their terms."
<i>Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition</i>	9798885885188		201	Lesson 23, Launch, 2nd paragraph, last sentence	"Then show the class the videos of children playing carnival games (http://phdsci.link/1593 and http://phdsci.link/1594)."	"Tell the class they will watch videos of children playing carnival games, and then play the duck-catching game video (http://phdsci.link/1593) and the balloon dart game video (http://phdsci.link/1594)."
<i>Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition</i>	9798885885188		205	Lesson 24, Launch, 2nd paragraph, first sentence	"Replay the duck-catching game video (http://phdsci.link/1593) and (http://phdsci.link/1594) to remind students of the assessment phenomenon."	"Replay the duck-catching game video (http://phdsci.link/1593) and the balloon dart game video (http://phdsci.link/1594) to remind students of the assessment phenomenon."
<i>Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition</i>	9798885885188		206	Lesson 24, Launch, Teacher Note	Add note referring teachers to the Implementation Guide at end of Teacher Note beginning "For the Inside–Outside Circles instructional routine..."	Add "For more information, see the Instructional Routines section of the Implementation Guide." after "their own ideas."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition</i>	9798885885188		221	Item 3a, TEKS Assessed column	1.2C is not listed.	Add 1.2C below 1.1E and above 1.5C.
<i>Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition</i>	9798885885188		361	Lesson 4, Paragraph above chart	"Then prompt students to work with their partner to identify the months that represent each of the four seasons and by circling those months in their Science Logbook."	Then prompt students to work with their partner to identify the months that represent each of the four seasons and to circle those months in their Science Logbook.
<i>Environments with Spotlight Lessons on Water Teacher Edition</i>	9798885885195		29	Lesson 1; Learn: Observe Gopher Tortoises' Environment, Teacher Note sidebar box, second sentence	Replace "the next" with "a later": "Students will generate additional questions later in this lesson, and all these questions will be added to the driving question board in the next lesson."	"Students will generate additional questions later in this lesson, and all these questions will be added to the driving question board in a later lesson."
<i>Environments with Spotlight Lessons on Water Teacher Edition</i>	9798885885195		330	Lesson 11 Resource C, Conceptual Checkpoint, Item 4a	The image in Item 4a of the Conceptual Checkpoint (Lesson 11 Resource C) is updated.	Updated image.
<i>Environments with Spotlight Lessons on Water Teacher Edition</i>	9798885885195		486	Lesson 5, Learn: Observe a River, a Stream, and Lake Houston, Extension sidebar box, first sentence	"Have students use blue and brown colored pencils or crayons to color the photograph of Lake Houston and the converging river and stream."	"Have students use blue and brown colored pencils or crayons to color the diagram of Lake Houston and the converging river and stream."
<i>Environments with Spotlight Lessons on Water Teacher Edition</i>	9798885885195		533	Lesson 9, Learn: Prepare for End-of-Spotlight Assessment Part A, second Teacher Note in sidebar, second sentence	The word "left" should be "right": "In the top left corner of the image, a small section of another pond is visible."	"In the top right corner of the image, a small section of another pond is visible."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Environments with Spotlight Lessons on Water Teacher Edition</i>	9798885885195		537	Lesson 10, Learn: Prepare for End-of-Spotlight Assessment Part B, third sentence of paragraph under images	The word "yellow" should be "white": "Point to the yellow arrow in the second model and tell students that it represents water movement into the retention pond."	"Point to the white arrow in the second model and tell students that it represents water movement into the retention pond."
<i>Environments with Spotlight Lessons on Water Teacher Edition</i>	9798885885195		541	Lesson 10, Learn: Complete End-of-Spotlight Assessment Part C, first sentence	"converse" should be "conserve": "Remind students that they have learned about many ways humans use water and ways humans can conserve water, or prevent it from being wasted."	"Remind students that they have learned about many ways humans use water and ways humans can conserve water, or prevent it from being wasted."
<i>Survival with Spotlight Lessons on Earth Materials Teacher Edition</i>	9798885885201		4	Module Map, Student Learning column	"All plants and animals have external parts."	"Plants and animals are living things and have external parts."
<i>Survival with Spotlight Lessons on Earth Materials Teacher Edition</i>	9798885885201		100	Lesson 8; Sample class chart	"Hold plant in the ground" should be circled	Enclose "Hold plant in the ground" in a circle
<i>Survival with Spotlight Lessons on Earth Materials Teacher Edition</i>	9798885885201		500	Spanish Cognate column for the term "feature"	Remove "característica" from "feature" Cognate cell	Delete "; may use característica (characteristic)"
<i>Survival with Spotlight Lessons on Earth Materials Teacher Edition</i>	9798885885201		549	Lesson 4, Teacher Preparation table	"Obtain 12 small rocks of a size that students can firmly hold while students scrape sidewalk chalk."	"Obtain 12 small rocks of a size that students can firmly hold to scrape sidewalk chalk."

Publisher: Houghton Mifflin Harcourt

Science, Grade 1

HMH Into Science Texas Hybrid Classroom Package Grade 1: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 1</i>	9780358841548	View Link	p. 225	Column 2, Support for Children's Answers, paragraph 1, sentence 2	N/A	"Plants use water to grow."

Publisher: McGraw Hill

Science, Grade 1

McGraw Hill Texas Science, Grade 1: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science, Grade 1, Student Edition</i>	9781264901340		54	Bottom of the page, in the DIRECTIONS	1.1G, 1.5D	1.1G, 1.5D, 1.5F
<i>McGraw Hill Texas Science, Grade 1, Student Edition</i>	9781264901340		54	Bottom of the page, in the DIRECTIONS	Draw and label what you could add to the laptop model to help Camilla hear.	Draw and label what you could add to the laptop model to help Camilla hear. Describe how the structure of the part you add could help Camilla hear better.
<i>McGraw Hill Texas Science, Grade 1, Student Edition</i>	9781264901340		54	Step 3	What can be added to the laptop to help Camilla hear? Share your ideas.	What parts are missing from the model?
<i>McGraw Hill Texas Science, Grade 1, Student Edition</i>	9781264901340		66	Top left, first photo	Photo of metal can labeled "metal"	Photo of a bean labeled "bean"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science, Grade 1, Student Edition</i>	9781264901340		155	First paragraph	He worked outside with his students. This kept the animals safe. They needed to be in water to survive. He studied animal parts that were very small. Sometimes he needed a microscope to see them.	These animals lived in the water. They needed to be in water to survive. Dr. Just often worked outside to observe them. But sometimes he needed to study tiny animal parts. He needed a microscope. He needed to bring the animals to the lab.
<i>McGraw Hill Texas Science, Grade 1, Teacher Edition</i>	9781265515836		31	Day 4, Assess	Students complete the Word Ladder graphic organizer to practice vocabulary.	Students complete the Word Ladder vocabulary resource.
<i>McGraw Hill Texas Science, Grade 1, Teacher Edition</i>	9781265515836		52	Teach, Promote Rich Vocabulary	handlebars	handle bars
<i>McGraw Hill Texas Science, Grade 1, Teacher Edition</i>	9781265515836		52	Teach, First blue question	handlebars	handle bars
<i>McGraw Hill Texas Science, Grade 1, Teacher Edition</i>	9781265515836		52	Interactive Word Wall, TEKS code	1.6D	1.5D
<i>McGraw Hill Texas Science, Grade 1, Teacher Edition</i>	9781265515836		82D	Below 1st student mini, Investigate: Changing Butter table	Changing ButterMaterial Add Heat temperature: 95°F Remove Heat temperature: 40°Fbutter Students should record the butter melted. Students should record the butter hardened.	Changing ButterEvent ObservationsTemperature of water for heating butter Sample answer: Students should record the temperature of the water for heating butter.Changes to the butter from heatingSample answer: Students should record the changes to the butter from heating.Temperature of water for cooling butterSample answer: Students should record the temperature of the water for cooling butter.Changes to butter from cooling-Sample answer: Students should record the changes to the butter from cooling.
<i>McGraw Hill Texas Science, Grade 1, Teacher Edition</i>	9781265515836		96	Get Ready, after first checkbox item	N/A	Download the T-Chart graphic organizer (optional).

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science, Grade 1, Teacher Edition</i>	9781265515836		109	Get Ready, below STEM Project Teacher Support	N/A	[checkbox] Download the Show What YOU Know support and rubric.[checkbox] Preview the Chapter Test.
<i>McGraw Hill Texas Science, Grade 1, Teacher Edition</i>	9781265515836		141	Assess, Essential Question Check-In	Earth materials	Earth's materials
<i>McGraw Hill Texas Science, Grade 1, Teacher Edition</i>	9781265515836		162A	Plan/Develop, Step 2	peers, teachers,	peers and teachers,
<i>McGraw Hill Texas Science, Grade 1, Teacher Edition</i>	9781265515836		162B	EB/EL, all levels	Ask: What are the materials are being used for?	Ask: What are the materials being used for?

Publisher: Savvas Learning

Science, Grade 1

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Grade 1 Digital Components</i>	9781428553774	View Link	Slides 34-35	SEPs and Themes Preview Presentation: Structure and Function, Slides and Teacher SupportUnder the section in Teacher Support--the Ask and Sample Answer	The word "plane" is misspelled in the first sample answer	Thank you for reporting this error. Savvas has corrected "plain" to "plane" on slides 34 and 35 of the SEPs and Themes Preview Presentation: Structure and Function, Slides and Teacher Support.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Grade 1 Digital Components	9781428553774	View Link	Slides 36-37	SEPs and Themes Preview Presentation: Stability and Change, Slides and Teacher Support	Discussion section: "Explain that stability means that a system stays the same. Have students compare the photos on the left and right. The canyon stays the same from day to day. So, it is a stable system."Address Misconceptions: "Students may believe that if they cannot see the change in a system, the system is not changing. Explain that change is always happening. For example, water in the picture of the canyon on the left is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year. When scientists talk about stability, they mean that the changes are so small or so slow that we cannot easily observe them."The discussion says that stability means a system that stays the same then the Address Misconceptions uses an example that does change slowly over time even though it cannot be observed from day to day. Additionally, the description says the canyon stays the same from day to day; however, the address misconceptions says "When scientists talk about stability, they mean that the changes are so small or so slow that we cannot easily observe them."Stability cannot be both NOT changing and changing too slowly to see at the same time.	Thank you for your feedback. Savvas has edited and revised both the Discussion and Address Misconceptions in the Teacher Support of slides 36-37 of SEPs and Themes Preview Presentation: Stability and Change to correct the example in the misconception and in the description.
Grade 1 Teacher Guide	9781323223321		Experience-At-A-Glance	Teacher Prep Video Box	Teacher Prep Video Remember to watch or listen to theTeacher Prep Video to prepare to teach this experience!	We will delete this box and sentence as it is in the wrong place.
Grade 1 Teacher Guide	9781323223321		9	Topic 1 Planner, Experience 3, Elaborate	Additional STEAM Activity	STEAM Activity
Grade 1 Teacher Guide	9781323223321		28	Experience 3 At-A-Glance, Explain/Elaborate	Additional STEAM Activity	STEAM Activity
Grade 1 Teacher Guide	9781323223321		34	Elaborate	Additional STEAM Activity	STEAM Activity
Grade 1 Teacher Guide	9781323223321		40	Topic 2 Planner, Experience 2, Explain Elaborate	Additional STEAM Activity	STEAM Activity
Grade 1 Teacher Guide	9781323223321		41	Topic 2 Planner, Experience 3, Explain Elaborate	STEAM Activity Draw a Recipe Step-by-Step Diagram	STEAM Activity Draw a Recipe
Grade 1 Teacher Guide	9781323223321		53	Experience 2 At-A-Glance, Explain/Elaborate	Additional STEAM Activity	STEAM Activity

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Grade 1 Teacher Guide</i>	9781323223321		58	Elaborate	Additional STEAM Activity	STEAM Activity
<i>Grade 1 Teacher Guide</i>	9781323223321		161	Topic 6 Planner, Experience 3, Everyday Phenomenon Demo	5 mins	15 mins

Publisher: Studies Weekly

Science, Grade 1

Texas Science Studies Weekly: First Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access</i>	9781649783769TE	View Link	1-2	Studies Weekly Online, Unit 1, Week 1, Poster Pal, Activities 2, 5, "Intorduction to Science And Engineering" (PDF pg. 1-2)	Intorduction to Science and Engineering	Introduction to Science and Engineering
<i>Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access</i>	9781649783769TE	View Link	1	Teacher Edition, Unit 1, Week 2, Unit Objective (PDF pg. 1)	Students will be able to recognize the purpose of recurring themes and toncepts and identify patterns; causes and effects; systems and system models; structures and functions; energy and matter; stability and change; and the scale, proportion, and quantity of objects.	Students will be able to recognize the purpose of recurring themes and concepts and identify patterns; causes and effects; systems and system models; structures and functions; energy and matter; stability and change; and the scale, proportion, and quantity of objects.
<i>Texas Science Studies Weekly: 1 Grade Student Edition with Online Access</i>	9781649783776SE8	View Link	4	Student Edition, Unit 5, Activity 4, "SEP and RTC Icons" (PDF pg. 3)	SEP: Ask Questions and Define Problems iconRTC: Cause and Effect icon	SEP: Develop Explanations iconListen Actively and Discuss icon
<i>Texas Science Studies Weekly: 1 Grade Student Edition with Online Access</i>	9781649783776SE8	View Link	3	Student Edition, Unit 5, Activity 8, "SEP Icons" (PDF pg. 2)	SEP: Develop Explanations iconRTC: Patterns icon	SEP: Design Solutions iconRTC: (deleted Patterns icon)

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 1 Grade Student Edition with Online Access</i>	9781649783776SE8	View Link	3	Student Edition, Unit 5, Activity 9, "SEP and RTC Icons" (PDF pg. 2)	SEP: Develop Explanations iconRTC: Patterns icon	SEP: Collect and Organize Data iconAnalyze Data iconUse Mathematics iconEvaluate Designs iconListen Actively and Discuss iconRTC: Cause and Effect icon
<i>Texas Science Studies Weekly: 1 Grade Student Edition with Online Access</i>	9781649783776SE8	View Link	1-2	Student Edition, Unit 5, Activity 1, 2, "SEP and RTC Icons" (PDF pg. 1, 2)	RTC: Cause and Effect icon	RTC: (deleted Cause and Effect icon)
<i>Texas Science Studies Weekly: 1 Grade Student Edition with Online Access</i>	9781649783776SE8	View Link	4	Student Edition, Unit 5, Activity 10, "SEP and RTC Icons" (PDF pg. 3)	SEP: Develop Explanations and Propose SolutionsRTC: Systems and System Models icon	SEP: Communicate Solutions iconEvaluate Designs iconListen Actively and Discuss iconRTC: (deleted Systems and System Models icon)
<i>Texas Science Studies Weekly: 1 Grade Student Edition with Online Access</i>	9781649783776SE8	View Link	2	Student Edition, Unit 8, Activity 2, "RTC and SEP Icons" (PDF pg. 2)	SEP: (unidentified icon)	SEP: Plan and Conduct Investigations icon
<i>Texas Science Studies Weekly: 1 Grade Student Edition with Online Access</i>	9781649783776SE8	View Link	4	Student Edition, Unit 8, Activity 4, "RTC and SEP Icons" (PDF pg. 3)	SEP: Communicate Explanations and Solutions icon	SEP: Develop Explanations and Propose Solutions icon
<i>Texas Science Studies Weekly: 1 Grade Student Edition with Online Access</i>	9781649783776SE8	View Link	4	Student Edition, Unit 9, Activity 4, "RTC and SEP Icons" (PDF pg. 3)	SEP: Collect Evidence iconRTC: Cause and Effect icon	SEP: Communicate Explanations iconRTC: Stability and Change icon
<i>Texas Science Studies Weekly: 1 Grade Student Edition with Online Access</i>	9781649783776SE8	View Link	2	Printable: Studies Weekly Online, Unit 10, "Water, Water, Everywhere!: Home Letter" (PDF pg. 2)	saltwaterfreshwater	salt waterfresh water

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access</i>	9781649783769TE	View Link	10.15	Teacher Edition, Unit 10, Activity 2, "Vocabulary" (PDF pg. 15)	6. Say: This body of water is called a lake. It is often fresh water with land on all sides.	6. Say: This body of water is called a lake. It is often fresh water with land on all sides.
<i>Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access</i>	9781649783769TE	View Link	12.3	Teacher Edition, Unit 12, Standards Coverage Chart (PDF pg. 3)	ELAR: F: make inferences and use evidence to support understanding with adult assistance;C: use text evidence to support an appropriate response;	ELAR:F: Make inferences and use evidence to support understanding with adult assistance.C: Use text evidence to support an appropriate response.
<i>Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access</i>	9781649783769TE	View Link	12.4	Teacher Edition, Unit 12, Standards Coverage Chart (PDF pg. 4)	MATH: A: Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them.	MATH: A. Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships between them.
<i>Texas Science Studies Weekly: 1 Grade Student Edition with Online Access</i>	9781649783776SE8	View Link	1	Printable: Studies Weekly Online, Unit 13, "How Much Water Did You Take?" (PDF pg. 1)	Take _ bead	(all numbers greater than 1 have bead changed to beads)
<i>Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access</i>	9781649783769TE	View Link	16.2, 16.14	Teacher Edition, Unit 16, Activity Summary Chart, Activity 1, "Adventure Reader: Food Chains?" (PDF pg. 12, 14)	Day 2Adventure Reader: Food Chains?Adventure Reader: Food Chains?	Day 2Adventure Reader: Food ChainsAdventure Reader: Food Chains
<i>Texas Science Studies Weekly: 1 Grade Student Edition with Online Access</i>	9781649783776SE8	View Link	1	Printable: Studies Weekly Online, Unit 17, "Animals in Texas Adventure Reader" (PDF pg. 1)	This is a white-tailed deer. It eats leaves and grass.	This is a white-tailed deer. It eats leaves and twigs.
<i>Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access</i>	9781649783769TE	View Link	4	Studies Weekly Online, Unit 17, Poster Pal, Activity 9 "Analyze" (PDF pg. 4)	6. Analyze	9. Analyze

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access</i>	9781649783769TE	View Link	19.3	Teacher Edition, Unit 19, Standards Coverage Chart (PDF pg. 3)	1: Learning StrategiesA: Use prior knowledge and experiences to understand meanings in English. (Activity 1)E: 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. (Activities 2, 3)3: SpeakingF: Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. (Activities 2, 3, 5)	1: Learning StrategiesA: Use prior knowledge and experiences to understand meanings in English. (Activity 1, 2)E: 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. (Activities 2, 3)3: SpeakingF: Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. (Activities 2, 5)
<i>Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access</i>	9781649783769TE		3-42	Printable: Studies Weekly Online, Grade 1, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"	TEK: Unit	TEKS: Unit

Publisher: Summit K12 Holdings

Science, Grade 1

Dynamic Science 1st Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science 1st Grade Student/Teacher Resources</i>	9781616180218	View Link	6	1.12B Lesson Guide -- Home Connection	"You have been learning about interactions and dependence between living and nonliving components in terrariums and aquariums?"This should not be a question. Change punctuation to a period.	Thank you for your feedback. We will make this revision to our lesson guide.

Publisher: TPS Publishing

Science, Grade 1

STEAM into Science - Grade 1 Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition</i>	9781788058001	View Link	88-94	Page 92 - Idea block 6	"Explain to the children that innovation in weather forecasting helped us in our daily lives?" needs to have the appropriate ending punctuation.	Thanks
<i>Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition</i>	9781788058001	View Link	Page 92	Idea Box 6	Explain to the children that innovation in weather forecasting helped us in our daily lives?	Explain to the children that innovation in weather forecasting helped us in our daily lives.

Publisher: Accelerate Learning Inc.

Science, Grade 2

STEMscopes Science TX - Grade 2: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	View Link	Page 2 - Evidence: Draw	Click on the following Scope: Environmental Characteristics. 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 click on Answer Key.	the two plants pictured are mislabeled. The one on the left is the cactus and the one on the right is the basil	Correction will be made
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	View Link	Page 1, Number 2.	Click on the following Scope: Physical Changes. 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 Interactive Science Notebook.	grammatical error. looks like a word or two are missing.	Correction will be made

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	View Link	Both Write sections on page 1	Click on the following Scope: Physical Changes. Scroll the top banner to Lesson Plans. Then click in the dropdown for Lesson Plan 9. View the PDF by clicking on the open book icon on the right of the screen. Point click on Student Handout. Look at both the write sections.	"procedure 1" is misspelled	Correction will be made
<i>STEMscopes Science TX - Grade 2 (Online)</i>	9798888266823	View Link	all	Review the Lesson 9, Teacher Facilitation, and also look at the Student Handout and under the open book icon and the Interactive Science Notebook - Student Handout.	there is a typo in the word "procedure" in the first box on page 2	Correction will be made

Publisher: Discovery Education Inc

Science, Grade 2

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Techbook for Texas by Discovery Education: Grade 2</i>	9781616291440			Unit 2 > Unit Resources > Background Knowledge	New content	See updated text in URL_for_Updated_Text

Publisher: Great Minds

Science, Grade 2

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Matter with Spotlight Lessons on Weather Events Science Logbook</i>	9798885885393		34	Imagine	A row is missing for "Leaf" from the SL table.	Add a row below Fabric for "Leaf." Add the associated images and alt text in the second column to match other rows.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Matter with Spotlight Lessons on Weather Events Teacher Edition</i>	9798885885393		69	Lesson 11 Activity Guide B	The word "Claim" is missing.	Add "Claim:" in bold before "A hurricane is most likely to occur in"
<i>Matter with Spotlight Lessons on Weather Events Teacher Edition</i>	9798885885218		112	First sentence of the long paragraph near the middle of page 112.	"Revisit students' understanding of solids and liquids, and review the class descriptions of solids and liquids from the previous lesson set."	"Revisit students' understanding of solids and liquids, and review the class descriptions of solids and liquids from previous lessons."
<i>Matter with Spotlight Lessons on Weather Events Teacher Edition</i>	9798885885218		138	Sample student response, 2nd column table heading	"What do you observe?"	"Properties"
<i>Matter with Spotlight Lessons on Weather Events Teacher Edition</i>	9798885885218		142	Lesson 16 Learn "Observe Honey Bee Nests" time box	"15 minutes"	"10 minutes"
<i>Matter with Spotlight Lessons on Weather Events Teacher Edition</i>	9798885885218		194	Conceptual Checkpoint, last Next Steps box, page 194.	"If students do not explain that cooling caused the beeswax to melt..." should say "freeze" instead of "melt"	"If students do not explain that cooling caused the beeswax to freeze..."
<i>Matter with Spotlight Lessons on Weather Events Teacher Edition</i>	9798885885218		207	Second Spotlight on Knowledge and Skills sidebar on page 207.	Change "37 and 38" to "35 and 36" in the following: "Consider reading aloud pages 37 and 38, which explain how Crayola Crayons are made today."	"Consider reading aloud pages 35 and 36, which explain how Crayola Crayons are made today."
<i>Matter with Spotlight Lessons on Weather Events Teacher Edition</i>	9798885885218		247	Learn	p. 247 and 248 reference "five" materials/categories which should be "six" (4 instances)	Revise each instance of "five" to "six"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Matter with Spotlight Lessons on Weather Events Teacher Edition</i>	9798885885218		397	Overview, Focus Standards, 2.1 standard	"of" should be "or" before "design solutions": "The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, of design solutions using appropriate tools and models."	"The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models."
<i>Matter with Spotlight Lessons on Weather Events Teacher Edition</i>	9798885885218		398	Overview, Focus Standards. 2.10A substandard	"of" should be "or" before "a river": "...investigate and describe how wind and water move soil and rock particles across the Earth's surface such as wind blowing sand into dunes on a beach of a river carrying rocks as it flows"	"...investigate and describe how wind and water move soil and rock particles across the Earth's surface such as wind blowing sand into dunes on a beach or a river carrying rocks as it flows"
<i>Matter with Spotlight Lessons on Weather Events Teacher Edition</i>	9798885885218		514	Teacher Preparation section of the Materials Table, page 514.	After "Cue flash flood video." insert "Prepare to distribute a copy of the End-of-Spotlight Assessment to each student."	"Cue flash flood video. Prepare to distribute a copy of the End-of-Spotlight Assessment to each student."
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		14	Second paragraph of Building Content Knowledge	"back or forth" should be "back and forth" in: "Next, they observe sets of instruments in the classroom and determine that instruments make sound when their parts vibrate, or move back or forth very fast (2.8A)."	"Next, they observe sets of instruments in the classroom and determine that instruments make sound when their parts vibrate, or move back and forth very fast (2.8A)."
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		15	1st question in Why section	"The module ... is conceptually challenging for Level 1 students."	"The module ... is conceptually challenging for Level 2 students."
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		16	First sentence in Advance Materials Preparation	"One activity in this module requires advance preparation."	"Several activities in this module require advance preparation."
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		17	Second paragraph of Safety Considerations	Remove "blowing and" from: "The hands-on, minds-on activities of this module involve working outside, blowing and speaking into objects, and using and creating devices and instruments capable of producing loud sounds."	"The hands-on, minds-on activities of this module involve working outside, speaking into objects, and using and creating devices and instruments capable of producing loud sounds."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		33	Last sentence before Learn section	Replace graphs with other resources in the following: "Tell students that in this lesson, they will use maps and graphs to gather information about Cateuraand the landfill."	"Tell students that in this lesson, they will use maps and other resources to gather information about Cateura and the landfill."
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		40	Paragraph before the last Teacher Question	"their" should be "the" in the following: "Review that by using these recycled instruments, the people of Cateura found a way to help limit the amount of trash in their landfill and make music at the same time."	"Review that by using these recycled instruments, the people of Cateura found a way to help limit the amount of trash in the landfill and make music at the same time."
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		64	Description above the Claims chart	"Sample class chart:"	"Sample class claims chart:"
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		71	Paragraph above the Claims chart	"claim chart" should be "claims chart" in the following: "Reveal that the evidence supports the third claim, and then circle the claim on the class claim chart."	"Reveal that the evidence supports the third claim, and then circle the claim on the class claims chart."
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		71	Description above the Claims chart	"Sample class chart:"	"Sample class claims chart:"
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		74	Description above the Causes of Sound chart	"Sample class chart:"	"Sample class causes of sound chart:"
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		84	Description above the Causes of Sound chart	"Sample class chart:"	"Sample class causes of sound chart:"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		91	Description above the Causes of Sound chart	"Sample class chart:"	"Sample class causes of sound chart:"
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		98	Fourth row from last of Teacher Materials table	"Recycled drum card in Lesson 2 Resource A"	"Recycled drum card in Lesson 2 Resource C"
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		117	First paragraph of Land section, Phenomenon question	"How can we make objects sound like instruments?"	"How can we make common objects sound like instruments?"
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		118	Paragraph after teacher questions that begins "Suggest that students look more closely . . ."	"Display the recycled drum card (Lesson 2 Resource A)."	"Display the recycled drum card (Lesson 2 Resource C)."
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		255	Second sentence of last paragraph	Nicolás is missing the accent over the a.	Add the accent over the a in Nicolás.
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		270	First paragraph on page	"Then have members of the sending group count the number of listeners who posed correctly and record results in the Create section of their Science Logbook (Lesson 21 Activity Guide B) by circling the number of listeners who received the message."	"Then have members of the sending group count the number of listeners who posed correctly and record results in the Create section of their Science Logbook (Lesson 21 Activity Guide B)."
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		285	Teacher Preparation table in Materials section	Add row in Teacher Preparation table.	[Insert new row] Prepare to distribute a copy of End-of-Module Assessment Part A to each student. [Lesson] 27

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		285	Teacher Preparation table in Materials section	Add row in Teacher Preparation table.	[Insert new row] Prepare to distribute a copy of End-of-Module Assessment Part B to each student. [Lesson] 28
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		303	Differentiation sidebar box that begins with "To help English learners and other students who may need support to connect how one event can make another event happen . . ."	Remove "this" before the first write-on line in "When I do this ____ it causes ____ to happen."	"When I do ____ it causes ____ to happen."
<i>Sound with Spotlight Lessons on Objects in the Sky Teacher Edition</i>	9798885885225		546	Side-Facing Viewpoint Marker	Turtle should be facing left, not right.	Image will be flipped 180 degrees
<i>Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition</i>	9798885885232		44	Teacher Note on page 44	"...the Kindergarten Life Module, students learn that a shadow forms when an object blocks light from reaching a surface."	"the Kindergarten Light Module, students learn that a shadow forms when an object blocks light from reaching a surface."
<i>Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition</i>	9798885885232		96	First sample student response of the first Teacher Question.	Delete "reach": "The chenille stem and the bee both went into the flower to get reach the nectar."	"The chenille stem and the bee both went into the flower to get the nectar."
<i>Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition</i>	9798885885232		218	Spotlight on Knowledge and Skills margin note	"Consider pointing out examples of food chains throughout the text such as the western scrub jay and the acorn (pages 11 and 12), or the hawk, mouse, and wheat (page 17) (2.12B)."	"Consider pointing out examples of food chains throughout the text such as the western scrub jay and the acorn (pages 13 and 14), or the hawk, mouse, and wheat (page 19) (2.12B)."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition</i>	9798885885232		219	Lesson 23, Learn, full paragraph in middle of page, fourth sentence	"Then display the illustrations on pages 4 and 5."	"Then display the illustrations on pages 5 and 6."
<i>Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition</i>	9798885885232		226	Materials: Teacher Preparation	"Prepare to distribute copies of Lesson 23 Resources A and B to each student."	"Prepare to distribute copies of Lesson 24 Resources A and B to each student."
<i>Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition</i>	9798885885232		269	Learn section, last two sentences of the third paragraph.	Sentences should say "table" instead of "cards": "Then direct students to circle two claims that the evidence in the cards supports. Instruct students to choose one of their circled claims and write the evidence from the cards they think supports that claim."	"Then direct students to circle two claims that the evidence in the table supports. Instruct students to choose one of their circled claims and write the evidence from the table they think supports that claim."
<i>Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition</i>	9798885885232		287	End-of-Module Assessment Rubric, Item 2b	"The student uses details from the information cards to explain (2.3A) . . ."	"The student uses details from the table to explain (2.3A) . . ."
<i>Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition</i>	9798885885232		289	End-of-Module Assessment, Scientific and Engineering Practices column, Item 4b, page 289.	Bolding is incorrect	In 2.3A, unbold "data" and bold "models".

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition</i>	9798885885232		435	Overview, Advance Materials Preparation, first sentence	"Activities in these lessons require advance preparation."	"An activity in these lessons requires advance preparation."

Publisher: Houghton Mifflin Harcourt

Science, Grade 2

HMH Into Science Texas Hybrid Classroom Package Grade 2: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 2</i>	9780358861652	View Link	p.267	Under image	N/A	"What do you wonder about how to measure weather?"
<i>HMH Into Science Texas Teacher Guide Grade 2</i>	9780358841555	View Link	p.292	Content Objective	"Make a model of a food chain and describe the path energy takes in the food chain."	"Create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things. TEKS 2.12.B"
<i>HMH Into Science Texas Student Edition Print Consumable Grade 2</i>	9780358861652	View Link	p.422	Exit Ticket, bottom of page, first column, last row	"Roots and Seeds"	"Fruits and Seeds"
<i>HMH Into Science Texas Student Edition Print Consumable Grade 2</i>	9780358861652	View Link	p.480	Chart at the top of the page, label	"A Model Butterfly Life Cycle"	"A Model Frog Life Cycle"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 2</i>	9780358861652	View Link	p.480	Chart at the top of the page, label	"Information about a Butterfly"	"Information about a Frog"

Publisher: McGraw Hill

Science, Grade 2

McGraw Hill Texas Science, Grade 2: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science, Grade 2 Teacher Edition</i>	9781265515850	View Link	12	Identify a Problem, the first step on infographic, page 12	When you click the word "Develop" on the Infographic a separate teal colored pop-up opens up on the right side, signifying there is something to look at but the student can not move the cursor to see what popped out.	<p>Thank you for your feedback and thorough review of Grade 2 Texas Science. We agree there is a technical glitch in the digital infographic.</p> <p>We have made a revision to this digital asset. Please rereview the infographic with the new link provided.</p> <p>https://my.mheducation.com/secure/reviewer/31fc6a0b-09dd-4bc4-8088-d3c323f184c6/dd941d75-cb4d-4cfb-8c36-cd55cec42c76/6ca74655-c86a-4a8a-958f-f79f35fafd00/epub?cfi=epubcfi(%2F6%2F28%5Bdata-uuid-7d7dbf9bca214c2abb47cbd0e3f2d649%5D!%2F4%2F14%5Bdata-uuid-bdf008f83f944c6687630ade86675fa4%5D%2F1%2C%3A0%2C%3A8)&epubid=sn_11f8e</p>
<i>McGraw Hill Texas Science, Grade 2, Student Edition</i>	9781265557720		4	STEM Connection, Meet a Biochemist: Marie Maynard Daly, 4th sentence	Delete Biochemists are scientists who study the properties of matter.	N/A
<i>McGraw Hill Texas Science, Grade 2, Student Edition</i>	9781265557720		11	Above Write About It!	N/A	[Talk About It] What kind of scientist might use safety equipment like a hot plate?
<i>McGraw Hill Texas Science, Grade 2, Student Edition</i>	9781265557720		32	Write About It!	Analyze the pictograph. Which material do most people want? Why do you think so? Describe the physical properties of the building material in your explanation.	Analyze the pictograph. Which material did most people prefer? Ask students in your class which material they would use. Add the data to the pictograph. Write a letter to Dash Construction explaining which materials to use. Use data from the pictograph in your explanation.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science, Grade 2, Student Edition</i>	9781265557720		77	First paragraph	He invented both the microphone and the first telephone. Both are still used for communication today.	Bell worked with other scientists. They invented both the microphone and the first telephone.
<i>McGraw Hill Texas Science, Grade 2, Student Edition</i>	9781265557720		109	Airplane label/caption	Only one thing changes!	Sometimes things change shape when they collide.
<i>McGraw Hill Texas Science, Grade 2, Student Edition</i>	9781265557720		210	Apply it, under first paragraph	Word Web Graphic organizer	Replaced with a graphic organizer with a large oval at the top with the text "satellites" inside it and four ovals underneath.
<i>McGraw Hill Texas Science, Grade 2, Teacher Edition</i>	9781265515850		50	GET READY, grey bar	760L	500L
<i>McGraw Hill Texas Science, Grade 2, Teacher Edition</i>	9781265515850		65	KEY Moment, item 2A	Students may think that brick is best for making a pillow since it is a solid.	Students may think that brick is best for making a pillow since it is a solid.
<i>McGraw Hill Texas Science, Grade 2, Teacher Edition</i>	9781265515850		238A	Right column, Conduct an Investigation, Step 7	Sample answer: Some of the plants are getting taller.	Sample answer: Some of the plants are getting taller.

Publisher: Studies Weekly

Science, Grade 2

Texas Science Studies Weekly: Second Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access</i>	9781649783783TE		3-42	Printable: Studies Weekly Online, Grade 2, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"	TEK: Unit	TEKS: Unit

Publisher: Savvas Learning

Science, Grade 2

Texas Experience Science Grade 2 (Print with digital): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Grade 2 Teacher Guide</i>	9781323223338		Experience-At-A-Glance	Teacher Prep Video Box	Teacher Prep Video Remember to watch or listen to theTeacher Prep Video to prepare to teach this experience!	We will delete this box and sentence as it is in the wrong place.
<i>Grade 2 Teacher Guide</i>	9781323223338		8	Topic Planner, Experience 1; Hands-On Station	Hands-On Station How much can you bend it?	Hands-On Station Which objects can bend?
<i>Grade 2 Teacher Guide</i>	9781323223338		12	At-A-Glance; Hands-On Activity	Hands-On Station How much can you bend it?	Hands-On Station Which objects can bend?
<i>Grade 2 Teacher Guide</i>	9781323223338		16	Hands-On Activity	How much can you bend it?	Which objects can bend?
<i>Grade 2 Teacher Guide</i>	9781323223338		19	Revisit Anchoring Phenomenon	Remind students of the Anchoring Phenomenon, How do the properties of this chocolate change as it is made?	Remind students of the Anchoring Phenomenon, How do the properties of this chocolate change?
<i>Grade 2 Teacher Guide</i>	9781323223338		20	At-A-Glance; Literacy Station	Literacy Station How does heat change it?	Literacy Station How can matter change?

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Grade 2 Teacher Guide</i>	9781323223338		27	Revisit Anchoring Phenomenon	Remind students of the Anchoring Phenomenon video, How do the properties of this chocolate change as it is made?	Remind students of the Anchoring Phenomenon video, How do the properties of this chocolate change?
<i>Grade 2 Teacher Guide</i>	9781323223338		35	Evaluate	Exit Ticket Remind students of the Everyday Phenomenon, What shape would you make from these materials? Why? Have students refer to the initial thoughts they used to answer this question. Say Record all the ways you can think of that you could use the clay and the toothpicks to make shapes. Have students discuss the prompt in pairs. <Revisit the Anchoring Phenomenon icon>Remind students of the Anchoring Phenomenon video, How do the properties of chocolate change as it is made?	Exit Ticket Remind students of the Everyday Phenomenon, What is the same in these two structures? Why? Have students refer to the initial thoughts they used to answer this question. Say Record all the ways you can think of that you could use the clay and the toothpicks to make shapes. Have students discuss the prompt in pairs. <Revisit the Anchoring Phenomenon icon>Remind students of the Anchoring Phenomenon video, How do the properties of chocolate change?
<i>Grade 2 Teacher Guide</i>	9781323223338		35	Evaluate	Exit Ticket COMBINING MATTERRemind students of the Everyday Phenomenon, What shape would you make from these materials? Why? Have students refer to the initial thoughts they used to answer this question. Say Record all the ways you can think of that you could use the clay and the toothpicks to make shapes. Have students discuss the prompt in pairs.REVISIT ANCHORING PHENOMENON Remind students of the Anchoring Phenomenon video, How do the properties of chocolate change as it is made? Ask How could the chocolate candy be used to make a new object with a different purpose? Sample answer: The chocolate hearts could be attached	Exit Ticket COMBINING MATTERRemind students of the Everyday Phenomenon, What is the same in these two structures? Have students refer to the initial thoughts they used to answer this question. Say Record all the ways you can think of that you could use the clay and the toothpicks to make shapes. Have students discuss the prompt in pairs.REVISIT ANCHORING PHENOMENON Remind students of the Anchoring Phenomenon video, How do the properties of chocolate change? Ask How could the chocolate candy be used to make a new object with a different purpose? Sample answer: The chocolate hearts could be attached
<i>Grade 2 Digital Components</i>	9781428553781		34-35	Error reported in Grade 1. This is a shared component. All Subsequent slides have been renumbered.	(slide notes) Sample answer: A plain and a bird. Both fly.	(slide notes) Sample answer: A plane and a bird. Both fly.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Grade 2 Digital Components	9781428553781		37	Error reported in Grade 1. This is a shared component. All Subsequent slides have been renumbered.	<p>(Slide) Stability and Change Water is one factor that causes Earth’s surface to change. It took millions of years for water to form this canyon. A heavy rain caused this land to change quickly. (Image of Canyon)(Image of flooded field)</p> <p>(Slide Notes) Stability and Change</p> <p>Teacher Support Draw students’ attention to the two pictures. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class. Ask Which picture shows a fast change? Sample answer: The picture on the right shows a change that happens quickly. Ask What happened in the photo on the right to cause a fast change? Sample answer: Heavy rains caused a large amount of soil to move quickly and carve out the opening.</p> <p>Discussion Explain that stability means that a system stays the same. Have students compare the photos on the left and right. The canyon stays the same from day to day. So, it is a stable system. The photo on the right shows that lot of soil moved very quickly following a heavy rain. The photo on the right shows a system that changed quickly and is not stable.</p> <p>Vocabulary Support If students need vocabulary support for the words stability or change, show students photos of stable systems and rapidly changing systems. Have students write stability or change on the pictures.</p> <p>Student Writing Have students work together to complete the Themes and Concepts Activity to support sense-making.</p> <p>Address Misconceptions Students may believe that if they cannot see the change in a system, the system is not changing. Explain that change is always happening. For example, water in the picture of the canyon on the left is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year. When scientists talk about stability, they mean that the changes are so small or so slow that we cannot easily observe them.</p>	<p>(Slide) Stability and Change Objects, organisms, and systems can change or stay the same. What is changing in this picture? (image) ELS25_PPT02_TX_T02L01_A001_KitchenObjects-01.jpg</p> <p>(Slide Note) Stability and Change</p> <p>Teacher Support Draw students’ attention to the picture. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class.</p> <p>Discussion Explain that stability means that a system stays the same. Ask What is changing in the picture? How do you know? Sample answer: The egg. The egg is rolling off the counter and breaks on the floor. Ask What is stable—or is staying the same in the picture? How do you know? Sample answer: The books, canisters, frying pan, and towel are stable. They are not changing. The cabinet system and oven system is stable. They are not changing.</p> <p>Vocabulary Support If students need vocabulary support for the words stability or change, show students photos of stable systems and organisms, and organisms changing (an insect undergoing metamorphosis) and rapidly changing systems (landslides). Have students write stability or change on the pictures.</p> <p>Student Writing Have students work together to complete the Themes and Concepts Activity to support sense-making.</p> <p>Address Misconceptions Students may believe that if they cannot see the change in a system, the system is not changing. Explain that change may still be occurring, even when you cannot see it. For example, show an image of a canyon with a river going through it. Explain that water is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year.</p>

Publisher: Summit K12 Holdings

Science, Grade 2

Dynamic Science 2nd Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science 2nd Grade Student/Teacher Resources</i>	9781616180232	View Link	5	2.8C Lesson Guide -- Apply/Extend #2	... tape, markers, or crayons) problems cana device like this solve? Missing word "what" after) and before "problems"	Thank you for your feedback. We will make the correction.

Publisher: Accelerate Learning Inc.

Science, Grade 3

STEMscopes Science TX - Grade 3: ELPS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STEMscopes Science TX - Grade 3 (Online)</i>	9798888266847	View Link	Scroll to English Language Support Strategies ELPS (English Language Proficiency Standards): Learning Strategy: Chat Room	Click on the following Scope: States of Matter. Scroll the top banner to Explore. Then click in the dropdown for Explore: States of Matter Stations. 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.	ssign Chat Room to provide students the opportunity to write formally and informally in English. Once students have learned new material, they text about it using the provided template.Should be changed to ASSIGN Chat Room	Typo will be adjusted

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 3

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	View Link	n/a	This citation comes from the lesson "Unsinkable Signal Buoy." The specific language for this breakout begins with "Make a draft argument - Page 2" Diagram	evidence is misspelled on the diagram	We have made this correction
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	View Link	N/A	This citation comes from the lesson "Wood Frogs of Washington County." 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..."	There is a typo on the first word of the first question. WWhat should be corrected to read What	We have made this correction
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	View Link	N/A	Fertile Soil in Raised Gardens (Materials and Preparation, Section: Materials, Paragraph 1, Line 2)	(SKU LH-ISM-XXX-K)	(SKU LH-ISM-233-K)
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	View Link	N/A	Unsinkable Signal Buoy (Learning Hub, Stage 5: Share, Make a draft argument, Section 2: Image)	Old diagram of argument board	Corrected diagram of argument board
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	View Link	Page 52 of the updated Teacher Implementation Guide.	First paragraph under the sub-heading "Embedded performance tasks."	Students have numerous opportunities to make their thinking visible during an ADI investigation. For example, students create models to explain phenomenon, investigation plans to share how they will use RTCs, and SEPs to carry out an investigation and make sense of data, and written arguments to share what they figured out and how they can be sure that their ideas are valid or acceptable depending on the stage of the investigation. The images below show an example of an investigation plan (left) and a written argument (right). Notice how each one provides a window into student thinking at that point in time.	Students have numerous opportunities to make their thinking visible during an ADI investigation or design challenge. For example, students create models to explain phenomenon, investigation plans to share how they will use RTCs, and SEPs to carry out an investigation or test of a design and make sense of data, and written arguments to share what they figured out and how they can be sure that their ideas are valid or acceptable depending on the stage of the investigation or design challenge. The images below show an example of an investigation plan (left) and a written argument (right). Notice how each one provides a window into student thinking at that point in time.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	View Link		Congress Avenue Bats, Task Stage, Activity 2	Old Language for Tip for Teaching:For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.	Updated Tip:We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

Publisher: EduSmart

Science, Grade 3

2024 EduSmart Science Grade 3: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correcti8on
<i>2024 EduSmart Science Grade 3</i>	9781939511157 G3	View Link	3	instructionsGR 3 Exploring Mechanical Energy	word "sure" was left out of the sentence "Be to place" in parenthesis	Word omission has been corrected. https://drive.google.com/file/d/1t-dK4ZXvpuat1W4y3LPB7RNeiMasDOC/view?usp=drive_link
<i>2024 EduSmart Science Grade 3</i>	9781939511157 G3	View Link	1	First sentence	The word thasst needs to be corrected to that.	Correction to typographical error has been made. https://drive.google.com/file/d/1k79UVE7dR3XHfP2MB60nM8ghCOBaNY2/view?usp=drive_link
<i>2024 EduSmart Science Grade 3</i>	9781939511157 G3	View Link	8	paragraph 2 of #2 of Station 2	scups needs to be corrected to cups	Correction to typographical error has been made. https://drive.google.com/file/d/1k79UVE7dR3XHfP2MB60nM8ghCOBaNY2/view?usp=drive_link
<i>2024 EduSmart Science Grade 3</i>	9781939511157 G3	View Link	4	Analysis 3 paragraphs of step 6	page 4 should be page 2 and all numbers need be bolded or not bolded	We cannot change the citation page number, and we apologize for noting the wrong page location. All numbers have been changed to the same font type (not bold). https://drive.google.com/file/d/1N2XzjMDcOBtmHuekPNmezgvDKAE82ASz/view?usp=drive_link
<i>2024 EduSmart Science Grade 3</i>	9781939511157 G3	View Link	1	paragraph 2	Sentence has 2 spelling errors: "This means you cannot complete the lab station is one of these parts is missing."	Both errors have been corrected. https://drive.google.com/file/d/1k79UVE7dR3XHfP2MB60nM8ghCOBaNY2/view?usp=drive_link

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correcti8on
2024 EduSmart Science Grade 3	9781939511157 G3	View Link	video	Click play, then click skip button to skip music intro. Click forward button 10 times, nd then one more time	Food webs are 4th grade TEKS, not 3rd grade TEKS. Video covers both food chains and food webs.	We have edited this resource to remove all mention of food webs. https://review.edusmart.com/authenticated/content/previewResource/631116
2024 EduSmart Science Grade 3	9781939511157 G3	View Link	4	whole page	Page 4 refers to volume, which is a 4th grade SE.	Prompt should have said mass. We have made this correction. https://drive.google.com/file/d/1Y6td6F9P7GGwQemWEGmu6H3GHrahU4rE/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157 G3	View Link	4	question 4	needs to be rephrased:How was the road changed by the event?	These are not questions, they are phrases that need to be in the answer. Changed numbers to bullets and started phrases with lower case letters to make it more clear. https://drive.google.com/file/d/1PMXX8slk1oKsIDtq2Tv5zEBkr5lbb-d/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157 G3	View Link	1	page 4	Questions 1 and 2 need a punctuation mark at the end, ?.	These are not questions, they are phrases that need to be in the answer. Changed numbers to bullets and started phrases with lower case letters to make it more clear. https://drive.google.com/file/d/1McpL1SOPEHi4S-MhF5H82JIUTJ1Ck7IO/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157 G3	View Link	1	Introduction	Sentence currently reads: You will then have to use your talking skills to convince others to reduce. Reuse, and recycle!	This error has been corrected. The new document can be found here. https://drive.google.com/file/d/1GH8LstzZbTYrWwU1ZnYkRDGFr6-FPWw/view?usp=drive_link

Science, Grade 3

2024 EduSmart Science Grade 3: ELPS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
2024 EduSmart Science Grade 3	9781939511157 G3	View Link	pages1-3	Student collaboration for group activity and communicating results	Under "Communicating Results", the word animal needs an s at the end, animals :)	Error has been fixed. https://drive.google.com/file/d/1BAHtN6XifSokeKR-dZxx5u59cFqSbGdT/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157 G3	View Link	pg. 1	Question Prompts	Question 3-chinks should be chunks	Error has been fixed. https://drive.google.com/file/d/16ualuNwmnz8auroOPQG_ndWX7EAPXExJ/view?usp=drive_link

Publisher: Great Minds

Science, Grade 3

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		12	Module Overview, Focus Standards, Texas Essential Knowledge and Skills for Science, 3.4A	The words "scientific discoveries and" should be italicized in 3.4A.	Apply italics to "scientific discoveries and" in 3.4A.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		13	Module Overview, Focus Standards, Texas Essential Knowledge and Skills for Science, 3.5A	The words "identify and" should not be italicized.	Remove italics from "identify and" at the beginning of 3.5A.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		14	Module Overview, Focus Standards, English Language Proficiency Standards, 4D	The "and" before "pretaught" should be italicized in 4D.	Italicize the "and" before "pretaught" in 4D.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		15	Module Overview, Building Content Knowledge, paragraph that begins "In Concept 3", second sentence	Replace "a wave rock" with "Wave Rock": "Students observe and compare Earth events, such as earthquakes, volcanic eruption, tornado, flood, and formation of a wave rock (3.10B, 3.10C), that change land to develop initial ideas about the time spans over which the events occur."	"Students observe and compare Earth events, such as earthquakes, volcanic eruption, tornado, flood, and formation of Wave Rock (3.10B, 3.10C), that change land to develop initial ideas about the time spans over which the events occur."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		24	Launch, inline Check for Understanding box, 3.1A	The word "engineering" should be removed from the 3.1A standard.	"Ask questions and define problems based on observations or information from text, phenomena, models, or investigations."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		32	Learn: Explore Island Formation, second to last paragraph on page 32, first sentence	Remove "back" from the sentence: "Highlight student responses that mention the liquid rock turning back into a solid."	"Highlight student responses that mention the liquid rock turning into a solid."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Science Logbook</i>	9798885885423		51	Lesson 18 Activity Guide B, second checklist, second item	Replace "group's presentation" with "groups' presentations": Revised sentence: "I listened actively to the other group's presentation."	"I listened actively to the other groups' presentations."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Science Logbook</i>	9798885885423		51	Lesson 18 Activity Guide B, second checklist, third item	Replace " the other group" with "other groups": "I asked the other group questions about their design."	"I asked other groups questions about their design."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		122	Lessons 10-12 Overview, Materials, Teacher Materials table, fifth line	Add "10," before "11" in the Lesson(s) column for "Wind Investigation Data Table (Lesson 10 Resource C)"	"10, 11"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		147	Lesson 13 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices table, 3.1B	remove bold	Remove bold from "and conduct" in 3.1B.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		154	Lesson 13, Learn: Conceptual Checkpoint, inline Conceptual Checkpoint box, TEKS Assessed, 3.5G	add bold	Apply bold to "in objects" and to "and systems." in 3.5G.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		161	Lessons 14-18 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices table, 3.1C, Lesson(s) column	Add "14", "15", and "18" to the Lesson(s) column for 3.1C. Current text: "16, 17"	"14, 15, 16, 17, 18"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		204	Learn: Create and Test a Shoreline Protection System, inline Check for Understanding box, TEKS Assessed, 3.1B	Apply bold to "plan and" in 3.1B.	Apply bold to "plan and" in 3.1B.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		204	Learn: Create and Test a Shoreline Protection System, inline Check for Understanding box, TEKS Assessed, 3.10C	Apply bold to "rapid" in 3.10C.	Apply bold to "rapid" in 3.10C.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		230	Learn: Read About Time Spans of Earth Events, last Teacher Question	Replace "an hour and a day" with "a day and a year": "How would you describe the difference between an hour and a day?"	"How would you describe the difference between a day and a year?"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		232	Land, first set of sample student responses, second sample student reponse	"The Mount St. Helens eruption happened more slowly than the Loma Prieta Earthquake. The eruption lasted nine hours while the earthquake lasted less than 15 seconds."	"The Mount St. Helens eruption happened more slowly than the Moore Tornado. The eruption lasted nine hours while the tornado lasted less than 40 minutes."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		236	Materials Table, Teacher Preparation, second row	"6.43" should be "5 cm": "Prepare materials for the time span model by cutting string to create 1 cm, 10 cm, and 6.43 m pieces."	"Prepare materials for the time span model by cutting string to create 1 cm, 10 cm, and 5 m pieces."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		239	Learn: Compare Time Spans of Events, paragraph 5, first sentence	"...place one end of the 6.43 m string at year zero..."	"...place one end of the 5 m string at year zero..."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		249	Lesson 22 Overview, Standards Addressed, English Language Proficiency Standards, 4F	Apply bold to "needed" in 4F	Apply bold to "needed" in 4F
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		249	Lesson 22 Overview, Materials, Teacher Materials table	Teachers need Surtsey Photographs by Year (Lesson 1 Resource B) in Lesson 22.	Insert a row at the end of the table that reads; "Surtsey Photographs by Year (Lesson 1 Resource B) [Lesson(s)] 22"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		255	Learn: Debrief Conceptual Checkpoint, first Teacher Question, second sample student response	Replace "people" with "lifetimes": "One person can't observe a slow event in their lifetime, so I looked at the number of people it takes to observe the events."	"One person can't observe a slow event in their lifetime, so I looked at the number of lifetimes it takes to observe the events."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		261	Lessons 23-25 Overview, Prepare, third sentence	"In Lesson 24, they briefly revisit the driving question board to reflect on their progress and then individually complete the End-of-Module Assessment."	"Then students briefly revisit the driving question board to reflect on their progress. In Lesson 24, students individually complete the End-of-Module Assessment."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		263	Lessons 23-25 Overview, Standards Addressed, English Language Proficiency Standards, 3F	Apply bold to "and social" in 3F.	Apply bold to "and social" in 3F.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		285	End-of-Module Assessment Sample Responses, item 1a table, "Before Flood" column, first sample student response	Remove "and rocks" from "The land by the river is made up of soil and rocks."	"The land by the river is made up of soil."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		292	End-of-Module Assessment Rubric, Item 2c, Column 5 Evidence Statement	Change "(3.6D)" to "(3.11A)"	"(3.11A)"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		301	Safety Quiz, second page, item 5	"not" should be bold typeface	Change "not" to bold typeface.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		337	Lesson 8 Resource B, Preparation, step 2	Delete "one end of" from Step 2 of the Preparation section.	Delete "one end of" from Step 2 of the Preparation section. Revised text should read: "Pour the mixture into the plastic bin."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		359	Lesson 13 Resource B, Conceptual Checkpoint, third page, second photo	Replace with the correct photograph for rain gullies (2004).	Replace with the correct photograph for rain gullies (2004).
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		365	Lesson 14 Resource A, Engineering Challenge Alignment Map, Recurring Themes and Concepts column, Imagine row, 3.5G	In 3.5G in the Imagine row, apply bold to "in" and "systems."	In 3.5G in the Imagine row, apply bold to "in" and "systems."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		365	Lesson 14 Resource A, Engineering Challenge Alignment Map, Scientific and Engineering Practices column, first Ask row	3.1C needs to be added to the first Ask row.	Add 3.1C and its text to the first Ask row after 3.1A. Apply bold to all words except "and field"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		415	Appendix A, Storyline, Lesson 7, Know section, first sentence	"We complete the Conceptual Checkpoint independently by observing the three pictures of Surtsey from the diagram and labeling them with words from word banks our teacher provided."	"We complete the Conceptual Checkpoint independently by observing the three pictures of Surtsey from the diagram and reading a claim about the land on Surtsey."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		420	Appendix A, Storyline, Lessons 10-12, Reveal section, first paragraph, third sentence	Remove "and drawing the land": We record our observations by writing and drawing the land in our Science Logbook and by tracing the land's changing shape on the side of the bin."	"We record our observations by writing in our Science Logbook and by tracing the land's changing shape on the side of the bin."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		422	Appendix A, Storyline, Lesson 13, "Know" section, first and second paragraphs	Storyline updated to reflect guidance provided in the Teacher Edition for administering the Lesson 13 Conceptual Checkpoint.	Summary of new content: Storyline updated to reflect guidance provided in the Teacher Edition for administering the Lesson 13 Conceptual Checkpoint.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		425	Appendix A, Storyline, Lessons 14-18 (Engineering Challenge), Reveal section, first sentence	Remove "move to the Imagine stage and": "Next, we move to the Imagine stage and work with a partner to examine cards with labeled pictures of shoreline protection systems on them."	"Next, we work with a partner to examine cards with labeled pictures of shoreline protection systems on them."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		425	Appendix A, Storyline, Lessons 14-18 (Engineering Challenge), Reveal section, second paragraph, first sentence	Add "In the Imagine stage," to the beginning of the sentence: "Our teacher divides the class into engineering groups and distributes the Engineering Challenge materials."	"In the Imagine stage, our teacher divides the class into engineering groups and distributes the Engineering Challenge materials."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		430	Appendix A, Storyline, Lesson 22, Knowledge Statement	Replace Lesson 22 Knowledge Statement: "Events shape land over short and long time spans."	"Earth events change land over short and long time spans."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		430	Appendix A, Storyline, Lesson 22, Know section, first paragraph, fourth sentence	"We circle the parts of the claim we agree with, and then we use a sentence frame to explain how the evidence supports the claim we picked."	"Then we use a sentence frame to explain how the evidence supports the claim we picked."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		443	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.1B	All of 3.1B should be italicized.	Italicize the words in 3.1B.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		443	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.3A	All of 3.3A should be italicized.	Italicize the words in 3.3A.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		443	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.3B	All of 3.3B should be italicized.	Italicize the words in 3.3B.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		443	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.3C	All of 3.3C should be italicized.	Italicize the words in 3.3C.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		443	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.1E	All of 3.1E should be italicized.	Italicize the words in 3.1E.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		444	Spotlight Overview: Focus Standards, Texas Essential Knowledge and Skills, 3.6A	Italicize all the words in 3.6A and remove bolding.	Italicize all the words in 3.6A and remove bolding.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		444	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.6C	Incorrect italics and bolding in 3.6C.	In 3.6C, apply italics and remove bolding from: "in a variety of substances such as ice becoming liquid water" and "liquid water being heated to the point of becoming water vapor (gas)."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		444	Spotlight Overview, Focus Standards, Texas Essential Knowledge and Skills, 3.6B	Incorrect italics and bolding in 3.6B.	Italicize all the words in 3.6B and remove bolding. Remove bold from the "and" between 3.6B and 3.6C.
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		454	Learn: Sort Examples of Conservation, English Language Development sidebar box, second sentence	"reducer"	"reducir"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		457	Learn: Identify and Compare Conservation Methods, English Language Development inline box, second sentence	"conserver"	"conservar"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		465	Learn: Explore Additional Properties, inline Check for Understanding box, TEKS Assessed, 3.6A	add "in water" in bold at the end of 3.6A.	"Measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		478	Learn: Investigate Melting, Spotlight on Knowledge and Skills sidebar box that corresponds with the inline icon after "sample student responses", last two sentences	Standards tags updated. Add "(3.6B)" to the end of the sentence that begins "In Lesson 4" and replace "3.6B" with "3.6C" at the end of the sentence that begins "In Lesson 5"	"In Lesson 4, students use a model to determine that air is made up of gases (3.6B). In Lesson 5, students determine that water vapor is a type of gas produced during the processes of evaporation and boiling (3.6C)."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		479	Learn: Investigate Melting, first English Language Development sidebar box, first two sentences	Remove "mass," and "masa (mass),"	"Students will encounter the terms solid, liquid, and volume throughout these lessons. Providing the Spanish cognates sólido (solid), líquido (liquid), and volumen (volume) may be helpful."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		479	Learn: Investigate Melting, English Language Development inline box	Remove: "Students may recall the definition of matter from Level 2 as anything that has mass and takes up space. Explain to students that the new definition uses the term volume instead of takes up space (1A)."	Replace last two sentences with: "Explain to students that this new definition builds on their previous knowledge and includes the properties of mass and volume (1A)."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		497	Learn: Change a Liquid to a Solid, sample student responses before the inline Check for Understanding box, first bulleted response, second sentence	Remove "of water vapor"	Revised sentence: "When the water was boiling, we saw steam and bubbles everywhere in the liquid."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		498	Learn: Change a Liquid to a Solid, paragraph under the inline Check for Understanding box	Remove: "Then draw students' attention to the headings in the chart. Guide students to replace Types of Matter with States of Matter for both the chart heading and the chart title."	Replace with: "Then draw students' attention to the chart headings and title. Replace Types [italics] with States [italics] where appropriate."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		499	Land, first sidebar Extension box, second sentence	Replace "recycling class" with "states of matter": "Encourage students to relate each of the steps in the recycling class chart to a portion of the video."	"Encourage students to relate each of the steps in the states of matter chart to a portion of the video."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		502	Lessons 6-10 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Content Standards, 3.6B	In 3.6B, the "and" before "demonstrate" should be in bold.	Apply bold to the "and" before "demonstrate"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		502	Lessons 6-10 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Content Standards, 3.6C	In 3.6C, "and record" should be in bold.	Apply bold to "and record"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		502	Lessons 6-10 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Content Standards, 3.11B	In 3.11B, add "the" in bold before "conservation"	Revision: "Explain why the conservation of natural resources is important."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		502	Lessons 6-10 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices, 3.1C	For 3.1C, "Demonstrate safe practices and the use of safety equipment during classroom" should be in bold.	Apply bold to "Demonstrate safe practices and the use of safety equipment during classroom"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		502	Lessons 6-10 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices, 3.1C, Lesson(s) column	3.1C should be tagged in Lessons 7 through 10.	Revise the Lesson(s) column for 3.1C to read "7, 8, 9, 10"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		509	Learn: Explain the Importance of Conservation, inline Check for Understanding box, TEKS Assessed, 3.11B	In 3.11B, add "the" in bold before "conservation": "Explain why conservation of natural resources is important."	"Explain why the conservation of natural resources is important."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		530	Learn: Research Crayon Melting, inline Check for Understanding box, TEKS Assessed, 3.6B	In 3.6B, the "and" before "demonstrate" should be in bold.	Apply bold to the "and" before "demonstrate"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		536	Learn: Prepare to Share a Design Solution, inline Check for Understanding box, TEKS Assessed, 3.6B	In 3.6B, the "and" before "demonstrate" should be in bold and "and gases" before "take the shape" should not be in bold.	Apply bold to the "and" before "demonstrate" and remove bold from "and gases" before "take the shape"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		537	Learn: Share a Design Solution, inline Check for Understanding box, TEKS Assessed, 3.11C	In 3.11C, "reducing," should not be in bold.	Remove bold from "reducing,"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		554	Lesson 7 Resource A, Engineering Challenge Rubric, Create row, Meets Expectations column	The second "(3.1D)" tag in the second sentence should be "(3.1E)"	"The student measures the time (3.1E) it takes to separate crayons from classroom objects by using physical properties (3.6A)."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		556	Lesson 7 Resource A, Engineering Challenge Alignment Map, first Imagine row in the map, Scientific and Engineering Practices column, 3.1E	In 3.1E, "and measurements" should not be in bold in the first Imagine bullet in this column.	Remove bold from "and measurements"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		558	Lesson 7 Resource A, Engineering Challenge Alignment Map, second Imagine row in the map, Scientific and Engineering Practices column, 3.1E	In 3.1E, "and measurements" should not be in bold in the second Imagine bullet in this column.	Remove bold from "and measurements"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		558	Lesson 7 Resource A, Engineering Challenge Alignment Map, second Imagine row in the map, Content Standards column, 3.6B	In 3.6B, the "and" before "demonstrate" should be in bold.	Apply bold to the "and" before "demonstrate"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		559	Lesson 7 Resource A, Engineering Challenge Alignment Map, Share row, Scientific and Engineering Practices column, 3.1C	Missing words; add "and the use of safety equipment" in bold to 3.1C after "safe practices"	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		559	Lesson 7 Resource A, Engineering Challenge Alignment Map, Share row, Content Standards column, 3.11B	Missing word; in 3.11B, add "the" in bold before "conservation"	"Explain why the conservation of natural resources is important."
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		559	Lesson 7 Resource A, Engineering Challenge Alignment Map, Share row, Content Standards column, 3.6C	In 3.6C, "Predict," should not be in bold.	Remove bold from "Predict,"
<i>Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition</i>	9798885885249		559	Lesson 7 Resource A, Engineering Challenge Alignment Map, Share row, Content Standards column, 3.6B	In 3.6B, the "and" before "demonstrate" should be in bold.	Apply bold to the "and" before "demonstrate"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Survival and Change Teacher Edition</i>	9798885885256		79	Lessons 6-8 Overview, Materials, Teacher Preparation table, second row	Incorrect URL link for the wind vane video.	Replace the link with http://phdsci.link/2427
<i>Survival and Change Teacher Edition</i>	9798885885256		130	Learn, Conceptual Checkpoint, Teacher question: "Do the graphs support this claim?"	Insert a body paragraph above the teacher question "Do the graphs support this claim?" as follows:	"Read aloud the claim."
<i>Survival and Change Teacher Edition</i>	9798885885256		154	Learn, Develop a Food Chain, paragraph that begins "Summarize that the white-footed mouse . . ."	Move paragraph "Summarize that the white-footed mouse . . . or the Texas Plains coyote." to next page after the inline Check for Understanding box.	Move paragraph "Summarize that the white-footed mouse . . . or the Texas Plains coyote." to next page after the inline Check for Understanding box.
<i>Survival and Change Teacher Edition</i>	9798885885256		195	Learn: Make a Claim, Second sentence of first paragraph	"Students should state their claim and provide evidence gathered from the texts or modeling activities from the previous lesson."	"Students should state their claim and provide evidence gathered from the texts."
<i>Survival and Change Teacher Edition</i>	9798885885256		264	Launch, first paragraph after first sample student responses	"Allow students enough time to generate a list, and ask student pairs to sort their ideas by circling similar ideas with the same colored pencil or crayon. Tell students to use a different-colored pencil or crayon for each category."	"Allow students enough time to generate a list, and ask student pairs to sort their ideas into different categories by using circles, rectangles, and underlines, or by circling similar ideas with the same colored pencil or crayon. Clarify that students should use a different notation or color for each category."
<i>Survival and Change Teacher Edition</i>	9798885885256		264	Launch, first sample student response after the teacher question "How did you sort your ideas?"	"We circled changes caused by severe weather in purple, seasonal changes in green, and changes caused by humans in blue."	"We circled changes caused by severe weather, drew a square around seasonal changes, and underlined changes caused by humans."
<i>Survival and Change Teacher Edition</i>	9798885885256		264	Launch, second sample student responses	Color and shape changes made to sample student responses.	Replaced purple circles with black circles around: "A fire could burn all the grass and trees.", "A flood could overflow the river.", "The grass could turn brown if it didn't rain.", and "A tornado could destroy the land."; Replaced green circles with black rectangles around "The leaves on the trees..." and "Cold weather could freeze the river..."; Replaced blue circles with underlines on: "People could build houses.", "A store could be built.", and "An amusement park could be built."
<i>Survival and Change Teacher Edition</i>	9798885885256		299	Learn, Ask About an Engineering Problem, sample introduction text before the inline Check for Understanding box	"Sample class problem:"	"Sample student response:"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition</i>	9798885885263		98	Learn: Plan an Investigation, English Language Development sidebar box, second sentence	Typo; missing space between "may" and "be"	"Providing the Spanish cognate variable may be helpful."
<i>Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition</i>	9798885885263		260	Learn: Conceptual Checkpoint, first bullet	"Observe the model of the forces in the paper clip and magnet system."	"Observe the model of the paper clip and magnet system."
<i>Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition</i>	9798885885263		395	First sentence on page	"Observe the model of the forces in the paper clip and magnet system."	"Observe the model of the paper clip and magnet system."
<i>Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition</i>	9798885885263		487	Learn: Define Thermal Energy, sentence before the Check for Understanding inline box.	"peoples" should be "people's" in the following sentence: "Confirm that thermal energy from different sources is warming the water and peoples' hands, as well as drying the clothes."	"Confirm that thermal energy from different sources is warming the water and people's hands, as well as drying the clothes."
<i>Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition</i>	9798885885263		520	Lessons 5-7 Overview, Materials, Teacher Preparation table, third row	add "to" between "pump" and "inflate"	"Use a balloon pump to inflate a balloon."

Publisher: Houghton Mifflin Harcourt

Science, Grade 3

HMH Into Science Texas Hybrid Classroom Package Grade 3: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 21	Column 1, Step 2, Paragraph 2 and Step 3	"If students need help finding the number on the beaker at the top of the water, have them find the water's surface. Then have them use their eyes and finger to point to where on the beaker the water line is. Next, have them find the number closest to this mark. This is the number they should use. Step 3 Students may be unsure of how to find the measurement that goes in the third column. Walk them through the steps. Start with the original number they collected for the water line. Have them write that number down. Guide students to find the next number. This number is the one that lines up with the bottom of the object in the water. Subtract this number from the first number. The final number is the difference. Write the answer in the third column."	N/A
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.6.A, Day 5, Screen 4	Analyze Results, paragraph 2	"Of the objects that floated, which had the greatest distance between the starting line of scale and where the bottom ended up?"	N/A
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 21	Step 2, Sentence 2	"You will use the lines, or scale, on the beaker to collect information about how much objects float. Read the number on the beaker at the top of the water. Write down this number."	N/A
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.6.A, Day 5, Screen 3	Step 2	"You will use the lines, or scale, on the beaker to collect information about how much objects float. Read the number on the beaker at the top of the water. Write down this number."	N/A
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.6.A, Day 5, Screen 3	Step 1, bullet point 3	"Third column = Amount of Float"	"Third column = Observations"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 22	Sink or Float table, column 4 head	"Amount of Float"	"Observations"
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.6.A, Day 5, Screen 3	Step 5 move to step 4	"If it floats, read the number on the beaker's scale that lines up with the bottom of the object. Use subtraction to find the difference between this number and the number from Step 2. Record the difference in the Amount of Float column.Step 5"	N/A
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 21	Step 5 move to step 4	"If it floats, read the number on the beaker's scale that lines up with the bottom of the object. Use subtraction to find the difference between this number and the number from Step 2. Record the difference in the Amount of Float column.Step 5"	N/A
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.6.A, Day 5, Screen 4	Sample answer, last sentence	"The bottom of the toy boat was over an inch down in the water!"	N/A
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 23	Analyze Results, paragraph 2	"Of the objects that floated, which had the greatest distance between the starting line of scale and where the bottom ended up?"	N/A
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 21	Column 2, Support for Student Answers, Analyze results, paragraph 2	"Of the objects that floated, which had the greatest distance between the starting line of scale and where the bottom ended up? Sample answer: The bottom of the toy boat was over an inch down in the water!"	N/A
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 68	Column 1, Support for Student Answers, Sentence 3	"Geothermal energy can be used to heat and cool a house or to heat water for a shower, dishes, or laundry. It can also be used to make electricity."	"Geothermal energy can be used to heat swimming pools. It could be used to keep plants in greenhouses warm in the winter."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 69	Column 1, Support for Student Answers, Claims, Evidence, and Reasoning sample answer	"Support your claim with evidence from your investigation. ... Students should write their response in the interactive. Sample answer: I think that states of matter can change from liquid to gas when heated. When I heated water during my experiment, it evaporated. My reasoning is that if water evaporates when it's heated, then states of matter can change from liquid to gas when heated."	"Support your claim with evidence from the lesson. ...Sample answer: Matter can change states when heated or cooled. Ice can melt and change to water when heat is added. That water can boil or evaporate, becoming water vapor when more heat is added. Water vapor can condense back to liquid water when cooled. Water freezes and becomes ice when cooled further."
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.6.C, Day 2, Screen 4	Do the Math question and sample answer	"... . What is the temperature at which all of the ice melted?" "It was 0 degrees Celsius when all the ice had melted."	"... . What happened to the temperature of the water as the ice cubes melted? Use your measurements as evidence for your answer." "Answer based on your measurements. In general, the final temperature of the water when the ice has melted will be lower than the starting temperature of the warm water."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 59	Do the Math question, last sentence.	"... . What is the temperature at which all of the ice melted?"	"... . What happened to the temperature of the water as the ice cubes melted? Use your measurements as evidence for your answer."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 59	Column 1, Do the Math, Support for Student Answers	"What is the temperature at which all of the ice melted?" "32 degrees F or 0 degrees C"	"Analyze your data. What happened to the temperature of the water as the ice cubes melted? Use your measurements as evidence for your answer. Student answers should reflect their measurements. In general, the final temperature of the water when the ice has melted will be lower than the starting temperature of the warm water."
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.6.C, Day 3, Screen 6	Short Answer interactivity, Sample answer	"My claim as heat is added, the temperature of the ice and water goes up. My evidence is that it starts at 0 degrees Celsius and goes up to 70 degrees Celsius. My reasoning is that the temperature will continue to go up as it is on the hot plate, but will stop when no more heat is added."	"My claim is as heat is added, the temperature of the water goes up. My evidence is that the temperature of the warm water increased while the beaker of warm water was on the hot plate. My reasoning is that the temperature goes up because the hot plate warms the water."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 62	Column 1, Support for Student Answers, Claims, Evidence, and Reasoning, Line 4	"Students should write their response in the interactive. My claim is as heat is added, the temperature of the ice and water goes up. My evidence is that it starts at 0 degrees Celsius and goes up to 70 degrees Celsius. My reasoning is that the temperature will continue to go up as it is on the hot plate, but will stop when no more heat is added."	"Sample answer: My claim as heat is added, the temperature of the water goes up. My evidence is that the temperature of the warm water increased while the beaker of warm water was on the hot plate. My reasoning is that the temperature goes up because the hot plate warms the water."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.6.C, Day 4, Screen 6	Short Answer interactivity, Sample answer	"Sample answer: Putting a cup of ice in a bag will keep the outside from getting wet with condensation."	"Cups of ice water get slippery, especially on warm days, and people can drop them. I need a way to keep cups from getting as slippery."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 65	Column 1, Support for Student Answers, Define Problems	"Students should write their response in the interactive. Sample answer: Putting a cup of ice in a bag will keep the outside from getting wet with condensation."	"Sample answer: Cups of ice water get slippery, especially on warm days, and people can drop them. I need a way to keep cups from getting as slippery."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 155	Column 1, Can You Explain It, first paragraph below guiding question, line 2	"The amount of energy changes depending on how fast or slow the roller coaster moves."	"The amount of motion energy changes depending on how fast or slow the roller coaster moves."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 167	Column 1, Differentiation: Challenge, Line 3	"Have students predict when the object moving down the ramp will have more mechanical energy."	"Have students predict when the object moving down the ramp will have more motion energy."
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.8.B, Day 3, Screen 4	Step 6, line 1	"Use a stopwatch to record the speed of the object traveling down the ramp for your first chosen height. Use words such as fast, slow, and did not move."	"Use a stopwatch to record the time it takes the object to travel down the ramp for your first height. Use words such as fast, slow, and did not move to describe speed."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 207	Step 6, line 1	"Use a stopwatch to record the speed of the object traveling down the ramp for your first chosen height. Use words such as fast, slow, and did not move."	"Use a stopwatch to record the time it takes the object to travel down the ramp for your first height. Use words such as fast, slow, and did not move to describe speed."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 201	Column 2, Exit Ticket/Formative Assessment, Support for Student Answers	"Starting with the planet that is closest to the sun, what place does Earth fall in the order of planets? Answer: Earth is the third planet from the sun. If students need support show them a model of our solar system and point to each planet, naming them together."	"What is the correct sequence of the planets in Earth's solar system, starting with the closest planet to the sun? C. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 216	Column 1, Support for Student Answers, line 6	"Your answer might look something like this:• Location 1: The air temperature was 15 °C, the wind was blowing from the West, and there was no precipitation. • Location 2: The air temperature was 30 °C, the wind was blowing from the South, and there was 1 cm of rain. • Location 3: The air temperature was 10 °C, the wind was blowing from the North, and there was no precipitation."	"Data will vary based on season and location. Student should use their collected data to describe temperature, wind, and precipitation."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p.218	Column 1, Support for Student Answers, line 3	"Sample answer: More; there was no rain yesterday, and today there is about ½ inch of rain in the gauge. ... Sample answer: Yesterday the wind was from the south, and today it is from the west. ... Sample answer: No; it is about 5 degrees C cooler today than yesterday."	"Sample answer: The amount of rain will vary based on location. ... Sample answer: Wind direction will depend on the location. It could blow from the North, East, South or West. ... Sample answer: Student measurements should be reasonable. Room temperature usually falls in the range of 20 degrees Celsius to 25 degrees Celsius."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 219	Column 1, Support for student Answers Analyze the data, line 3	"Sample answer: The student made an error in recording the amount of precipitation on Thursday."	Sample answer: The student made an error when recording the amount of precipitation from the table in the bar graph.
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 219	Column 2, Support for student Answers, Use mathematical calculations, line 3	"For each 4 rise in temperature in area 1, there was a 3 drop in temperature in area 2."	"For each 4 °C drop in temperature in area 1, there was a 3 °C rise in temperature in area 2. "
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 221	Column 1, Step 14 Support for Student Answers, line 2	"Sample answer: There was zero rain on Day 1 or Day 2, so I predict there will be no rain today either."	"Sample answer: Student should identify noticeable changes or trends in precipitation, temperature fluctuation, or wind direction. Prediction can vary."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 221	Column 1, Step 15–19 Support for Student Answers, line 2	"Sample answer: I think Dallas, Texas, will be around 30 °C with no rain or wind today. I think Concord, New Hampshire, will have wind from the west, another inch of rain, and be around 10 °C today."	"Sample answer: Student should identify noticeable changes or trends in precipitation, temperature fluctuation, or wind direction. Prediction can vary."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 221	Column 2, Support for student answers, Identify Patterns, line 7	"0 inches"	"0 centimeters"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 222	Column 2, Support for Student Answers, Claim, Evidence and Reasoning, line 6	"My claim is that the weather in Florida is different from the weather in Vermont. My evidence is that it was 20 degrees colder in Vermont on the days I measured. My reasoning is that it was snowing in Vermont. It doesn't snow in Florida, so it definitely won't be as cold."	"My claim is that the weather changes in different locations. My evidence is that the temperature changed on the days I measured. My reasoning is that each location is in a different place and can have different weather."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 223	Column 2, Exit ticket/ Formative Assessment, line 1	Explain and Model Content to students who are unfamiliar with decimal notation used in the location 1 table. Use a concrete visual model to show how the decimals in the table are equivalent to certain fractions. For example, show how 1.2 is equivalent to one whole plus 2/10, and 0.5 is equivalent to ½.	N/A
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 223	Column 2 , Exit ticket/Formative Assessment, Support for Student Answers, line 3	"Air temperature is much lower in location 1, so it is the coldest. Location 1 had rain, but location 2 had none. For both locations, wind direction changed over the three days."	"The weather is coldest in location 1. Location 2 has the lowest level of precipitation. For both locations 1 and location 2, wind direction changes. "
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 224	Column 1, Sense-Making, line 8	measurements. Note that while students use a Celsius scale thermometer in the hands-on activity, these weather maps use the Fahrenheit scale.	N/A
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 224	Column 2, Check student understanding	Check Student Understanding of the mixed numbers (whole numbers followed by a fraction) used in the precipitation map key. If needed, use models to compare the whole numbers to the mixed numbers.	N/A
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 225	Column 1, Support for Student Answers, line 3	"Sample answer: New Orleans is the warmest city at 77 °F. Buffalo is the coldest city at 46 °F. 77 – 46 = 31 °F."	"Sample answer: New Orleans is the warmest city at 25 °C. Buffalo is the coldest city at 8 °C. 25 – 8 = 17 °C "
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 225	Column 1, Support for Student Answers	"Sample answer: The system near New Orleans is larger and has more rainfall. The Portland area system shows up to 2 inches of rain, while the New Orleans area system shows more than 2 ½ inches."	"Sample Answer: The system near New Orleans has more precipitation and covers a larger area. The system near New Orleans has areas with more than 8 centimeters of rain."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 225	Column 2, Support for Student Answers, line 7	"more than 2 ½ inches of precipitation."	"more than 8 centimeters of precipitation."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 227	Column 1, Support for Student Answers, Claim, Evidence and Reasoning, line 8	"The air temperature between my three locations ranged from 5 °C to 12 °C. All three areas received precipitation day to day, but some more than others. The wind blew each day, but from different directions for each location. Reasoning: The weather data from my school shows that the weather was sunny, warm, and with winds from the north all three days. However, comparing that to the other two locations, I can see that they had colder temperatures and precipitation."	"The air temperature between my three locations ranged from 12 °C to 28 °C. All three areas received precipitation day to day, but some more than others. The wind blew each day, but from different directions for each location. Reasoning: The data shows that weather can change from day to day. By observing and comparing temperature, precipitation, and wind, we can see the patterns and changes."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 284	Location 1 Table, Air Temperature and Precipitation columns	"1,1.2, 1.1" ; "0.5, 1.5, 2"	" 10,12, 11" ; "5, 15, 12"
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 286	Images of map 1 and 2	Customary units map	Metric units map
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 287	Question answer choice A	"are in the 40s"	"are less than 10°C "
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.10.A, Day 5, Screen 4	Multiple Choice interactivity, answer choice	"A.31 °F, B.18 °F, C.13 °F "	" A.17°C , B.18°C , C.13°C"
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.10.A, Day 5, Screen 4	Image of map	Customary units map	Metric units map

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 289	First paragraph, line 4	"...precipitation is usually measured in inches as shown here."	"...precipitation is usually measured in inches. Scientists often use centimeters or millimeters to report precipitation as shown on this map."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 289	Bottom of page, Question Answer Choices D and E	"D. The system near New Orleans has areas with more than 2 1/2 inches of rain. E. The most rain shown in the system near Portland is 1 inch."	"D. The system near New Orleans has areas with more than 8 centimeters of rain. E. The most rain shown in the system near Portland is 1 centimeter."
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.10.A, Day 6, Screen 5	Short Answer interactivity, Sample Answer	"Evidence: The air temperature of my locations was between 5 °C and 12 °C. Some received more precipitation than others. The wind blew from different directions. Reasoning: The data shows that the school's weather was sunny, warm, and with northerly winds. However, the other two locations had colder temperatures and precipitation."	"Evidence: The air temperature of my locations was between 12 °C to 28 °C. The wind blew from different directions. Reasoning: The data shows The data shows that weather can change from day to day. By observing and comparing temperature, precipitation and wind, we can see the patterns and changes."
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.10.A, , Day 2, Screen 5	Short Answer Interactivity, Sample Answers	"Your answer might look something like this:• Location 1: The air temperature was 15 °C, thewind was blowing from the West, and there wasno precipitation. • Location 2: The air temperature was 30 °C, thewind was blowing from the South, and there was 1 cm of rain. • Location 3: The air temperature was 10 °C, thewind was blowing from the North, and there was no precipitation."	"Data will vary based on season and location. Student should use their collected data to describe temperature, wind, and precipitation. "
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.10.A, Day 4, Screen 6	Location 1 data table, Air temperature, precipitation	"1,1.2, 1.1" ; "0.5, 1.5, 2"	" 10,12, 11" ; "5, 15, 12"
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.10.A, Day 5, Screen 3	Image Gallery interactivity, images	Customary units map	Metric units map
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.10.A, Day 5, Screen 3	Multiple Choice interactivity, Answer choice A	"...are in the 40s"	"are less than 10°C "

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 290	Map image	Customary units map	Metric unit map
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 288	Question Answer choices	"A.31 °F, B.18 °F, C.13 °F "	" A.17°C , B.18°C , C.13°C"
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.10.A, Day 5, Screen 5	Paragraph 1, line 4	N/A	"Scientists often use centimeters or millimeters to report precipitation as shown on this map."
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.10.A, Day 5, Screen 5	Bottom page, Question Answer Choice D	"The system near New Orleans has areas with more than 2 inches of rain. The most rain shown in the system near Portland is 1 inch."	"The system near New Orleans has areas with more than 8 centimeters of rain. The most rain shown in the system near Portland is 1 centimeter."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 242	Column 2, Differentiation: Extra Support, line 3	"Discuss how playing with toys can be a kind of modeling that safely tests out different imaginary experiences."	N/A
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 244	Column 2, second Support for Student Answer, last sentences	The sandy soil will have more particles. The clay will be smoother.	N/A
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 257	Column 1, support for student answers, analyze model move to after "step 6"	"Support for Student Answers Analyze Models...close together"	"Support for Student Answers Analyze Models...close together" Moved, no changes to text.
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 261	Column 1, Support for student answer, Cause and effect sample answer, last sentence	"Support for Student Answers Cause and Effect: ... water flowed over it."	"Support for Student Answers Cause and Effect:" Moved, no changes to text.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 264	Column 2, Performance Indicators table, Row 3	"describe the changes in the model on a flowchart using words and/or pictures"	N/A
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 269	Column 1, Support for Student Answers move to after step 9	"Support for Student Answers Analyze Models...it didn't fall over"	"Support for Student Answers Analyze Models...fall over" Moved no changes to text.
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 272	Column 2, Other Changes, Elicit Student Thinking MOVE to before Do the Math	"Support for Student Answer Page 347...different?"	"PAGE 347 Elicit Student Thinking...similar and different?" Moved, no changes to text.
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 275	Column 1, Can You Explain It?, Support for Student Answer MOVE to column 2 end of page 274	"Support for Student Answers...butterfly?" appears after guiding question on page 275.	"Support for Student Answers Select the question...butterfly?" Moved, no changes to text.
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 275	Column 1 , Support for Student Answers	N/A	"Support for Student Answers Choose and describe two ways Earth's surface changes rapidly. Use the examples from the lesson. Sample Answer: Fires can quickly burn everything in an area, including buildings and houses. Waves can go over sea walls and fill homes and streets with water. "
<i>HMH Into Science Texas Student License Digital Grade 3</i>	9780358859734	View Link	TEKS Lesson 3.12.A, Day 1, Screen 3	Flip Card interactivity, dormancy image	Incorrect image of tree in spring	Change to image of tree in winter
<i>HMH Into Science Texas Student Edition Print Consumable Grade 3</i>	9780358861669	View Link	p. 413	dormancy image	Incorrect image of tree in spring	Change to image of tree in winter
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 339	Column 1, Step 1, line 7	"In a small group, ... If students choose their own organisms for the food chain, verify that it includes a producer, a primary consumer, a secondary consumer, and a tertiary consumer."	"In a small group ... If students choose their own organisms for the food chain, verify that it includes a producer and several levels of consumers."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 339	Column 1, Steps 2–5	"Encourage students to think about energy flow by asking them why animals eat food."	"Encourage students to think about energy flow by asking them why animals eat food and how producers get energy."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 339	Column 1, Steps 2–5, Support for Student Answers, line 4	"Our food chains both have a producer, a primary consumer, a secondary consumer, and a tertiary consumer."	"Our food chains both have a producer, a consumer that eats the producer, and consumers that eat other consumers."
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 382	Column 2, Students as Scientists	"Answers will be recorded in the interactive table."	N/A
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 386	Lesson Title	"Structures and Functions of Organisms"	"Structures and Functions of Animal Parts"
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 397	Column 1 , Support for student answers	"PAGE 503If students struggle to recall the quantity of food eachbeak picked up, have them review their data recordedon the Scale, Proportion, and Quantity ScienceTheme Graphic Organizer from Part 1.Support for Student AnswersScale, Proportion, and Quantity: How did thesize of each beak affect the type of food it couldpick up? How does this relate to the environmentthe bird lives in? Sample answer: The larger thebird beak size, the larger food or the larger amountof food the bird can pick up. This affects theenvironment in which the bird lives, so that it canget food of the right size. How do the shapes of their beaks affect what type of food they can eat? Sample answer: A hummingbird’s beak is long, skinny, and pointed.Its shape and size lets it get nectar and insects fromflowers. A duck has a long, flat beak. Its shape andsize let ducks eat plants and animals in the water."	N/A
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 413	Column 2, Support for students answer	"How have our plants grown and changed? Sampleanswer: They have grown taller and thicker. Rootscan be seen growing longer. Some have leaves."	"Analyze Results What patterns do you notice? Sample answer: Each plant started growing slowly. Our plant grew to 15 cm tall, which was the tallest in the class. I bet it was because it had the most sunlight. The patterns I saw include each plant growing at a steady rate. No plant grew more than 2 cm between measurements."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 3</i>	9780358841562	View Link	p. 426	Column 2, Support for Students Answer, Language SmArts	"Describe the plant or animal you researched. Explain how different factors impacted the lifecycle of the organism you researched. "	"Explain what factors or conditions can support the stability of a life cycle or cause it to change. "

Publisher: McGraw Hill

Science, Grade 3

McGraw Hill Texas Science, Grade 3: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science, Grade 3 Student Edition</i>	9781265559267		250	Map	Map does not include a key and is not accessible.	Map revised so it includes a key and is accessible.
<i>McGraw Hill Texas Science, Grade 3 Student Edition</i>	9781265559267		325	Question 1, image	Delete Desert Food Chain.	N/A
<i>McGraw Hill Texas Science, Grade 3 Teacher Edition</i>	9781265517908		10	TEACH, Promote Rich Vocabulary	Delete: appropriate	N/A

Publisher: Savvas Learning

Science, Grade 3

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Grade 3 Teacher Guide</i>	9781323223345		Experience-At-A-Galance	Teacher Prep Video Box	Teacher Prep Video Remember to watch or listen to theTeacher Prep Video to prepare to teach this experience!	We will delete this box and sentence as it is in the wrong place.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Grade 3 Student Activity Companion Vol 1</i>	9781323222775		1	Anchoing Phenomenon	Anchoring Phenomenon How is ice cream made?	Anchoring Phenomenon How is ice cream made in an instant?
<i>Grade 3 Student Activity Companion Vol 1</i>	9781323222775		49	Everyday Phenomenon	Everyday Phenomenon Why is concrete used in construction?	Everyday Phenomenon Why is concrete a good building material?
<i>Grade 3 Student Activity Companion Vol 1</i>	9781323222775		1	Topic 1 Anchoing Phenomenon	Anchoring PhenomenonHow is ice cream made in an instant?	Anchoring PhenomenonHow can you make ice cream in an instant?
<i>Grade 3 Teacher Guide</i>	9781323223345		152	Topic 6 Planner, Experience 2	Everyday Phenomenon Demo Howdo changes in a food chain affect theecosystem?	Everyday Phenomenon Demo Howdo changes in a food chain in Texas affect theecosystem?

Publisher: Studies Weekly

Science, Grade 3

Texas Science Studies Weekly: Third Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 3 Grade Teacher Edition with Online Access</i>	9781649783806TE		3-42	Printable: Studies Weekly Online, Grade 3, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"	TEK: Unit	TEKS: Unit

Publisher: Summit K12 Holdings

Science, Grade 3

Dynamic Science 3rd Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science 3rd Grade Student/Teacher Resources</i>	9781616180256	View Link	1	3.7B Student Lab -- Procedure d - f	On Procedure e, please correct the spelling of observation.	Thank you for your feedback. We will make this revision to our student lab.

Publisher: Accelerate Learning Inc.

Science, Grade 4

STEMscopes Science TX - Grade 4: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	View Link	Page 18, Scenario and Line Graph activity	In the sentence	the word "bar" should be replaced with "line"	Adjustment will be made
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	View Link	Page 4, Conservation of Matter, Paragraph 1	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.	the first word says "iquid" rather than "liquid"	Adjustment will be made
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	View Link	Activity, Explore step 12	Click on the following Scope: Patterns in Space. Scroll the top banner to Explore. Then click in the dropdown for Explore: The Lunar Cycle.	These statements say that the lunar cycle begins with the new moon. A cycle can begin at any stage depending on when you start to observe it. The new moon could be stated as a good starting point for learning purposes, but emphasize that the observation could begin at any point during the cycle. This is a good way to integrate the RTCs for patterns.	Adjustment will be made
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	View Link	Page 2, The Water Cycle, Paragraph 1	Click on the following Scope: The Sun and the Water Cycle. 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.	The final sentence in the paragraph begins "Wate..." rather than "Water..."	Typo corrected

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STEMscopes Science TX - Grade 4 (Online)</i>	9798888266861	View Link	Page 5, #7	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.	The word "carbon" should say "carbon dioxide"	Will adjust document to reflect carbon dioxide

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 4

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas ADI Learning Hub for Science, 4th Grade</i>	9798987754818	View Link	N/A	Storm Surge Protection for Texas Coastal Homes (Learning Hub, Stage 5: Share, Make a draft argument, Section 2: Image)	Old diagram of argument board	Corrected diagram of argument board
<i>Texas ADI Learning Hub for Science, 4th Grade</i>	9798987754818	View Link	N/A	Flotation System for Shipping Containers (Learning Hub, Stage 5: Share, Make a draft argument, Section 2: Image)	Old diagram of argument board	Corrected diagram of argument board
<i>Texas ADI Learning Hub for Science, 4th Grade</i>	9798987754818	View Link	Page 52 of the updated Teacher Implementation Guide.	First paragraph under the sub-heading "Embedded performance tasks."	Students have numerous opportunities to make their thinking visible during an ADI investigation. For example, students create models to explain phenomenon, investigation plans to share how they will use RTCs, and SEPs to carry out an investigation and make sense of data, and written arguments to share what they figured out and how they can be sure that their ideas are valid or acceptable depending on the stage of the investigation. The images below show an example of an investigation plan (left) and a written argument (right). Notice how each one provides a window into student thinking at that point in time.	Students have numerous opportunities to make their thinking visible during an ADI investigation or design challenge. For example, students create models to explain phenomenon, investigation plans to share how they will use RTCs, and SEPs to carry out an investigation or test of a design and make sense of data, and written arguments to share what they figured out and how they can be sure that their ideas are valid or acceptable depending on the stage of the investigation or design challenge. The images below show an example of an investigation plan (left) and a written argument (right). Notice how each one provides a window into student thinking at that point in time.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas ADI Learning Hub for Science, 3rd Grade</i>	9798987754801	View Link		Congress Avenue Bats, Task Stage, Activity 2	Old Language for Tip for Teaching:For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.	Updated Tip:We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.
<i>Texas ADI Learning Hub for Science, 4th Grade</i>	9798987754818	View Link		Differences in the Duration of Daylight, Report stage, Activity 1	Original directions for students were incomplete.	Updated directions for students. The directions for students now read:You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections:Introduction—this is where you need to tell the reader what you were trying to figure out and why.Method—this is where you need to describe what you did to answer the guiding question and why.Argument—this is where you need to share what you figured out through an evidence-based argument.You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file. In your report, you want to demonstrate your understanding about (1) how to identify and use patterns to explain phenomenon, (2)how to collect and analyze data to identify sequences in seasons, and (3) how to collect and analyze data to predict patterns of change in seasons.You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report.When you are finished writing, let your teacher know that you are ready to move on to the next activity

Publisher: Discovery Education Inc

Science, Grade 4

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Techbook for Texas by Discovery Education: Grade 4</i>	9781616291464		https://app.discoveryeducation.com/learn/assessment/75cf3862-a94a-4b9a-9e7e-187080713187/preview	Unit 4 > Concept 1 > Food Webs Concept Summative Assessment > Item 10	Find the decomposers on this food web. How does the energy flow through the decomposers?A. The decomposers get energy from the producers only and give energy to the consumers.B. The decomposers get energy from the consumers only and give energy to the producers.C. The decomposers get energy from the consumers and the producers, and the energy stops with them.D. The decomposers get energy from the consumers and the producers and give energy to the producers.	Select the words that make the statement true. You may use some words more than once or not at all. producers, consumers, decomposers, energy, nutrients Decomposers get most of their energy from ____ but also get some energy from _____. They give ____ back to the soil for new ____ to grow. Correct answer: Decomposers get most of their energy from consumers but also get some energy from producers. They give nutrients back to the soil for new producers to grow.
<i>Science Techbook for Texas by Discovery Education: Grade 4</i>	9781616291464		https://app.discoveryeducation.com/learn/assessment/c3abc1d3-b1a7-4b36-abdc-9dccb2357525/preview	Unit 3 > Concept 3 > Renewable and Nonrenewable Resources Concept Summative Assessment > Item 2	A large forest is cut down for lumber. [Less oxygen is released into the air.] [Soil erodes into a large river.] [Many deer lose their habitat.]Elk in an area is overhunted. [The number of wolves decreases.]	A large forest is cut down for lumber. [Less oxygen is released into the air.] [Soil erodes into a large river.] [Many deer lose their habitat.] [The number of wolves decreases.]Elk in an area are being overhunted. [The number of wolves decreases.]
<i>Science Techbook for Texas by Discovery Education: Grade 4</i>	9781616291464		https://app.discoveryeducation.com/learn/assessment/fe593164-a7b8-40d0-b349-f0b74e11e679/preview	Unit 3 > Concept 2 > Weathering and Erosion Concept Summative Assessment > Item 8	A class is studying how rivers and deltas form. The Yukon River Delta in Alaska is shown in the photo.ImageWhich image shows how the class can model delta formation?	remove item from assessment

Publisher: EduSmart

Science, Grade 4

2024 EduSmart Science Grade 4: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
2024 EduSmart Science Grade 4	9781939511171 G4	View Link	video	after 3rd click (lemonade) through end of video	The lemonade example is a great example of a solution and the definition given for a solution is also excellent but, on your summary slide you show ice being stirred into water and label it Solution (mixture) and the caption below gives the definition that we learned a solution is a special kind of mixture in which one substance dissolves into another substance. These words are correct but stirring ice cubes into water is not an accurate example of this. First, the ice cubes (solid water) melt, (a phase change from a solid to a liquid), they do not dissolve (break down into particles so small they can no longer be seen) in the water, and secondly melted ice cubes are now liquid water so you no longer would have a solution. You only have one ingredient.	The image was sugar cubes, not ice cubes as described. We changed the image to granulated sugar so that there would not be any confusion for students. https://review.edusmart.com/authenticated/content/previewResource/631659
2024 EduSmart Science Grade 4	9781939511171 G4	View Link	1	Background Information	The following definitions are not correct:erosion: wearing down of rock or land formations Erosion should be defined as the moving or carrying away of small pieces of rock or soil from place to place, usually by water, wind or ice.deposition: moving of small pieces of rock or soil from place to place, usually by water, wind, or ice.Deposition should be defined as the dropping or depositing of small pieces of rock or soil (sediment)	This looks like a duplicate reporting of this error. Changes have been made to the student background on page 1. https://drive.google.com/file/d/1bNI-WSaLtx9DYx2PzTlpXphq95dpH3wl/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171 G4	View Link	1	Description:	The following definitions are not correct:erosion: wearing down of rock or land formationsErosion should be defined as the moving or carrying away of small pieces of rock or soil from place to place, usually by water, wind or ice.deposition: moving of small pieces of rock or soil from place to place, usually by water, wind, or ice.Deposition should be defined as the dropping or depositing of small pieces of rock or soil (sediment)	Changes have been made to the student background on page 1. https://drive.google.com/file/d/1bNI-WSaLtx9DYx2PzTlpXphq95dpH3wl/view?usp=drive_link

Publisher: Great Minds

Science, Grade 4

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>PhD Science Texas Level 4 Module 1 Teacher Edition</i>	9798885885270	View Link	p. 457-461	Teacher Edition; Module 1 Mixtures and Solutions Spotlight Lessons, Lesson 2 Learn: Describe and Classify Properties of Matter, Pages 457-461; PDF page 461:	Under the label MASS - Floats in Water and Sinks in Water is listed.. These are descriptions of relative density not mass. This will create a misconception for students.	<p>This is a Sample group chart and the responses that students generate will vary. The purpose of the activity is to organize and classify the gathered the observed physical properties of matter in a tree map. The categories are suggestions as well and may vary. The properties of sinking or floating would at this point be classified with mass. In Lesson 4 p. 491 a Teacher Note confirms that this misconception of weight being the cause of sinking or floating should be allowed without correction. Relative density is investigated in Lesson 5 where students explain that it is the relative density of materials that makes them sink or float.</p> <p>A Teacher Note was added with the new submitted content on p. 461 before the sample chart is shown which states, "At this point in learning, students may express the misconception that that ability to sink or float in water depends on mass. In Lesson 5, students will learn that relative density is a property of a material that determines its ability to sink or float in water. If needed, return to the tree map in Lesson 5 and create a new category for relative density."</p>
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		10	Focus Standards, Texas Essential Knowledge and Skills, 4.1F	Incorrect italics for 4.1F	Remove italics from "and input-output tables that show cause and effect;"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		11	Focus Standards, Texas Essential Knowledge and Skills, 4.7	Incorrect italics and bolding for 4.7	Remove all current bolding and apply italics to "conduct descriptive investigations to explore the patterns of forces such as gravity on an object"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		11	Focus Standards, Texas Essential Knowledge and Skills, 4.8A	Incorrect bolding and italics for 4.8A	In 4.8A, remove bold and apply italics to "identify the transfer of energy by" and "waves in water"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		12	Focus Standards, English Language Proficiency Standards, 4G	Incorrect italics for 4G	In 4G, remove italics from "retelling or"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		17	Lessons 1-2 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Content Standards, 4.1A	Incorrect bolding for 4.1A	In 4.1A, apply bold to "from" and "phenomena"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		25	Lesson 1; Check for Understanding box, TEKS Assessed, 4.1A	Incorrect bolding for 4.1A	In 4.1A, apply bold to "from"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		31	Lesson 2; first English Language Development sidebar box	Delete "característica" as a cognate of "feature."	Delete "Providing the Spanish cognate for the synonym characteristic (característica) may be helpful."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		43	Lesson 2; fourth Teacher Note side box, last sentence	Remove "(4G)": "It also encourages collaborative learning. (4G)"	"It also encourages collaborative learning."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		69	Conceptual Checkpoint box, Next Steps column, last row	Change "such as these" to "such as the following": ". . .with questions such as these: Do you think organisms like sea urchins and oysters could be living in the environment of the Kettleman Hills today?"	". . .with questions such as the following: Do you think organisms like sea urchins and oysters could be living in the environment of the Kettleman Hills today?"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		116	Revise Anchor Model, sample anchor model	Replace sample anchor model to match model in storyline	Replace sample anchor model
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		126	Learn: Discuss the Engineering Design Process, third paragraph, second to last sentence	Typo; "with" should be "what" in: "...constraints are used to understand with is and is not possible."	"...constraints are used to understand what is and is not possible."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		139	Learn: Plan a Design Solution, inline Check for Understanding box, TEKS Assessed, 4.1G	Bolding missing in 4.1G	Apply bold to "Develop and use models to"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		147	Learn: Improve a Design Solution, inline Check for Understanding box, TEKS Assessed, 4.10B	Add bolding to 4.10B	Apply bold to "from water"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		148	Learn: Prepare to Share, side Differentiation box, last sentence	Remove "(3E)"	"Consider providing students with index cards, and allow them to write notes on the cards for reference during the presentation."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		150	Check for Understanding box, TEKS Assessed, 4.10B	Add bolding to 4.10B	Apply bold to "Model and"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		174	Scientific and Engineering Practices table, 4.1F	Incorrect bolding in 4.1F	Remove bold from "and" and "tables that show cause and effect."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		188	Learn: Categorize Energy Resources, sample categorizations table	The table should be separated into four separate tables.	Break the table into four separate tables. The breaks should be before "Solid"; "Will Run Out (Fossil Fuels)", and "Changes Land"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		205	Demonstrate Underground Water Storage, first paragraph	Remove: "(See Lesson 23 Resource C.) Demonstrate where water goes in the ground by pouring just enough water into each of the three jars to saturate each land material. Record the amount of water needed to saturate each material in a data table on a whiteboard."	"Follow the demonstration procedure outlined in Lesson 23 Resource C. Record the data for each material in a class data table on a whiteboard."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		230	English Language Proficiency Standards, 2D	2D should be entirely in bold.	Apply bold to "and interactions"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		235	Differentiation side box, second paragraph, second sentence	Replace "26" with "25"; Replace "29" with "30": Revised sentence: "Explain that this means that for every 100 units of energy that people use in Rhode Island, 26 of those units are likely used for commercial reasons, 12 of those units are likely used for industrial reasons, 29 units are likely used for transportation, and the remaining 33 units are likely used for residential reasons."	"Explain that this means that for every 100 units of energy that people use in Rhode Island, 25 of those units are likely used for commercial reasons, 12 of those units are likely used for industrial reasons, 30 units are likely used for transportation, and the remaining 33 units are likely used for residential reasons."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		243	Prepare section	Delete "their knowledge of": "During the End-of-Module Assessment, students apply their knowledge of how weathering and erosion slowly shape Earth's surface; the advantages and disadvantages of using Earth's renewable and nonrenewable natural resources; explain the importance of energy resources to modern life and how the conservation of natural resources, such as water, impacts the environment; and their knowledge of past environments based on fossil evidence."	"During the End-of-Module Assessment, students apply their knowledge of how weathering and erosion slowly shape Earth's surface; the advantages and disadvantages of using Earth's renewable and nonrenewable natural resources; the importance of energy resources to modern life and how the conservation of natural resources, such as water, impacts the environment; and past environments based on fossil evidence."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		246	Lessons 26-28 Overview, Materials, Teacher Preparation table, last row	Insert (See Lesson 28 Resources A and B.)	"Prepare visual for student connections between module learning and content standards. (See Lesson 28 Resources A and B.)"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		256	Land, first Teacher Note side box, second paragraph	Remove "(5G)"	". . .students can practice summarizing by writing their own sentence to summarize each section of the anchor chart."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		262	End-of-Module Assessment, Item 4, first sentence	Replace "next to" with "near": Revised sentence: "The model shows farmland next to the Mississippi River."	"The model shows farmland near the Mississippi River."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		269	End-of-Module Assessment Sample, Item 4, first sentence	Replace "next to" with "near": Revised sentence: "The model shows farmland next to the Mississippi River."	"The model shows farmland near the Mississippi River."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		347	Lesson 14 Resource: Engineering Challenge Rubric, Plan row, Meets Expectations column	Delete first instance of "will work together" and replace "model system" with "system model"	". . .detailing how all the parts of the solution in the erosion system model will work together (4.5D) . . ."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		367	Lesson 22 Resource A, Jigsaw Reading Assignments table, Group Focus column, third row	"Hydropower"	"Hydroelectric power"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		367	Lesson 22 Resource A; first section	"Accessing Epic! Texts"	"Accessing Texts"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		367	Lesson 22 Resource A; two sentences under the Accessing Texts heading	Replace "obtain texts listed below or access digital versions of the texts on Epic! by opening a free educator account (http://phdsci.link/1007). Have" with "print" and delete "printed"	"Before the lesson, print multiple copies of each text or set up multiple digital devices for each student or small group to read the texts."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		367	Jigsaw Reading Assignments; Coal row; Text column	Epic! account no longer required to access text.	Replace " http://phdsci.link/1033 " with hyperlinked: http://phdsci.link/2935
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		367	Jigsaw Reading Assignments; Oil and Natural Gas row; Text column	Epic! account no longer required to access text.	Replace " http://phdsci.link/1033 " with hyperlinked: http://phdsci.link/2936

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		367	Jigsaw Reading Assignments; Hydroelectric Power row; Text column	Epic! account no longer required to access text.	Replace "http://phdsci.link/1036" with hyperlinked: http://phdsci.link/2937
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		367	Jigsaw Reading Assignments; Solar Power row; Text column	Epic! account no longer required to access text.	Replace "http://phdsci.link/1037" with hyperlinked: http://phdsci.link/2938
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		368	Lesson 22 Resource A, Optional Reading Assignments table, Group Focus column, second row	Replace "hydropower" with "hydroelectric power"	Revision: "Environmental impactof hydroelectric power"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		368	Optional Reading Assignments; Environmental Impactof Fossil Fuels row; Text column	Epic! account no longer required to access text.	Replace "http://phdsci.link/1033" with hyperlinked: http://phdsci.link/2939
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		368	Optional Reading Assignments; Environmental Impactof Hydroelectric Power row; Text column	Epic! account no longer required to access text.	Replace "http://phdsci.link/1036" with hyperlinked: http://phdsci.link/2940
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		368	Optional Reading Assignments; Renewable andNonrenewable Resources row; Text column	Epic! account no longer required to access text.	Replace "http://phdsci.link/1033" with hyperlinked: http://phdsci.link/2941

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		368	Optional Reading Assignments; Using Energy Wisely row; Text column	Epic! account no longer required to access text.	Replace "http://phdsci.link/1037" with hyperlinked: http://phdsci.link/2942
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		395	Lesson 28 Resource A, third Module Concept Statement	Replace "and the methods used to harness that energy" with "which"	"Humans harness energy from Earth's features and processes, which can change Earth's features and processes."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		417	Appendix A, Storyline, Lessons 21-22, anchor chart	Extra words	Remove: "Patterns in Earth's Processes and Features • Natural processes shape Earth's features. • Some of Earth's processes and features occur in patterns. o Mountain ranges (feature) often occur along the edges and in the middle of continents. o Earthquakes (process) often occur in bands along the edges of continents and in the middle of oceans. o Volcanoes (feature) often occur in bands along the edges of continents and in the middle of oceans."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		426	Appendix C, Key Terms, Spanish cognate column for the term "feature" on page 426.	Replace "May use características (characteristics)"	"None"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		428	Appendix C, General Academic Words cognates table on page 428.	Claim entry	Delete the entry for "claim" from the table.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		433	Focus Standards, Texas Essential Knowledge and Skills for Science, 4.5A	The entirety of 4.5A should be italicized.	Apply italics to "or to design solutions"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		434	Focus Standards, Texas Essential Knowledge and Skills for Science, 4.11B	Not all of 4.11B should be in bold.	Remove bold from "the critical role of energy resources to modern life and"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		439	Materials, Student Materials table, second row	Replace "Pollution Articles (Lesson 1 Resource D)" with "pollution text (1 per student pair)"	Revision: "Water pollution text (1 per student pair)"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		448	Learn, Research Effects of Water Pollution, second paragraph, third sentence	Remove "row of the" before "chart"	Revised sentence: "Instruct students to work with their partner to read their assigned text and to record information from the text in the first chart in their Science Logbook (Lesson 1 Activity Guide B)."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		448	Learn, Research Effects of Water Pollution, first Differentiation sidebar box, last sentence	Replace "table" with "chart"	Revised sentence: "For students needing support with written expression, encourage them to use both words and pictures to record information in the chart."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		448	Learn: Research Effects of Water Pollution, paragraph under the inline Teacher Note, last sentence	Replace "row of the table" with "chart"	Revised sentence: "As students from each pair share, members of the other pair should record information in the second chart in their Science Logbook (Lesson 1 Activity Guide B)."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		469	Lessons 3-4 Overview, Materials, Teacher Preparation table, first row	Video title needs to be updated.	Change "oil refinery plant video" to "wastewater flowing into a water body video"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		470	Lesson 3, At video link for http://phdsci.link/2372	Title at video link gives away video topic.	Change title at video link from "Oil Refinery Plant" to "Wastewater Flowing into a Water Body."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		483	Lesson 4; Learn: Investigate Mixtures, sample class chart, Mass of Mixture (g) column, Water and salt row	"21"	"22"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		493	Lesson 4, Land, sample anchor chart, second bullet	Missing words; add "temperature, mass," before "state of matter" in blue anchor chart font.	"Matter is identified by properties such as temperature, mass, state of matter, magnetism, and sinking or floating in water."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		495	Lesson 5 Overview, Standards Addressed, Texas Essential Knowledge and Skills, Content Standards, 4.6B Student Expectation column	Change "liquids in liquids or solidsin liquids"	"liquids in liquids and solidsin liquids" and make "and" bold
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		504	Learn: Analyze Data; the first sentence of the paragraph before the inline English Language Development box	The word "weight" should be replaced with the word "mass"	Revised sentence: "Explain to students that whether a material sinks or floats in water does not depend on its mass but instead on the material's relative density."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		506	Learn: Analyze Data, sample anchor chart, last bullet	Replace "added to" with "part of"	Revision: "The mass of a material does not change when it is part of a mixture."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		512	Materials, Student Materials table, fourth row	Add "Parts A and B" after "End-of-Spotlight Assessment"	Revision: "End-of-Spotlight Assessment Parts A an B"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		512	Materials, Student Material table, fifth row	Add "Parts A and B" after "End-of-Spotlight Assessment Rubric"	Revision: "End-of-Spotlight Assessment Rubric Parts A and B"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		513	Materials, Teacher Preparation table, last row	Add "(See Lesson 7 Resources A and B.)" after the directions.	Revision: "Prepare visual for student connections between content standards and recurring themes and concepts. (See Lesson 7 Resources A and B.)"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		514	Launch paragraph	There is one Activity Guide for Lesson 6.	Change "Lesson 6 Activity Guide A" to "Lesson 6 Activity Guide"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		524	Land, sample visual	Sample visual image text change: "The mass of a material does not change when it is added to a mixture."	Change to "Mass is conserved when materials are mixed."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		526	End-of-Spotlight Assessment Part B, table in Item 1a	Add "Mass" to column headings	Revise column headings to "Location 1 Mass", "Location 2 Mass", and "Location 3 Mass"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		530	End-of-Spotlight Assessment Part B, table in Item 1b	Add "Mass" to column headings	Revise column headings to "Location 1 Mass", "Location 2 Mass", and "Location 3 Mass"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		534	End-of-Spotlight Assessment Rubric Part A, Alignment Map Part A, Item 2, Recurring Themes and Concepts column, 4.5A	Bolding for 4.5A is incorrect.	Remove bold from "to design solutions" Apply bold to "to explain scientific phenomena"
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		535	End-of-Spotlight Assessment Rubric Part B, Item 2a row	Content for the Item 2a and Item 2b rows needs to be swapped.	Revise TEKS Assessed column cell to "4.2B4.5B4.5E4.6A"Revise Meets Expectations column cell to "The student uses the data table and diagram (4.2B) to show how burning causes (4.5B) changes in the amount and temperature (4.5E) of the oil (4.6A)."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		536	End-of-Spotlight Assessment Rubric Part B, Item 2b row	Content for the Item 2a and Item 2b rows needs to be swapped.	Revise TEKS Assessed column cell to "4.2B4.5E4.6B"Revise Meets Expectations column cell to "The student uses the data table and diagram to identify (4.2B) how burning removes oil from the salt water (4.6B) over time (4.5E)."
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		537	End-of-Spotlight Assessment Rubric Part B, Alignment Map Part B, Item 1b, Recurring Themes and Concepts column, 4.5A	Bolding for 4.5A is incorrect.	Remove bold from "to design solutions" Apply bold to "to explain scientific phenomena"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		537	End-of-Spotlight Assessment Alignment Map Part B, Item 2a and Item 2b rows	Content for the Item 2a and Item 2b rows needs to be swapped.	Move the content in row 2a to row 2b. Move the content in row 2b to row 2a. Retain all bolding as is.
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		548	Lesson 3 Resource A, Preparation, second sentence	Replace "materials" with "material" and "Lesson 4 Resource B" with "Lesson 4 Resource A"	Revised sentence: "To contain spills, consider placing mixture card material pairs (Lesson 4 Resource A) in a tray or plastic bin."
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		30	Paragraph 3, first sentence	Change page 12 to page 11 in "Read aloud the first part of the book through page 12."	Replace "12" with "11"Revision:"Read aloud the first part of the book through page 11."
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		77	Land, first sentence	Change Launch to Learn in "Revisit the racing demonstration from the Launch."	"Revisit the racing demonstration from the Learn."
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		120	Conceptual Checkpoint inline box, TEKS Assessed box, 4.2B	Standard 4.2B ends with "...sources of energy."	Change to: "...sources of error."
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		126	L12-13 Overview, Teacher Materials table; page 126	In the Teacher Materials table, Station 1 preparation, replace "black jumper wire (1), red jumper wire (1)"	"alligator clip cords (2)"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		197	First sample student response bullet on page 197	Change "13" to "12" in "(Page 13)"	"(Page 12)"
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		197	Second sample student response bullet on page 197	Change "14" to "13" in "(Page 14)"	"(Page 13)"
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		197	Second teacher question on page 197, second sample student response bullet point, first sentence	Change to show his friends offered help, versus William asking: (original) "He asked his friends for help."	"William's friends offered to help."
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		228	Sample response image	Missing "and" between "Miguel Maya" and backward possessive apostrophe	Revised art to includes "and" between "Miguel Maya" and flipped possessive apostrophe.
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		251	Learn: Prepare for the End-of-Module Assessment, paragraph that begins "Play the video . . .", first sentence	Video has been edited to correct time, no time notations needed.	Remove "from 1:16 to 1:38" from the sentence.
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		260	Item 1, first sentence	Change "The model shows the transfer of energy between the accelerator pedal and the wheels of a car."	"Observe the model."
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		264	Item 1, first sentence	Change "The model shows the transfer of energy between the accelerator pedal and the wheels of a car."	"Observe the model."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		267	End-of-Module Assessment Sample, Item 4a table	The sample student response only needs to include items in the Material column.	Reset circles so that they only circle "Silicone polymer" and "Polyimide foam"
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		286	Lesson 12 Resource A, Station 1: Solar Cell, Materials; page 286	Reword the Station 1: Solar Cell Materials.	"Materials: solar cell (1), buzzer (1), alligator clip cords (2), flashlight with batteries (1), procedure sheet (1)."
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		286	Lesson 12 Resource A, Station 1: Solar Cell, Preparation Step 2	Image shows incorrect configuration.	Replace image to show correct configuration for buzzer system.
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		286	Lesson 12 Resource A, Materials note	Reword the Station 1: Solar Cell Materials note. Revise "Materials note" to delete materials associated with the horn	"Materials note: The solar cells used in this activity are from the Snap Circuits® Green kit by Elenco®."
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		286	Lesson 12 Resource A, Station 1: Solar Cell, Preparation Step 2	Replace "horn" with "buzzer" "2. Connect the solar cell and horn as shown."	"2. Connect the solar cell and buzzer as shown."
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		379	Teacher Materials table, row 7	Row for "Line graph templates: graph chart paper (7 sheets), black marker (1), meter stick (1)" should be after the row for "Class Strawberry Fruit Graph (Lesson 3 Resource F, optional)" and before the row for "Class Average Temperature Graph (Lesson 4 Resource C, optional)"	Move row for "Line graph templates: graph chart paper (7 sheets), black marker (1), meter stick (1)" below the row for "Class Strawberry Fruit Graph (Lesson 3 Resource F, optional)" and above the row for "Class Average Temperature Graph (Lesson 4 Resource C, optional)"
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		379	Teacher Materials table, last row	The last row in the Teacher Materials table should be separated into 2 rows; move the following text from last row to new row: "Chart paper (1 sheet), marker (1)" and put "4" in the Lesson(s) column for the new row.	Move text "Chart paper (1 sheet), marker (1)" into new row at bottom of table. Put "4" in the Lesson(s) column for the new row.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		433	Item 1a, content standard (4.9A)	In standard 4.9A, set "such as" and "length of daylight." in bold	Set "such as" and "length of daylight." in bold so the bolded words in the standard read as follows: "Collect and analyze data to identify sequences of seasons such as length of daylight."
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		126, 129, 130, 132,137, 140	pages 126, 129, 130, 132,137, 140	Replace "horn" with "buzzer" in Lesson 12 and 13.	Replace "horn" with "buzzer" in Lessons 12 and 13.
<i>Plants in the Environment Teacher Edition</i>	9798885885294		18	Materials, Student Materials table, fourth row	Replace "group" with "pair": "Big Thicket plant cards (1 set per group)"	"Big Thicket plant cards (1 set per pair)"
<i>Plants in the Environment Teacher Edition</i>	9798885885294		48	Sample student responses after the rabbit family photographs, second bullet	Revise "Set B" to "Set A": "The parents in Set B have color around their mouth and nose."	"The parents in Set A have color around their mouth and nose."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		50	Learn, Check for Understanding inline box, TEKS Assessed	In 4.13B, "an organism" should be "organisms"	"organisms" in bold.
<i>Plants in the Environment Teacher Edition</i>	9798885885294		97	Learn, Discuss Fair Test Investigations, paragraph before the inline Teacher Note box, second sentence	add "test" between "fair" and "guidelines": "Work with students to develop the six investigation questions shown on the sample fair guidelines chart."	"Work with students to develop the six investigation questions shown on the sample fair test guidelines chart."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		111	Learn: Set Up Investigations, second paragraph, first sentence	Replace "Groups 2, 3, 4, and 5" with "Groups 2, 4, 5, and 6": "Tell Groups 2, 3, 4, and 5 to place their pots under the grow lamp."	"Tell Groups 2, 4, 5, and 6 to place their pots under the grow lamp."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		131	Learn: Compare Climates, last sentence	Replace "all" with "three of the": "Work with students to agree that Baldwin County, Alabama, received more precipitation than Big Thicket in all four years shown on the graphs."	"Work with students to agree that Baldwin County, Alabama, received more precipitation than Big Thicket in three of the four years shown on the graphs."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		137	Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices table, 4.1C	Add Lessons 13 and 14 to the Lesson(s) column for 4.1C.	Lesson(s) column for 4.1C: "12, 13, 14"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Plants in the Environment Teacher Edition</i>	9798885885294		139	Materials, Student Materials table, sixth row	Replace "Lesson 8" with "Lesson 9": "radish plants in different conditions from Lesson 8 (1)"	"radish plants in different conditions from Lesson 9 (1)"
<i>Plants in the Environment Teacher Edition</i>	9798885885294		199	Standards Addressed, Texas Essential Knowledge and Skills, Scientific and Engineering Practices, 4.1A	Bolding in 4.1A is missing.	Apply bold to "investigations."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		217	Land, last sentence	Replace "as they" with "and": "Explain that in the next lesson students will apply what they have learned to the Big Thicket environment as they complete a Conceptual Checkpoint."	"Explain that in the next lesson students will apply what they have learned to the Big Thicket environment and complete a Conceptual Checkpoint."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		228	Learn: Conceptual Checkpoint, paragraph after inline Conceptual Checkpoint box, second sentence	Replace "table in the Conceptual Checkpoint (Lesson 19 Resource D)" with "organism table (Lesson 19 Resource C)"	"Review the organisms in the organism table (Lesson 19 Resource C), and ask students where each organism gets its energy and matter."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		231	Materials, Student Materials table, third row	Add ", 21" to the Lesson(s) column for "Science Logbook (Lesson 20 Activity Guide)"	Lesson(s) column: "20, 21"
<i>Plants in the Environment Teacher Edition</i>	9798885885294		231	Materials, Student Materials table, first row	Replace "Lesson 8" with "Lesson 9": "radish plants in different conditions from Lesson 8 (1)"	"radish plants in different conditions from Lesson 9 (1)"
<i>Plants in the Environment Teacher Edition</i>	9798885885294		233	Launch, second paragraph, second sentence	add "safety goggles," after "Distribute": Revision: "Distribute a ruler, a handheld magnifier, and a quarter-size object to each group."	"Distribute safety goggles, a ruler, a handheld magnifier, and a quarter-size object to each group."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		252	Standards Addressed, Texas Essential Knowledge and Skills, Content Standards table, 4.10A	Typo; the bolded "the" before "process" should be a bolded "this"	"Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		256	Learn: Prepare for Socratic Seminar, Content Area Connection side box	Replace "Mathematics" with "English" in the title of the box.	"Content Area Connection: English"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Plants in the Environment Teacher Edition</i>	9798885885294		258	Learn: Engage in Socratic Seminar, inline Check for Understanding box, TEKS Assessed, 4.10A	"the" before "process" should be "this"; "Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in the process."	"Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		282	End-of-Module Assessment Alignment Map, Item 4a, Content Standards column, 4.10A	"the" before "process" should be "this": "Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in the process."	"Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		282	End-of-Module Assessment Alignment Map, Item 4b, Content Standards column, 4.10A	"the" before "process" should be "this": "Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in the process."	"Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		297	Lesson 2 Resource B, first sentence	Replace "group" with "pair"	"Print and cut out enough copies of the cards so each pair receives a full set of nine cards."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		351	Lesson 8 Resource A, Science Challenge Alignment Map, Lesson 9 row, Scientific and Engineering Practices column, 4.1D	Missing words in 4.1D; add "and collecting nets;"	Add "and collecting nets;" after "aquariums," and before "and materials to support digital data collection"
<i>Plants in the Environment Teacher Edition</i>	9798885885294		357	Lesson 9 Resource B, Preparation, Step 4	Replace "Group 6" with "Group 4": "Use masking tape and the marker to label the two empty nursery pots, one for Group 5 and one for Group 6."	"Use masking tape and the marker to label the two empty nursery pots, one for Group 5 and one for Group 4."
<i>Plants in the Environment Teacher Edition</i>	9798885885294		445	Appendix A, Storyline, Lessons 15-16, Reveal section, third paragraph, first sentence	Replace "three groups and hands out a different card set" with "groups of three and hands out three different card sets" "Our teacher divides the class into three groups and hands out a different card set to each group."	"Our teacher divides the class into groups of three and hands out three different card sets to each group."
<i>Plants in the Environment Science Log-book</i>	9798885885478		73	Lesson 21 Activity Guide C, first sentence	Delete "and participation": "Use this checklist to reflect on your knowledge and participation."	"Use this checklist to reflect on your knowledge."

Publisher: Houghton Mifflin Harcourt

Science, Grade 4

HMH Into Science Texas Hybrid Classroom Package Grade 4: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher License Digital Grade 4</i>	9780358860228	View Link	G4 skills bank, Item 15	G4 skills bank, Item 15	axe is misspelled	While both spellings are acceptable, and “ax” is more commonly used in the United States, HMH will change “B. a camping ax” to read “B. a camping axe”.
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.13.B, Day 2, Screen 3	Step 2 (Also see Student Edition pp. 549-555)	Text states: Predict whether each trait on your list is inherited, acquired, or both. A trait cannot be both inherited and acquired.	HMH agrees and will remove the word “both.” HMH will also make a change remove the references to a Venn Diagram. Step 2 now reads: “Construct a T chart. Predict whether each trait on your list is inherited or acquired. Fill in the chart accordingly. Step 3 becomes “Compare your T chart with those of your classmates. Discuss any differences that you notice.” On Day 2, Screen 5 and Day 2, Screen 6 HMH will replace the reference to “Venn diagram” with a “T chart”.
<i>HMH Into Science Texas Teacher License Digital Grade 4</i>	9780358860228	View Link	Matter (TEKS 4.6) Test, p.3	TEKS 4.6 Test A/B, Item 6, Answer Choices	B: "The total volume of a mixture of oil and water will be the volume of the oil less the volume of the water." D: "The total volume of a mixture of oil and water will be the sum of the volume of the oil and the volume of the water because matter is conserved."	B "The total mass of a mixture of oil and water will be the mass of the oil less the mass of the water." D to: "The total mass of a mixture of oil and water will be the sum of the mass of the oil and the mass of the water because matter is conserved."
<i>HMH Into Science Texas Teacher License Digital Grade 4</i>	9780358860228	View Link	Matter (TEKS 4.6) Test A, p. 3	Item 5, Part A, Art, question and answer choices	"What will be the volume of the mixture?" "A. 10 mL, B. 30 mL, 3. 50 mL, D. 100 mL".	Add mass labels to beakers in passage art. A. "40 g". B "60 g" C. "32 g" D. "20 g". "What will be the mass of the mixture? "A. 10 g, B. 30 g, C. 52 g, D. 100 g".
<i>HMH Into Science Texas Teacher License Digital Grade 4</i>	9780358860228	View Link	Assessment Guide Answer Key, TEKS 4.6 tab	TEKS 4.6 Test A/B, Item 6, Reteaching Support	"If students miss this item, they may need to review the definition of the law of conservation of matter. Demonstrate a liquid mixture being formed and use volume measurements to show the volume of the mixture is the same as the sum of the parts of the mixture. Note: This will not work with a mixture of sand and water, as water will fill air pockets in the sand."	"If students miss this item, they may need to review the definition of the law of conservation of matter. Demonstrate a liquid mixture being formed and use mass measurements to show the mass of the mixture is the same as the sum of the parts of the mixture."
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.6.A, Day 2, Screen 3	Step 1, sentence 3	"kilograms (K)"	"kilograms (kg)"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 6	Step 1, sentence 3	"kilograms (K)"	"kilograms (kg)"
<i>HMH Into Science Texas Teacher Guide Grade 4</i>	9780358841579	View Link	p. 77	Column 2, Exit Ticket/Formative Assessment, bottom of column after Support for Student Answers paragraph 1	N/A	"Support for Student Answers Describe the forces involved in the child opening the gate. Use patterns of forces you identified in the Hands-On Activity to support your answer. Sample Answer: Gravity makes the gate heavy, and friction affects how the gate slides. But the wheel makes the gate slide more easily. "
<i>HMH Into Science Texas Teacher Guide Grade 4</i>	9780358841579	View Link	p. 79	Column 1, Steps 2–4, Support for Student Answers, sentence 2	"Direct students to write their response in the interactive."	N/A
<i>HMH Into Science Texas Teacher Guide Grade 4</i>	9780358841579	View Link	p. 74	Column 2, Preparation Tips, after sentence 3	N/A	"All objects should not exceed the mass rating of the spring scale, such as 250 g or 500 g. "
<i>HMH Into Science Texas Teacher Guide Grade 4</i>	9780358841579	View Link	p. 65	Column 2, Day 3: That's Rough, Preparation Tips, after sentence 3	N/A	"All objects should not exceed the mass rating of the spring scale, such as 250 g or 500 g. "
<i>HMH Into Science Texas Teacher Guide Grade 4</i>	9780358841579	View Link	p. 101	Column 2, bottom of column, after Support for Student Answers, Claims, Evidence, and Reasoning	N/A	"Exit TicketSupport for Student Answers How do models help engineers design solutions to problems? Sample Answer: Models help engineers build prototypes to test and adjust until they work as desired to meet all the criteria."
<i>HMH Into Science Texas Teacher Guide Grade 4</i>	9780358841579	View Link	p. 239	Column 1, Exit Ticket/Formative Assessment	"Guide them to understand that the water flowing in a stream can rise and fall and that the moving water can, over time, wear a channel through rocks and smooth the rock walls."	"Guide them to understand that the water flowing in a river can, over time, break small pieces off of rocks and make rocks very smooth."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.10.B, Day 2, Screen 7	Exit Ticket, Short Answer interactivity, prompt, sentences 1–3 and image of cleaved rock wall and Sample Answer	Image of cleaved rock wall"Roberto's family is hiking along the edge of a small stream. They look up and see this high, smooth wall of rock. On top of the rock are soil and growing trees."Sample answer: "Maybe moving water smoothed the rock to make a wall. If the stream passed through here for a very long time, maybe it carried small rocks that cut through the large rock to shape the wall."	N/A - deleted image"Roberto's family is hiking along the edge of a river. They notice that the rocks next to and in the river are very smooth, while the rocks a few meters away from the river are rough and jagged."Sample Answer: "Moving water smoothed the rocks in and near the river. They probably looked like the other rough jagged rocks at one point, but after a very long time in the river, they became smooth."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 306	Exit Ticket, Short Answer item, prompt sentences 1–3 and image of cleaved rock wall	Image of cleaved rock wall"Roberto's family is hiking along the edge of a small stream. They look up and see this high, smooth wall of rock. On top of the rock are soil and growing trees."	N/A - deleted image"Roberto's family is hiking along the edge of a river. They notice that the rocks next to and in the river are very smooth, while the rocks a few meters away from the river are rough and jagged."
<i>HMH Into Science Texas Teacher Guide Grade 4</i>	9780358841579	View Link	p. 239	Exit Ticket, Support for Student Answers	Image of cleaved rock wall"Roberto's family is hiking along the edge of a small stream. They look up and see this high, smooth wall of rock. On top of the rock are soil and growing trees. ... Sample answer: Maybe moving water smoothed the rock to make a wall. If the stream passed through here for a very long time, maybe it carried small rocks that cut through the large rock to shape the wall."	Image of water flowing over smooth rocks"Roberto's family is hiking along the edge of a river. They notice that the rocks next to and in the river are very smooth, while the rocks a few meters away from the river are rough and jagged. ... Sample answer: Moving water smoothed the rocks in and near the river. They probably looked like the other rough jagged rocks at one point, but after a very long time in the river, they became smooth."
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.10.B, Day 3, Screen 2	Paragraph 1	"Does the river at the bottom of the Grand Canyon have something to do with those amazing rock walls? Those rock walls were formed by the process of rock breaking apart, called weathering."	N/A
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 307	Weathering and Erosion, paragraph 1	"Does the river at the bottom of the Grand Canyon have something to do with those amazing rock walls? Those rock walls were formed by the process of rock breaking apart, called weathering."	N/A
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.10.B, Day 3, Screen 6	Paragraph 1, sentence 2	"It took 250 million years for Palo Duro Canyon to form in what is now the Texas Panhandle."	"It took 90 million years for a river to form Palo Duro Canyon in what is now the Texas Panhandle."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 311	Paragraph 2, sentence 2	"It took 250 million years for Palo Duro Canyon to form in what is now the Texas Panhandle."	"It took 90 million years for a river to form Palo Duro Canyon in what is now the Texas Panhandle."
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.10.B, Day 3, Screen 7	Exit Ticket, Multiple Choice interactivity, prompt, sentence 3, and correct answers	"Which most likely produced the rock towers and walls of the canyon?" Interactivity only accepts answer B. weathering	"Which most likely produced the rock towers and walls of the canyon? Select all that apply." Interactivity requires both correct answers A. erosion and B. weathering
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 312	Exit Ticket, Multiple Choice question, after sentence 3 of prompt	N/A	"Choose all that apply."
<i>HMH Into Science Texas Teacher Guide Grade 4</i>	9780358841579	View Link	p. 241	Column 2, Exit Ticket/Formative Assessment, Support for Student Answers, sentences 3–4	"Which most likely produced the rock towers and walls of the canyon? Answer: B. weathering"	"Which most likely produced the rock towers and walls of the canyon? Select all that apply. Answer: A. erosion, B. weathering"
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.10.B, Day 7, Screen 3	Image Gallery interactivity, image of Great Sphinx, caption	"Since then, sand blown by wind and underground water have caused weathering and erosion."	"Since then, both rain and sand blown by wind have caused weathering and erosion."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 327	Bottom left image of Great Sphinx, caption, sentence 2	"Since then, sand blown by wind and underground water have caused weathering and erosion."	"Since then, both rain and sand blown by wind have caused weathering and erosion."
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.10.B, Day 7, Screen 6	Exit Ticket, Multiple Choice interactivity, statement B	"B. The plants will slow the speed of the wind."	"B. The plant roots will hold the soil in place."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 329	Exit Ticket, Multiple Choice question, statement B	"B. The plants will slow the speed of the wind."	"B. The plant roots will hold the soil in place."
<i>HMH Into Science Texas Teacher Guide Grade 4</i>	9780358841579	View Link	p. 251	Column 2, Exit Ticket/Formative Assessment, Support for Student Answers, Answer	"Answer: B. The plants will slow the speed of the wind."	"Answer: B. The plant roots will hold the soil in place."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 348	Do the Math, Data Table, row 2	Data entries are 2.58, 1.62, 2.91, 2.35, 4.88, 3.52, 2.27, 2.47, 3.63, 3.92, 3.09, 2.31	Data entries are 6.55 , 4.11, 7.39, 5.97, 12.40, 8.94, 5.77,6.27, 9.22, 9.96, 7.85, 5.87
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 348	Do the Math, Data Table, column 1, row 2	"precipitation data"	"precipitation data (centimeters)"
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 348	Do the Math, Paragraph 3, sentence 3	"inches"	"centimeters"
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.10.C, Day 3, Screen 6	Do the Math, Data Table, row 2	Data entries are 2.58, 1.62, 2.91, 2.35, 4.88, 3.52, 2.27, 2.47, 3.63, 3.92, 3.09, 2.31	Data entries are 6.55 , 4.11, 7.39, 5.97, 12.40, 8.94, 5.77,6.27, 9.22, 9.96, 7.85, 5.87
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.10.C, Day 3, Screen 6	Do the Math, Data Table, column 1, row 2	"precipitation data"	"precipitation data (centimeters)"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.10.C, Day 3, Screen 6	Do the Math, Paragraph 3, sentence 3	"inches"	"centimeters"
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 516	Paragraph 1, sentences 1–5	"There are over 500 species of aloe. ... Many aloes also have sharp spines to protect themselves. Aloe vera is the most well known of all the aloe species. This plant originates from the Arabian Peninsula, and aloe's parenchyma tissue is the gel used in everyday products such as food, dishwashing liquid, herbal remedies, and cosmetics."	"There are over 1750 species of cacti. ... Most cacti also have sharp spines to protect themselves. Prickly pear is a well known group of cactus that includes 150 different species. Prickly pear cactus can be found in Texas and Mexico. The leaves, fruit, flowers, and stems are all edible."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 4</i>	9780358861676	View Link	p. 526	Top right image of flowers, caption, sentences 1–4	"Woody stems help trees and shrubs stay upright in strong winds. ... Other plants like lavender have green stems that hold the plants up and support branches, leaves, and other parts. Stems also move water and nutrients between different plant structures."	"Stems move water and nutrients between different plant structures. Woody stems help trees and shrubs stay upright in strong winds. ... Other plants like lavender have green stems that hold the plants up and support branches, leaves, and other parts."
<i>HMH Into Science Texas Student License Digital Grade 4</i>	9780358859741	View Link	TEKS Lesson 4.13.A, Day 4, Screen 2	Image Gallery interactivity, image of flowers, caption, sentences 1–4	"Woody stems help trees and shrubs stay upright in strong winds. ... Other plants like lavender have green stems that hold the plants up and support branches, leaves, and other parts. Stems also move water and nutrients between different plant structures."	"Stems move water and nutrients between different plant structures. Woody stems help trees and shrubs stay upright in strong winds. ... Other plants like lavender have green stems that hold the plants up and support branches, leaves, and other parts."

Publisher: McGraw Hill

Science, Grade 4

McGraw Hill Texas Science, Grade 4 : TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science, Grade 4 Student Edition</i>	9781265559618	View Link	18	Under "Research and Communication," 1st paragraph that begins "Scientists study and..."	"Explore resources and research STEM careers that using" should be changed to "Explore resources and research STEM careers that USE ..."	<p>Thank you for your feedback and thorough review of Grade 4 Texas Science.</p> <p>We agree there is a typo in the Talk About It on page 18 of the Student Edition.</p> <p>We have revised the sentence to read:</p> <p>Explore resources and research STEM careers that use listening skills.</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science, Grade 4 Student Edition</i>	9781265559618		18	Bottom of the page, Talk About It	Explore resources and research STEM careers that using listening skills.	Explore resources and research STEM careers that use listening skills.
<i>McGraw Hill Texas Science, Grade 4 Student Edition</i>	9781265559618		207	Table: Advantage: first row	<ul style="list-style-type: none"> rich in energy easy to store 	<ul style="list-style-type: none"> rich in energy easy to store

Publisher: Savvas Learning

Science, Grade 4

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Grade 4 Teacher Guide</i>	9781323223352		40	second column	STEAM Activity How can you determine if objects fall at the same speed?	STEAM Activity Investigate Relative Speed
<i>Grade 4 Teacher Guide</i>	9781323223352		53	STEAM Activity	STEAM Activity How can you determine if objects fall at the same speed?	STEAM Activity Investigate Relative Speed
<i>Grade 4 Teacher Guide</i>	9781323223352		58	STEAM Activity	STEAM Activity How can you determine if objects fall at the same speed?	STEAM Activity Investigate Relative Speed

Publisher: Studies Weekly

Science, Grade 4

Texas Science Studies Weekly: Fourth Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Fourth Grade Student Edition with Online Access</i>	9781649783837SE8	View Link	1	Studies Weekly Online, Unit 1, Week 2, Activity 1, Printables, Repeating Task Cards (PDF pg1)	The captions for the stream and the house/solar panels are labeled with the closet caption.	We will fix the caption and change the closet image to messy.
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	9781649783820TE	View Link	22.2	Teacher Edition, Unit 22, Week 33, Standards Coverage Chart, ELPS (pdf pg. 2)	2: Speaking	3: Speaking
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	9781649783820TE	View Link	22.5, 22.8	Teacher Edition, Unit 22, Week 33, Activities 1 and 3, Left Hand Column (pdf pg. 5, 8)	(Activity 1) ELAR 4.7B(Activity 3)ELPS 4J	(Align Activity 1 and 3 left hand column to standards coverage chart, see below)(Activity 1) ELAR 4.7B(Activity 3)ELPS 4J
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	9781649783820TE	View Link	22.5	Teacher Edition, Unit 22, Week 33, Activity 1, Left Hand Column, Teacher Note, and "Collaborative Learning," Step 2, 1st bullet (pdf pg. 5)	Matter and Energy Review Flashcards	Matter and Energy Review Flash Cards
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	9781649783837SE8		3	Student Edition, Unit 22, Week 33, Activity 4, Word Bank (pdf pg. 2) *Same change made to printable located at: Studies Weekly Online, Unit 22, Week 33, "Matter and Energy: Answer Keys," Activity 4 Student Edition Answers (pdf pg. 3) URL: https://cdn.studiesweekly.com/online/resources/printables/9271/Year-in-Review-Matter-and-Energy_Answer-Key_TX-04-SN_Unit-22_Week-33S.pdf	paperclip	paper clip

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	978164978383 7SE8	View Link	1, 3	Printable: Studies Weekly Online, Unit 22, Week 33, "Matter and Energy Review Flash Cards," Card #3 (pdf pgs. 1)	(card #3, front)dissolve-disolución	(card #3, front)dissolve-disolver
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	978164978383 7SE8	View Link	2, 4, 5	Printable: Studies Weekly Online, Unit 22, Week 36, Activity 5, "Organisms and Environment Task Cards," Question 5 answer key (pdf pg. 4) and Question 11 (pdf pg. 2 and 5)	(Question 5 Answer Key) Which organisms receive energy from eating other organisms? a. producers b. consumers c. decomposers (Question 11) They may not have big, beautiful flowers any-more.	(Question 5 Answer Key) Which organisms receive energy from eating other organisms? a. producers b. consumers c. decomposers Question 11) They may not have bright, beautiful flowers any-more.
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	6, 7	Printable: Studies Weekly Online, Unit 22, Week 36, "Organisms and Environments: Answer Keys," Activity 5, Question 5 (pdf pg. 6) and Question 11 (pdf pg. 7)	(Question 5) Which organisms receive energy from eating other organisms? a. producers b. consumers c. decomposers (Question 11) They may not have big, beautiful flowers anymore.	(Question 5) Which organisms receive energy from eating other organisms? a. producers b. consumers c. decomposers (Question 11) They may not have big, beautiful flowers anymore.
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	978164978383 7SE8	View Link	4	Student Edition, Unit 22, Week 36, Activity 5, Directions (pdf pg. 3)	Environmenst	Environments
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link		Teacher Edition, Unit 21, Activity 5, Left Hand Column (pdf pg. 19)	ELAR 4.7B	ELAR 4.7C

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	978164978383 7SE8	View Link	1	Student Edition, Unit 20, Activity 1 (pdf pg 1)	Activity 1 Phenomenon IntroductionWrite the guiding question in the space provided.My Question:SEP Ask Questions MATH ELARRTC Structure and Function	(Removed math icon to align with standards coverage chart and changed "My Question" to "Guiding Question"Activity 1 Phenomenon IntroductionWrite the guiding question in the space provided.Guiding Question:SEP Ask Questions ELARRTC Structure and Function
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	978164978383 7SE8	View Link	2	Student Edition, Unit 20, Activity 3, article (pdf pg. 2)	velcroVenus fly trapsvenus fly-traps	Velcro® (superscript®)Venus flytraps
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	19.9, 19.17	Teacher Edition, Unit 19, Activity 1, "Introduce Phenomenon," Step 3a (pdf pg. 9) and Activity 5, "Student-Driven Inquiry," Step 7 (pdf pg. 17)	park	Park
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	19.8-19.9	Teacher Edition, Unit 19, Week number (pdf pgs. 8-9)	Week 19	Week 30
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	978164978383 7SE8	View Link	4	Student Edition, Unit 18, Activity 5, Habitat Investigation, step 2 (pdf pg. 3)	2. Choose twp producers	2. Choose two producers
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	18.12	Teacher Edition, Unit 18, Activity 2, Left Hand Column (pdf pg. 12)	ELAR 4.7D	ELAR 4.7B
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	1	Printable: Studies Weekly Online, Unit 18, Activity 4, "Ecosystem Rolls and Roles: Teacher Instruction Page," footer (pdf pg. 1)	Fifth Grade	Fourth Grade

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	1	Printable: Studies Weekly Online, Unit 17, "Producers Make Food: Reading Comprehension Questions Answer Key," Activity 2, Question 1 (pdf pg. 1) *Same change made in printable located at: Studies Weekly Online, Unit 17, "Producers Make Food: Reading Comprehension Questions," Activity 2, Question 1 URL: https://cdn.studiesweekly.com/online/resources/pod_media/p/anel_41106_TX-04%20U17%20Reading%20Comprehension%20AssessmentS.pdf	1. What gives plants minerals and vitamins? a. carbon dioxide b. other plants c. sunlight d. water	1. What gives plants minerals and vitamins? a. carbon dioxide b. other plants c. sunlight d. soil
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	1-2	Printable: Unit 17, "Do Plants Breathe Extension Activity," header (pdf pg. 1) and footers (pdf pgs. 1-2)	Fifth Grade	Fourth Grade
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	15.20	Teacher Edition, Unit 16, Activity 5, "Whole Group," Step 1, bullet (pdf pg. 20) original text: [ELPS 1B] new text: [ELPS 1D]	[ELPS 1B]	[ELPS 1D]
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	15.9	Teacher Edition, Unit 15, Activity 1, Left Hand Column (pdf pg. 9)	MATH 3.6A	MATH 4.2C
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	14.4	Teacher Edition, Unit 14, New Vocabulary Coverage Chart (pdf pg. 4)	oil: a thick liquid found underground,, formed from the remains of tiny ocean plants and animals that lived long ago.	oil: a thick, liquid found underground, formed from the remains of tiny ocean plants and animals that lived long ago.
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	13.20	Teacher Edition, Unit 13, Activity 5, Left Hand Column (pdf pg. 20)	SEP Use Mathematics Develop Explanations MATH 4.1B	(Aligned Activity 5 left hand column with standards coverage chart, see below) SEP Use Mathematics Develop Explanations Communicate Explanations MATH 4.1D

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	10.17	Teacher Edition, Unit 10, Activity 4, Left Hand Column (PDF pg. 17)	ELAR 4.7F	ELAR 4.7G
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	1	Printable: Studies Weekly Online, Unit 10, "Phases of the Moon: Performance Task," Gray Box (PDF pg. 1) *Also changed in Printable: "Phases of the Moon: Performance Task Answer Key" located at https://cdn.studiesweekly.com/online/resources/printables/9201/TX-04%20U10_%20Performance%20Task_%20Phases%20of%20the%20Moon%20AKS.pdf	3.7A	4.9B
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	9.1	Teacher Edition, Unit 9, Unit Objectives Chart, SEP (pdf pg 1)	4.E: Collect Evidence	4.1E: Collect Evidence
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE	View Link	9.6	Teacher Edition, Unit 9, Student Support Resources Chart, after row 2 (pdf pg. 6)	Title: Seasons in the Sun: Home Letter Media: Printable Description: This letter to caregivers is a helpful resource to guide teacher communication. It provides information about the design of the program and how caregivers can reinforce student learning and development.	(Aligned the student support resources chart with the videos referenced in the Lesson Guide) Title: Sunrise Video Media: Video Description: This video shows the sun rising above the horizon. The video will be used in activity 4. Title: Sunset Video Media: Video Description: This video shows the sun setting below the horizon. The video will be used in activity 4. Title: Seasons in the Sun: Home Letter Media: Printable Description: This letter to caregivers is a helpful resource to guide teacher communication. It provides information about the design of the program and how caregivers can reinforce student learning and development.
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	978164978383 7SE8	View Link	n/a	Video: Studies Weekly Online, Unit 8, Activity 1, "Electric Paths: Phenomenon Video," Title card	Electric Paths: Phenomenon Video	Electric Paths: Phenomenon Video

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	9781649783837SE8	View Link	1	Student Edition, Unit 7, Activity 6, "Engineering Scenario" (pdf pg. 1)	"Ugh, it must be a thick branch. Maybe if it give it...a...good...clip!"	"Ugh, it must be a thick branch. Maybe if I give it...a...good...clip!"
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	9781649783820TE	View Link	1-2	Printable: Studies Weekly Online, Unit 6, "Energy Transfers: Reading Comprehension Questions Answer Key," Activity 9, Questions 2 and 3 (pdf pg. 1-2)	<p>2. Which animal organ sends sound energy?</p> <p>a. ear drum b. soft palate c. vocal chord d. cochlear nerve</p> <p>3. Which animal organ receives sound energy?</p> <p>a. ear drum b. soft palate c. vocal chord d. cochlear nerve</p>	<p>(Corrected answer key answers)</p> <p>2. Which animal organ sends sound energy?</p> <p>a. eardrum b. soft palate c. vocal chord d. cochlear nerve</p> <p>3. Which animal organ receives sound energy?</p> <p>a. eardrum b. soft palate c. vocal chord d. cochlear nerve</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<p>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</p>	<p>9781649783837SE8</p>	<p>View Link</p>	<p>1-2</p>	<p>Printable: Studies Weekly Online, Unit 6, "Energy Transfer: Home Letter," (pdf pgs. 1 -2)</p>	<p>Dear Families,During science instruction at school, your child will investigate and identify the transfer of energy by objects in motion, waves in water, and sound. By the end of this unit, students should be able to meet the following learning objectives :• I can ask questions and hypothesize about what happens when it rains on a lake.• I can investigate, identify, and explain the transfer of energy by objects in motion by observing cause and effect relationships.• I can investigate, identify, and explain the transfer of energy by waves in water by observing cause and effect relationships.• I can investigate, identify, and explain the transfer of energy by objects in motion, waves in water, and sound by observing cause and effect relationships.To help support your child in understanding this concept, we suggest the following:• After washing the dishes, leave the sink full of water. Allow your child to drop a few objects of different sizes to observe the waves created. Discuss what they saw and where the mechanical energy went.• Snap your fingers. Ask your child to explain where the sound energy goes and how it travels.The new vocabulary terms that students need to know are:• amplitude: the height of a wave• crest: the peak, or highest point of a wave• energy transfer: when energy moves from one object (or place) to another• trough: the valley, or lowest point of a wave• wave: a regular pattern of motion that transfers energy• wavelength: the distance between two waves, usually measured from crest to crest or trough to troughThe unit tries to address the following common misconceptions about science:• Misconception: Energy is lost when objects collide; Objects use up energy○ Explanation: Energy is not lost or used up in a collision. In a collision, energy is transferred between objects. The transfer of energy results in the production of sound and heat as well as the secondary object moving a distance at a speed. More energy creates a bigger impact. Therefore, energy is never lost, or used up, it is transferred.• Misconception: Waves move water.○ Explanation: When we observe a wave we are seeing energy transferring across the surface of water. Water will go up and down in place (which is what we observe as a wave) as energy passes by. Waves, in deep, open water, do not actually move the water from one place to another. Only when waves get compressed as they approach the shore, do waves move water horizontally.Here are a few questions you can ask your child:• What happens when waves meet objects in the water?• When two cars crash, where does the energy go?Thank you for your support!</p>	<p>(removed spacing after colon, added period to a bullet point, removed common in second misconception explanation, and aligned vocabulary with New Vocabulary in Standards Coverage Chart)Dear Families,During science instruction at school, your child will investigate and identify the transfer of energy by objects in motion, waves in water, and sound. By the end of this unit, students should be able to meet the following learning objectives:• I can ask questions and hypothesize about what happens when it rains on a lake.• I can investigate, identify, and explain the transfer of energy by objects in motion by observing cause and effect relationships.• I can investigate, identify, and explain the transfer of energy by waves in water by observing cause and effect relationships.• I can investigate, identify, and explain the transfer of energy by objects in motion, waves in water, and sound by observing cause and effect relationships.To help support your child in understanding this concept, we suggest the following:• After washing the dishes, leave the sink full of water. Allow your child to drop a few objects of different sizes to observe the waves created. Discuss what they saw and where the mechanical energy went.• Snap your fingers. Ask your child to explain where the sound energy goes and how it travels.The new vocabulary terms that students need to know are:• amplitude: the height of a wave• crest: the peak, or highest point of a wave• energy transfer: when energy moves from one object (or place) to another• trough: the valley, or lowest point of a wave• wave: a regular pattern of motion that transfers energy• wavelength: the distance between two waves, usually measured from crest to crest or trough to troughThe unit tries to address the following common misconceptions about science:• Misconception: Energy is lost when objects collide; Objects use up energy.○ Explanation: Energy is not lost or used up in a collision. In a collision, energy is transferred between objects. The transfer of energy results in the production of sound and heat as well as the secondary object moving a distance at a speed. More energy creates a bigger impact. Therefore, energy is never lost, or used up, it is transferred.• Misconception: Waves move water.○ Explanation: When we observe a wave we are seeing energy transferring across the surface of water. Water will go up and down in place (which is what we observe as a wave) as energy passes by. Waves, in deep, open water, do not actually move the water from one place to another. Only when waves get compressed as they approach the shore do waves move water horizontally.Here are a few questions you can ask your child:• What happens when waves meet objects in the water?• When two cars crash, where does the energy go?Thank you for your support!</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	9781649783837SE8	View Link	1-2	Printable: Studies Weekly Online, Unit 1, Week 1, Activity 5, "Scientific Discoveries Challenge" (pdf pgs. 1 and 2)	(pg. 1) Inventor of GoogleName:Inventor of the telephone(pg. 2) Inventor of GoogleName:Larry PageInventor of the telephone	(pg. 1) Inventors of GoogleNames: Inventor who received the first patent for a telephone design(pg. 2) Inventors of GoogleNames:Larry Page and Sergey BrinInventor who received the first patent for a telephone design
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	9781649783820TE	View Link	1.23	Teacher Edition, Unit 1, Week 2, Standards Coverage Chart, RTC row (PDF pg. 2)	4.5: PatternsA: Identify and use patterns to explain scientific phenomena or to design solutions4.5: Cause and EffectB: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. 4.5: Scale, Proportion, QuantityC: Use scale, proportion, and quantity to describe, compare, or model different systems.4.5: Systems and System ModelsD: Examine and model the parts of a system and their interdependence in the function of the system.4.5: Energy and MatterE: Investigate how energy flows and matter cycles through systems and how matter is conserved.4.5: Structure and FunctionF: Explain the relationship between the structure and function of objects, organisms, and systems.4.5: Stability and ChangeF: Explain the relationship between the structure and function of objects, organisms, and systems.	(Added Activity lists to each RTC, corrected Stability and Change description)4.5: PatternsA: Identify and use patterns to explain scientific phenomena or to design solutions. (Activity 1)4.5: Cause and EffectB: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activity 2) 4.5: Scale, Proportion, QuantityC: Use scale, proportion, and quantity to describe, compare, or model different systems. (Activity 5)4.5: Systems and System ModelsD: Examine and model the parts of a system and their interdependence in the function of the system. (Activity 2)4.5: Energy and MatterE: Investigate how energy flows and matter cycles through systems and how matter is conserved. (Activity 4)4.5: Structure and FunctionF: Explain the relationship between the structure and function of objects, organisms, and systems. (Activity 3)4.5: Stability and ChangeG: Explain how factors or conditions impact stability and change in objects, organisms, and systems. (Activity 4)
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	9781649783837SE8	View Link	1	Printable: Studies Weekly Online, Unit 1, Week 3, "Patterns" (pdf pg. 1)	apattern	a pattern
<i>Texas Science Studies Weekly: 4 Grade Student Edition with Online Access</i>	9781649783837SE8	View Link	1	Printable: Studies Weekly Online, Unit 1, Week 2, Activity 1, "Repeating Task Cards" (pdf pg. 1)	(image of stream)Create a repeating system to design a solution to organize this closet.(image of house)Create a repeating system to design a solution to organize this closet.(image of organized closet)Create a repeating system to design a solution to organize this closet.	(Corrected text after image of stream and house, corrected closet image, see below)(image of stream)Create a repeating system to design a solution for crossing the stream.(image of house)Create a repeating system to design a solution for reaching the top of the roof.(image of messy closet)Create a repeating system to design a solution to organize this closet.
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	9781649783820TE	View Link	9.21	Teacher Edition, Unit 9, Activity 4. "Debrief," Step 5 (pdf pg. 9)	Can you describe the sequence of the seasons in terms of length of day.	Can you describe the sequence of the seasons in terms of length of day?

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access</i>	978164978382 OTE		3-42	Printable: Studies Weekly Online, Grade 4, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"	TEK: Unit	TEKS: Unit

Publisher: Summit K12 Holdings

Science, Grade 4

Dynamic Science 4th Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science 4th Grade Student/Teacher Resources</i>	9781616180270	View Link	5	4.6A Lesson Guide -- Teach and Discuss-- Quick Activity -- Safety Note	A spider is an arachnid, not an insect.	Thank you for your feedback. We will update our resources to incorporate your correction

Publisher: TPS Publishing

Science, Grade 4

STEAM into Science - Grade 4 Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition</i>	9781788057660	View Link	p63	Activity 6	Activity 6 - create not "creat"	Edit will be applied
<i>Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition</i>	9781788057660	View Link	63	Second line	then creat a Venn	then create a Venn

Publisher: Accelerate Learning Inc.

Science, Grade 5

STEMscopes Science TX - Grade 5 : TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STEMscopes Science TX - Grade 5 (Online)</i>	9798888266885	View Link	Page 2, Paragraphs 11-15	Click on the following Scope: Properties of Mixtures and Solutions. Scroll the top banner to Elaborate. Then click in the dropdown for Reading Science. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout - On-Level.	Paragraph 15, final sentence "was" should replace wa	typo will be corrected
<i>STEMscopes Science TX - Grade 5 (Online)</i>	9798888266885	View Link	Page 6 and Page 9	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.	On page 9 the scenario should read "You want to see how color affects the temperature of an objectexposed to the Sun."	typo will be corrected
<i>STEMscopes Science TX - Grade 5 (Online)</i>	9798888266885	View Link	Page 21, Input-Output 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.	The instructions should read "Represent the data collected using an input-output table"	Adjustment will be made
<i>STEMscopes Science TX - Grade 5 (Online)</i>	9798888266885	View Link	Page 6, Paragraph 2	Click on the following Scope: Properties of Mixtures and Solutions. 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.	Water can change the state ofwater through boiling or freezing. Should be revised to read Water can change the state of matter through boiling or freezing.	Will adjust wording

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 5

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas ADI Learning Hub for Science, 5th Grade</i>	9798987754825		N/A	Mystery Mixtures (Materials and Preparations Document, Section: Materials, Chart)	6 ox	6 oz
<i>Texas ADI Learning Hub for Science, 5th Grade</i>	9798987754825	View Link	Page 52 of the updated Teacher Implementation Guide.	First paragraph under the sub-heading "Embedded performance tasks."	Students have numerous opportunities to make their thinking visible during an ADI investigation. For example, students create models to explain phenomenon, investigation plans to share how they will use RTCs, and SEPs to carry out an investigation and make sense of data, and written arguments to share what they figured out and how they can be sure that their ideas are valid or acceptable depending on the stage of the investigation. The images below show an example of an investigation plan (left) and a written argument (right). Notice how each one provides a window into student thinking at that point in time.	Students have numerous opportunities to make their thinking visible during an ADI investigation or design challenge. For example, students create models to explain phenomenon, investigation plans to share how they will use RTCs, and SEPs to carry out an investigation or test of a design and make sense of data, and written arguments to share what they figured out and how they can be sure that their ideas are valid or acceptable depending on the stage of the investigation or design challenge. The images below show an example of an investigation plan (left) and a written argument (right). Notice how each one provides a window into student thinking at that point in time.
<i>Texas ADI Learning Hub for Science, 5th Grade</i>	9798987754825	View Link		Plant Diversity, Report Stage, Activity 1	Finally, you also want to include what you know about scale, proportion and energy quantity.	Finally, you also want to include what you know about scale, proportion and quantity.

Publisher: Discovery Education Inc

Science, Grade 5

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Techbook for Texas by Discovery Education - Grade 5 (Digital)</i>	9781616296513	View Link	https://app.discoveryeducation.com/learn/player/742C6C30-4929-4B88-B103-D6255415D77B	Unit: Investigating Force and Energy > Concept: Force and Energy > 5E: Explore > Lesson 2: Play Ball > Section: Hands-on Activity > Turn and Talk	Choose "during" or "while"; both are not necessary.	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	View Link	https://app.discoveryeducation.com/learn/player/742C6C30-4929-4B88-B103-D6255415D77B	Unit: Investigating Force and Energy > Concept: Force and Energy > 5E: Explore > Lesson 2: Play Ball > Section: Hands-on Activity > Turn and Talk	Third bullet says "What type of shoes should you wear during while playing ball games in order to stay safe?" This sentence needs to be worded correctly.	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	View Link	https://app.discoveryeducation.com/learn/player/6F7CF9F9-2FF6-463F-AC8D-C4605ED71A40	Unit: Environmental Relationships > Concept: Ecosystem Changes > 5E: Explore > Lesson 3: Food Webs > Section: Video > Media, Instructions, and Questions	no video embedded	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 5 (Digital)</i>	9781616296513	View Link	https://app.discoveryeducation.com/learn/player/CC90E492-52DC-4077-BAE7-38A78C1399FA	Unit: Matter, Mixtures, and Solutions > Concept: Building Blocks of Matter > 5E: Explore > Lesson 4: Modeling States of Matter > Section: Hands-on Activity > Hands-on Activity	The "air in the empty cup" should be the air in a cup because it is not empty, it has air.	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	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Tech-book for Texas by Discovery Education: Grade 5</i>	9781616291471		https://app.discoveryeducation.com/learn/assessment/0c89c7f3-0dfa-43d9-ba4e-7a35b666eb0c/preview	Unit 1 > Concept 1 > Comparing Matter Concept Summative Assessment > Item 6	See original text in URL_for_Updated_Text	See updated text in URL_for_Updated_Text
<i>Science Tech-book for Texas by Discovery Education: Grade 5</i>	9781616291471		https://app.discoveryeducation.com/learn/assessment/088cc327-243d-4c08-9a93-5ce60d7ba256/preview	Unit 3 > Concept 2 > Sun, Oceans, and Weather Concept Summative Assessment > Item 2	See original text in URL_for_Updated_Text	See updated text in URL_for_Updated_Text

Publisher: Great Minds

Science, Grade 5

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		23	English Language Development sidebar box on page 23.	Delete "Providing the Spanish cognate característica may be helpful." from the sidebar.	Delete the sentence
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		143	Lesson 12, Conceptual Checkpoint inline box	In standard 5.10C, the bolding needs to be revised.	In standard 5.10C in the TEKS Assessed box, remove the bold from ", and sand dunes."
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		263	End-of-Module Assessment, item 3, sentence that appears after the table	The word "tables" should appear as "table" in the sentence: "Use information from the tables to explain how people in Antarctica conserve water."	"Use information from the table to explain how people in Antarctica conserve water."
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		270	End-of-Module Assessment, Sample, item 3, sentence that appears after the table	The word "tables" should appear as "table" in the sentence: "Use information from the tables to explain how people in Antarctica conserve water."	"Use information from the table to explain how people in Antarctica conserve water."
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		437	Cognate of the first General Academic Word on page 437.	cognate for "feature": delete "; may use característica (characteristic)"	Delete "; may use característica (characteristic)"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		486	English Language Development box on page 486.	"microscópico"	"microscopio".
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		490	English Language Development sidebar box at the top of page 490.	"dissolver"	"disolver"
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		524	End-of-Spotlight Assessment Part B, item 2a	Second image label missing "and oil"	Label revised to "Salt water, microplastics, and oil"
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		525	End-of-Spotlight Assessment Part B, item 2b	punctuation missing in labels	add a comma after each occurrence of "microplastics"
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		530	End-of-Spotlight Assessment Part B, Sample, item 2a	Second image label missing "and oil"	Label revised to "Salt water, microplastics, and oil"
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		531	End-of-Spotlight Assessment Part B, Sample, item 2b	punctuation missing in labels	comma added around each occurrence of "microplastics"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		562	Resources, Lesson 7 Resource B, Content Standards	"masses of materials do"	"mass of materials does"
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		571	Cognate for the first Key Term on page 571.	"Microscópico"	"Microscopio".
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		571	Cognate for the first Content-Specific Word on page 571.	"dissolver"	"disolver".
<i>Ecosystems Teacher Edition</i>	9798885885317		70	Lessons 6–7, Materials, Preparation table heading	"Preparation"	"Teacher Preparation"
<i>Ecosystems Teacher Edition</i>	9798885885492		84	Lesson 23 Activity Guide B, Second question after the chart	The word "Hagigo" should be "Hargigo" : "How did the introduction of mangrove trees affect the Hagigo ecosystem?"	"How did the introduction of mangrove trees affect the Hargigo ecosystem?"
<i>Ecosystems Teacher Edition</i>	9798885885317		91	Learn: Conceptual Checkpoint inline box, Evidence box 2	Tag for 5.5E should be 5.5B	Change 5.5E to 5.5B.
<i>Ecosystems Teacher Edition</i>	9798885885317		128	Learn: Model Bird Beaks, last sample student response	Delete "and sharp" from the second sentence: "The harrier's beak is too short and sharp."	"The harrier's beak is too short."
<i>Ecosystems Teacher Edition</i>	9798885885317		188	English Language Development sidebar box on page 188.	Delete cognates for "nutrient deficient" and "nutrient sufficient"	Delete the sentence that begins "Providing the Spanish cognate phrases ..."
<i>Ecosystems Teacher Edition</i>	9798885885317		236	Lesson 20, Land, Teacher Note, 1st sentence	Delete standards tags (3.13A and 3.13B) from Teacher Note.	Remove "(3.13A and 3.13B)" from the Teacher Note

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Ecosystems Teacher Edition</i>	9798885885317		245	First paragraph, 3rd sentence	add "use" before "supporting" in: "Instruct students to supporting evidence..."	"Instruct students to use supporting evidence..."
<i>Ecosystems Teacher Edition</i>	9798885885317		265	Learn: Analyze Ash Tree Data, second paragraph, first sentence	Add "that": "Direct students to the data table shows data for live ash trees..."	"Direct students to the data table that shows data for live ash trees..."
<i>Ecosystems Teacher Edition</i>	9798885885317		265	Lesson 23, Learn: Analyze Ash Tree Data, 2nd paragraph, 2nd sentence	"Washington, DC."	"...the Washington, DC, area."
<i>Ecosystems Teacher Edition</i>	9798885885317		269	Lesson 23, Land, second bulleted question	The word "Hagigo" should be "Hargigo": "How did the introduction of mangrove trees affect the Hagigo ecosystem?"	"How did the introduction of mangrove trees affect the Hargigo ecosystem?"
<i>Ecosystems Teacher Edition</i>	9798885885317		321	End-of-Module Assessment, Sample student response, item 2c	Add "body" before "structures": "The diagram shows the structures of ghost crabs."	"The diagram shows the body structures of ghost crabs."
<i>Ecosystems Teacher Edition</i>	9798885885317		384	Lesson 14 Resource B, first sentence	Replace "2004" with "2014": "The following is adapted from "Recycling the Dead" by Kathiann Kowalski (2004)."	"The following is adapted from "Recycling the Dead" by Kathiann Kowalski (2014)."
<i>Ecosystems Teacher Edition</i>	9798885885317		442	Appendix A, Storyline, Lessons 6-7, Knowledge Statement	Replace "gases with the environment" with "the gases in the environment they need for survival": "Plants and animals interact with the gases with the environment in different but interrelated ways."	"Plants and animals interact with the gases in the environment they need for survival in different but interrelated ways."
<i>Ecosystems Teacher Edition</i>	9798885885317		457	Appendix C, Content-Specific Words on page 457.	Delete cognate for Nutrient deficient and insert "None"	"None"
<i>Ecosystems Teacher Edition</i>	9798885885317		457	Appendix C, Content-Specific Words on page 457.	Delete cognate for Nutrient sufficient and insert "None."	"None"
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		106	Learn, Make a Shadow Clock, Check for Understanding inline box, the sentence after the Check for Understanding heading	"the" missing before "shapes.": "Students develop a shadow clock model that explains how the pattern of changing shadow positions and shapes the Sun causes throughout the day can be used to tell time."	"Students develop a shadow clock model that explains how the pattern of changing shadow positions and the shapes the Sun causes throughout the day can be used to tell time."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Science Logbook</i>	9798885885508		134	Lesson 11 Activity Guide C, Imagine Solutions section	Add a comma between "forces" and "mechanical": "How can you use your knowledge of forces mechanical energy transfer, circuits, and energy transformation to help solve the problem?"	"How can you use your knowledge of forces, mechanical energy transfer, circuits, and energy transformation to help solve the problem?"
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		161	Learn, Observe and Infer Patterns, first paragraph, second sentence	Replace "Students" with "Have students": "Students return to their groups and assign Earth-view student model roles (see Lesson 6 Resource B)."	"Have students return to their groups and assign Earth-view student model roles (see Lesson 6 Resource B)."
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		171	Standards Addressed table, Scientific and Engineering Practices	Missing period	Add a period after "problem" in 5.1G.
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy</i>	9798885885324		211	Learn, Content Area Connection: History sidebar box, first sentence	Missing space between "Apollo" and "11" in "Apollo11"	Add a space between "Apollo" and "11"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		268	Third paragraph that begins "Confirm the difference in patterns of motion between the two time-lapse videos."	Change two to three: "Confirm the difference in patterns of motion between the two time-lapse videos."	"Confirm the difference in patterns of motion between the three time-lapse videos."
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		331	Item 5 TEKS Assessed column	TEKS Standard 5.9 should be 5.8C.	Change "5.9" to "5.8C"
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		331	Item 5 Meets Expectations column	TEKS Standard 5.9 should be 5.8C. "...in a straight line and hits the flagpole at an angle (5.9)."	"... in a straight line and hits the flagpole at an angle (5.8C)."
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		529	Learn, Extension sidebar box	Missing space between "1/2" (stacked fraction) and "N"	Add a space between "1/2" and "N"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		545	Materials tables	Move the third row with "Markers in three different colors (1 of each)" from the Teacher Preparation table to the Teacher Materials table.	Move the third row with "Markers in three different colors (1 of each)" from the Teacher Preparation table to the Teacher Materials table.
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		611	Page 611. Lessons 11-15 Materials Table, third row of the Teacher Preparation section.	"Cue train accessibility video"	"Cue transit accessibility video"
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		624	Paragraph under the inline Teacher Note	Replace "transforms energy" with "energy transformation": "Prompt students to describe how their selected design in the Make a Project Plan section of their Science Logbook (Lesson 11 Activity Guide C) uses forces, mechanical energy transfer, circuits, or transforms energy to solve the accessibility problem."	"Prompt students to describe how their selected design in the Make a Project Plan section of their Science Logbook (Lesson 11 Activity Guide C) uses forces, mechanical energy transfer, circuits, or energy transformation to solve the accessibility problem."
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		635	Brainstorm Improvements, second bullet in the Sample student responses	Replace "Popsicle" with "craft": "We added pieces of Popsicle sticks to the floor to increase the friction force so it will help opposethe train forces."	"We added pieces of craft sticks to the floor to increase the friction force so it will help opposethe train forces."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		654	End-of-Spotlight Assessment, Item 3: Material Properties table	Row heads and column heads need to be reversed.	List materials as the row headings and list the properties as the column headings.
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		665	Lesson 2 Resource A, first paragraph	Replace "the capstone project" with "these lessons": "Students use spring scales throughout the capstone project."	"Students use the spring scales throughout the lessons."
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		704	Lesson 11 Resource A, Rubric for Safety System Design/Eliza Group	In the "All" row in the "Meets Expectations" column, the sentence should start with "Students demonstrate"	Replace "The student demonstrates" with "Students demonstrate"
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		707	Alignment Map (Eliza), Scientific and Engineering Practices column, Ask row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		707	Alignment Map (Eliza), Scientific and Engineering Practices column, Imagine row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		707	Alignment Map (Eliza), Scientific and Engineering Practices column, Plan row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		708	Alignment Map (Eliza), Scientific and Engineering Practices column, first Create row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		708	Alignment Map (Eliza), Scientific and Engineering Practices column, second Create row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		708	Alignment Map (Eliza), Scientific and Engineering Practices column, first Improve row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		708	Alignment Map (Eliza), Scientific and Engineering Practices column, second Improve row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		709	Alignment Map (Eliza), Scientific and Engineering Practices column, Share row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		710	Lesson 11 Resource A, Rubric for Train Station Map Design/Patrick Group	In the "All" row in the "Meets Expectations" column, Replace "The student demonstrates" with "Students demonstrate"	"Students demonstrate"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		713	Alignment Map (Patrick), Scientific and Engineering Practices column, Ask row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		713	Alignment Map (Patrick), Scientific and Engineering Practices column, Imagine row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		714	Alignment Map (Patrick), Scientific and Engineering Practices column, Plan row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		714	Alignment Map (Patrick), Scientific and Engineering Practices column, first Create row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		714	Alignment Map (Patrick), Scientific and Engineering Practices column, second Create row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		715	Alignment Map (Patrick), Scientific and Engineering Practices column, first Improve row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		715	Alignment Map (Patrick), Scientific and Engineering Practices column, second Improve row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		715	Alignment Map (Patrick), Scientific and Engineering Practices column, Share row	Replace "The student demonstrates safe practices during the engineering challenge as outlined in Texas Education Agency–approved safety standards."	"Demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency–approved safety standards." Apply bold to all words except "and field".

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		760	Credits	"Forces, Motion, Energy"	"Forces, Motion, and Energy"

Publisher: Houghton Mifflin Harcourt

Science, Grade 5

HMH Into Science Texas Hybrid Classroom Package Grade 5: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.9.A, Day 3, Screen 3	Steps 4-5 (Also see Student Edition p. 279-280)	See Feedback	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. Additionally, in order to demonstrate that the day-night cycle and associated shadow changes take 24 hours, the testing investigation must be at least 24 hours long.
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	View Link	G5 skills bank, Item 7	Skills bank	None of the provided answer choices are appropriate for the SE. Gloves, safety goggles or do not eat or drink items being observed would align to the SE.	HMH will change the item so it reads: "Which piece of safety equipment should be part of every outdoor science investigation involving plants?" and will change answer choice C. from "layers of clothes" to "gloves" and make answer choice C the correct answer.
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.10.A, Day 2, Screen 7	TEKS Lesson 5.10.A, Day 2, Screen 7 (Also see Student Edition p. 308-311)	The lead up learning to this exit ticket focuses on the temperature of the ocean and how it impacts the weather. This standard should directly discuss how the sun heats the ocean and powers the water cycle by causing evaporation, a phase change from a liquid to a gas.	In TEKS Lesson 5.10.A, Day 3, Screen 7 (Student Edition p. 317), The Sun's Role, sentence 4 HMH will change to "The heated water evaporates and enters the atmosphere in the form of water vapor, leaving the salts in the ocean water behind." Additional description of evaporation as a result of the sun's heating is found later in the lesson: <ul style="list-style-type: none"> Day 4, Screen 5 (Student Edition p. 322), Cloud Formation in the Atmosphere, sentences 1–2; Day 5, Screen 4 (Student Edition p. 327), image of storm near beach, caption; Day 5, Screen 7 (Student Edition p. 330), Image Gallery interactivity, image of ocean water, caption

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<p><i>HMH Into Science Texas Student License Digital Grade 5</i></p>	9780358859758	View Link	TEKS Lesson 5.10.C, Day 4, Screen 3	Steps 1, 2, and 4 (Also see Student Edition p. 388-389)	Misrepresentation of what causes the formation of the delta.	<p>HMH has submitted new content per the TEA review process and it was accepted by the panel: [Lesson 5.10.C, Day 4, Screen 2]</p> <p>Water Forms Deltas Hands-On Activity</p> <p>Possible Materials</p> <ul style="list-style-type: none"> • a large baking pan or roaster • a paper towel roll cut in half • aluminum foil • water • sand • a thick book or a stack of books • safety goggles <p>[Screen 3]</p> <p>Step 1 Use proportions to set up your model river. Cover the inside of the paper towel roll with aluminum foil. Partially fill up your paper towel roll so that it is about two-thirds full of sand. Make sure the sand is about 5–7 cm deep. Pat down the sand so it does not move.</p> <p>Step 2 Then, use your books to elevate one side of the paper towel roll. Pour water in the bottom of your roasting pan to form an “ocean”. Place the paper towel roll so the lower end rests in the pan and the river drains into the ocean.</p> <p>Step 3 In your notebook, draw a sequence map to show what your model currently looks like.</p> <p>Step 4 Put on your goggles. Slowly pour two cups of water a little bit at a time near the top of the paper towel roll into your river. Watch what happens along the river and at the base of the pan in the ocean.</p> <p>Step 5 In your sequence map, draw what your model looks like after the two cups of water have been poured into the pan.</p> <p>[Screen 4]</p> <p>Step 6 Repeat Steps 4–5 until you have poured 10 total cups down your pan. When you repeat the steps, try to change how you pour the water. Pour it faster or slower. Record this on your sequence map.</p> <p>Step 7 Make sure to draw the final state of your model in your sequence map.</p> <p>[Screen 5]</p> <p>Use Models Look at your sequence map. How did your model change? What factors determined how much the water changed the end of the sand?</p> <p>[Screen 6]</p> <p>Claims, Evidence, and Reasoning Make a claim to describe how changes to Earth's surface by water can result in deltas. Support your claim with evidence from your investigation. Explain your reasoning.</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	View Link	TEKS 5.10 Test, Item 2	TEKS 5.10 Test, Item 2	The assessment question 2 tries to state that a delta is formed by a glacier. Students in 5th grade are taught that river deposits are what form deltas. The agent is water and the main process is deposition. Glacial deposits form moraines.	HMH will remove the model art and change the item to read: "A student is building a model showing how deltas are formed. Which of the following must be included in the model? Select all that apply. A. river of fast-moving water that carries sediment [correct] B. ice that carries sediment C. body of slow-moving or not-moving water [correct] D. large field of dunes near an ocean"
<i>HMH Into Science Texas Teacher License Digital Grade 5</i>	9780358860235	View Link	TEKS 5.7. Test, Item 5	TEKS 5.7. Test, Item 5	This is taught as balanced forces because the weights are applying equal and opposite force on an object which in this instance causes no motion.	As described above in Error 5493591, HMH intends to change all references to "equal" to "balanced" throughout the instruction and the assessment, including this item. This will eliminate the confusion referenced by the reviewer.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.10.C, Day 3, Screen 3	Steps 1, 2, and 3 (Also see Student Edition p. 382-383)	This lab asks students to pour water on a tray and "look inside" the clay to see the effect of the water. Canyons are formed by water carving through rock, top down, over long periods of time. This model demonstrates the process of erosion or possible cave formation, but it does not accurately model canyon formation.	<p>HMH will revise the Materials List, Safety, images, steps, and Sample Answers to correct this error. Edits will be made to Day 3, Screens 2–5, Student Edition pp. 381–384, and Teacher Guide.</p> <p>Materials List will be “a large baking pan or roaster, water, sand, a thick book or a stack of books, safety goggles”</p> <p>Add to the Safety section: “Wear safety goggles to protect your eyes from sand.”</p> <p>Images of students working with sugar cubes and clay will be replaced with images of students working with baking pan, sand, and water.</p> <p>Replace all Steps with</p> <p>“Step 1 Use proportions to set up your model. Wet the sand, and pack it down firmly into your roasting pan to model rock. Your pan should be about one-third full of packed sand. Leave the top two-thirds of your pan empty.</p> <p>Step 2 Use your finger to draw a shallow "river" into your packed sand. Then, use your books to elevate one side of your roasting pan.</p> <p>Step 3 Use drawings and words to record your observations of what your model currently looks like.</p> <p>Step 4 Put on your goggles. Slowly pour two cups of water near the top of the pan into your river. Watch what happens along the river.</p> <p>Step 5 Use drawings and words to record your observations of what your model looks like after the two cups of water have been poured into the pan.</p> <p>Step 6 Wearing your safety goggles, use the cup to remove most of the water that has formed at the bottom of your pan.</p> <p>Step 7 Repeat Steps 4–6 until you have poured 10 total cups of water down your pan.”</p> <p>Replace single Develop Explanations with two questions:</p> <p>“Develop Explanations What are some advantages of your model? What changes did the model help you see?”</p> <p>“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> <p>Use Models Sample Answer will be “As water flows through the river, some of the sand in the river channel is picked up and carried by the river. This means that when water flows over land, it can weather and erode the rock and form a canyon.</p> <p>Claims, Evidence, and Reasoning Sample Answer will be “My claim is that water forms canyons by weathering and eroding rock. My evidence is that in my model, moving water washed away some of the sand. My reasoning is that the river area in my model became wider and deeper over time, which started to form a canyon.”</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.7.A, Day 2, Screen 8	Cause and Effect (Also see Student Edition p. 125)	The idea of equal forces causing patterns of motion is confusing for students outside of their use in a scientific investigation for the purpose of accuracy in data as a control item. This is critical when teaching scientific investigation processes as a way to ensure reliable data from which valid conclusions can be drawn. Equal forces in this sense would produce similar data and similar patterns of motion. In context with this TEKS, balanced forces, as defined in your text on page 123, are the overarching idea that students should consider as either transferring energy in a way that causes the motion of an object to remain constant (eg. cruise control) or no motion due to their equal and opposite impact on the object. I do not see instruction in your text defining equal and unequal forces explicitly to help the kids differentiate when you are referring to each idea separately. Some clarification would help. This could be confusing for 5th graders and it shouldn't be.	<p>HMH will change all references to “equal” to “balanced” and all references to “unequal” to “unbalanced” throughout the TEKS 5.7.A Quiz, TEKS 5.7 Test, and Grade 5 Skills & Themes Bank, and make related updates to the Assessment Guide Answer Key.</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 Guide Grade 5</i>	9780358841586	View Link	p. 9	Column 2, Do the math, paragraph 2, Support for Student Answers, sample answer	"I had 26 mL of water before I put in my clay object. After adding the clay ball, I had 36 mL of water. $36 \text{ mL} - 26 \text{ mL} = 10 \text{ mL}$ My clay ball has a volume of 10 mL"	"Students need to subtract the volume of water with clay (step 3) from the volume of water without clay (step 2) to calculate the volume of the clay in mL. "
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 9	Column 2, Support for Student Answers, Analyze Data, Sample Answer	"I had Cube 1 which had a 3 cubic centimeter volume, Cube 2 which had a 1.5 cubic centimeter volume, and a clay ball which had a 10 mL volume. From smallest to largest volumes, my items were Cube 2, Cube 1, and then the clay ball."	"First students need to change the clay volume from ml to cubic centimeter using the 1 cubic centimeter is equal to 1 mL . Then, they sort from smallest to largest. "

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 13	Column 1, Support for Student Answers, Analyze Data, Sample Answer, sentences 3 and 4.	"The plastic-covered paperclip also floated. This happened because these items are less dense than the water."	"This happened because the baseball is less dense than the water."
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 17	Column 2, Support for Student Answers, Analyze Data, Sample Answer	"My observations showed that granulated sugar and colored vinegar had solubility in water."	"My observations showed that granulated sugar and colored vinegar are soluble" in water.
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 18	Column 1, Support for Student Answers, Claims, Evidence, and Reasoning, Sample Answer	"Granulated sugar and colored vinegar are similar because they have solubility in water..."	"Granulated sugar and colored vinegar are similar because they are soluble in water..."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.6.A, Day 2, Screen 6	Top of Screen, Do the math, paragraph 2, sentence 2	"...Subtract the volume of water from the volume of water with the clay."	"Subtract the volume of water without clay (step 4) from the volume of water with clay (step 5) to calculate the volume of the clay in mL."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.6.A, Day 2, Screen 7	Top of Screen, Analyze Data, paragraph 1, sentence 4	"List out the objects in order of their volume from smallest to largest."	" Change the clay volume from ml to cubic centimeter using the note. Then, sort from smallest to largest. "
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.6.A Day 3, Screen 4	Bottom of Screen, Analyze Data, paragraph 2, Sample Answer, sentences 3 and 4	"The plastic-covered paperclip also floated. This happened because these items are less dense than the water."	"This happened because the baseball is less dense than the water."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.6.A Day 4, Screen 4	Middle of Page, Analyze Data, paragraph 2, Sample Answer, sentence 1	"My observations showed that granulated sugar and colored vinegar had solubility in water."	"My observations showed that granulated sugar and colored vinegar are soluble in water."
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	TEKS Lesson 5.6.A Day 4, Screen 6	Middle of Page, Claims, Evidence, and Reasoning, paragraph 2, Sample Answer, sentence 1	"Granulated sugar and colored vinegar are similar because they have solubility in water..."	"Granulated sugar and colored vinegar are similar because they are soluble in water..."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 86	Column 1, Patterns, Support for Student Answers, sentence 2	"Explain whether or not the water would behave the same as the air. Sample answer: Yes; water would act the same because it takes up space."	"Explain how your results would be similar or different to the bottle filled with air. Sample Answer: When I squeeze the bottle of water, water would move up into the balloon because water takes up space just like air takes up space."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 108	Patterns, sentence 2	"Explain whether or not the water would behave the same as the air. "	"Explain how your results would be similar or different to the bottle filled with air."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.6.D Day 2, Screen 5	Top of Page, Patterns, sentence 2	"Explain whether or not the water would behave the same as the air. Sample answer: Yes; water would act the same because it takes up space."	"Explain how your results would be similar or different to the bottle filled with air. Sample Answer: When I squeeze the bottle of water, water would move up into the balloon because water takes up space just like air takes up space."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 125	Claims, Evidence, and Reasoning, sentence 1	"Make a claim about how scientists measure the forces acting on objects and the changes that the forces cause."	"Make a claim about how scientists observe the forces acting on objects and the changes that the forces cause."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.7.A Day 2, Screen 9	Claims, Evidence, and Reasoning, sentence 1	"Make a claim about how scientists measure the forces acting on objects and the changes that the forces cause."	"Make a claim about how scientists observe the forces acting on objects and the changes that the forces cause."
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 102	Column 1, Support for Student Answers, Claims, Evidence, and Reasoning, sentence 1	"Make a claim about how scientists measure the forces acting on objects and the changes that the forces cause."	"Make a claim about how scientists observe the forces acting on objects and the changes that the forces cause."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.7.A Day 4, Screen 4	Collect Observations, paragraph 2, Sample Answer	"It starts in my hand, then moves into the table, and eventually the floor."	"Sample answer: The ball gets faster as it rolls down the ramp, bounces a few times, and then stops pretty soon after hitting the floor. The energy starts in my hand, then it moves into the ramp and table, and eventually the floor. "

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 109	Column 1, Support for Student Answers, Collect Observations, Sample Answer	"It starts in my hand, then moves into the table, and eventually the floor."	"The ball gets faster as it rolls down the ramp, bounces a few times, and then stops pretty soon after hitting the floor. The energy starts in my hand, then it moves into the ramp and table, and eventually the floor. "
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 99	Column 2, Support for Student Answers	"I Notice: What do you wonder about the motion of the table tennis ball in the video?..." "I Wonder: What do you notice about the motion of the table tennis ball in the video?..."	"I Wonder: What do you wonder about the motion of the table tennis ball in the video?..." "I Notice: What do you notice about the motion of the table tennis ball in the video?..."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.8.A Day 2 Screen 4	Step 5, sentence 3	Wait one hour.	N/A
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 195	Column 1, caption 1, sentence 2	"As the microwave runs, it transfers energy."	"As the microwave runs, it transforms energy."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 195	Column 2, caption 2, sentence 2	"What kinds of energy transfer are happening?"	"What kinds of energy transformations are happening?"
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 181	Column 1, Lead a Group Discussion, sentence 3	"...Clarify that when both are turned off, the current can't flow because the circuit is not complete. When both are on, electrical energy can flow through either switch. When one switch is on and the other is off, energy can only flow through one pathway and is directed that way."	"...Clarify that when either switch is turned off, the current can't flow because the circuit is not complete. When both are on, electrical energy flows through both switches."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 268	Paragraph 1	"You have learned that light is a form of energy. One of the things that photonics engineers study is how to use energy created by light."	"You have learned that light is a form of energy. One of the things that photonics engineers study is how to use energy from sources of light."
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 209	Column 1, Differentiation: Extra Support, sentence 3	"Scaffold student understanding of refraction by explaining that refraction is an optical illusion because light interacts differently with water than it does with air."	"Scaffold student understanding of refraction by explaining that refraction can produce an optical illusion because light interacts differently with water than it does with air."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.8.C Day 7, Screen 3	Top of Screen, paragraph 1	"You have learned that light is a form of energy. One of the things that photonics engineers study is how to use energy created by light."	"You have learned that light is a form of energy. One of the things that photonics engineers study is how to use energy from sources of light."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 304	Item A and D	"A. Water returns to Earth's surface as rain, snow, hail, or sleet." "D. Energy from the sun causes water to evaporate."	"A. Energy from the sun causes water to evaporate." "D. Water returns to Earth's surface as rain, snow, hail, or sleet."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 438	Image 1 and 2	Image of plant with blue arrows going up the plant is above image of plant with blue arrows in the soil	Image of plant with blue arrows in the soil is above image of plant with blue arrows going up the plant

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.12.C, Day 2, Screen 4	Step 6, paragraph 1, Step 7, paragraph 1	"Step 6In the next rounds, Feeding Rounds 4 and 5, you will allow both the native and invasive fish in the ecosystem to eat. First, use the information in Table A to place the required number of food squares into the paper clips on the index cards.Step 7Now return all the red, blue, and yellow food squares to the center of the table. Talk with your team about how the northern snakehead might affect the three native species. In your notebook, draw Table C as shown."	"Step 6Now return all the red, blue, and yellow food squares to the center of the table.Step 7In the next rounds, Feeding Rounds 4 and 5, you will allow both the native and invasive fish in the ecosystem to eat. Talk with your team about how the northern snakehead might affect the three native species. In your notebook, draw Table C as shown."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 505	Step 6	"Step 6In the next rounds, Feeding Rounds 4 and 5, you will allow both the native and invasive fish in the ecosystem to eat. First, use the information in Table A to place the required number of food squares into the paper clips on the index cards."	"Step 6Now return all the red, blue, and yellow food squares to the center of the table."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 506	Step 7 MOVE TO bottom of p. 505	"Step 7Now return all the red, blue, and yellow food squares to the center of the table. Talk with your team about how the northern snakehead might affect the three native species."	"Step 7In the next rounds, Feeding Rounds 4 and 5, you will allow both the native and invasive fish in the ecosystem to eat. Talk with your team about how the northern snakehead might affect the three native species."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 547	Patterns, sentence 1	"Take a look at the data you collected during Day 1."	"Take a look at the data you collected during Part 1."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 558	Exit Ticket, paragraph 1, sentence 1	"Now that you have explored Texas Environments Part 3 Hands-On Activity, check your learning with this question."	"Now that you have explored Environments Part 3 Hands-On Activity, check your learning with this question."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 537	Hot spot for "Dark top"	"The dark skin on the top of a leopard seal makes it difficult for predators to see the seal when looking down."	"The dark skin on the top of a leopard seal makes it difficult for predators to see the seal when looking down into the water from above."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.13.A, Day 3, Screen 5	Patterns, sentence 1	"Take a look at the data you collected during Day 1."	"Take a look at the data you collected during Part 1."
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 446	Column 1, Support for Student Answers, Analyze Results, Sample Answer, sentence 2	"...to choose different materials that make sure the nest is strong."	"...learned behaviors to choose different materials that make a strong nest. Having a strong and safe nest makes it more likely that baby birds will survive."
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 452	Top of Column 2	N/A	Support for Student Answers"Choose one of the resources on your list. Ask that person your questions about STEM jobs. Record at least three things you learn. Student responses will differ based on the questions that students ask and who answers the students' questions. Questions and answers should relate to a STEM career."
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 453	Column 1, Can You Explain It?, Support for Student Answers, Sample Answer, sentence 3	"This instinctive behavior protects all the hatchlings who are moving toward the water at the same time from predators and improves their chances of survival."	"This instinctive behavior protects from predators all the hatchlings who are moving toward the water at the same time and improves their chances of survival."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 564	Image 2 (Flamingo) caption, sentence 2	"Feather color is an acquired physical trait."	"Feather color in flamingos, is an acquired physical trait."
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 572	Paragraph 1, sentence 3	" For example, birds learn how to fly by trying and failing, and they learn how to sing by listening to others. All birds build nests, however. This is an instinctual behavior. While all birds are born knowing how to build nests,..."	" For example, birds learn how to fly by trying and failing, and many birds learn how to sing by listening to others. However, building nests is an instinctual behavior in most birds. While many birds are born knowing how to build nests,..."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 589	STEM Careers, paragraph 1, sentence 3	"A geographic information specialist designs and develops data tracking devices."	"A geographic information specialist uses systems to analyze and map geospatial information."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.13.B, Day 2, Screen 5	Analyze Results, sample answer, sentence 2	"That means they could find or make food faster..."	"That means they could find food faster.."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.13.B, Day 4, Screen 5	Analyze Results, sample answer, sentence 2	"...to choose different materials that make sure the nest is strong."	"...learned behaviors to choose different materials that make a strong nest. Having a strong and safe nest makes it more likely that baby birds will survive."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.13.B, Day 1, Screen 2	Image 2 (Flamingo) caption	"Feather color is an acquired physical trait."	"Feather color in flamingos, is an acquired physical trait."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.13.B, Day 3, Screen 2	Paragraph 1	"Animals are born knowing how to do some kinds of things. Some things they have to learn. For example, birds learn how to fly by trying and failing, and they learn how to sing by listening to others. All birds build nests, however. This is an instinctual behavior. While all birds are born knowing how to build nests,..."	"Animals are born knowing how to do some things. Some things they have to learn. For example, birds learn how to fly by trying and failing, and many birds learn how to sing by listening to others. However, building nests is an instinctual behavior in most birds. While many birds are born knowing how to build nests,..."
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.13.B, Day 6, Screen 6	STEM Careers, paragraph 1, sentence 3	"A geographic information specialist designs and develops data tracking devices."	"A geographic information specialist uses systems to analyze and map geospatial information."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 119	image of dogs and image of billiards table	image of dogs above "unbalanced forces" vocabulary term and definition; image of billiards table above "balanced forces" vocabulary term and definition	image of billiards table above "unbalanced forces" vocabulary term and definition; image of dogs above "balanced forces" vocabulary term and definition
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 196	image of laser pointer and prism	image of laser pointer and prism	N/A
<i>HMH Into Science Texas Teacher Guide Grade 5</i>	9780358841586	View Link	p. 197	image of laser pointer and prism	image of laser pointer and prism	N/A
<i>HMH Into Science Texas Student Edition Print Consumable Grade 5</i>	9780358861683	View Link	p. 244	image of laser pointer and prism	image of laser pointer and prism	N/A
<i>HMH Into Science Texas Student License Digital Grade 5</i>	9780358859758	View Link	TEKS Lesson 5.8.C, Day 2, Screen 8	Multiple Choice Interactivity, image	image of laser pointer and prism	N/A

Publisher: McGraw Hill

Science, Grade 5

McGraw Hill Texas Science, Grade 5: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684	View Link	235	Under "Interactive Word Wall," third prompt that begins "Ask: How did you develop..." (Teacher Edition page 110B)	The sample answer starts with a lowercase "i". It should be upper case.	Thank you for your feedback and thorough review of Grade 5 Texas Science. The error has been corrected to read: I used the data to explain which materials worked best. CHANGES MADE: Teacher Edition, p. 110B
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188	View Link	61	sentence beginning beginning "A liquid"	The first sentence omits a word that makes the sentence difficult to read for struggling readers. It should read "A liquid is a state of matter THAT..." This will improve the readability of the text.	Thank you for your feedback and thorough review of Grade 5 Texas Science. We have revised the sentence to read: A liquid is a state of matter that has a definite volume but no definite shape. CHANGES MADE: Student Edition, p. 61
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188	View Link	60	last sentence	It states that "If you mix pieces of sand, glass, or plastic into a tank of water, they will gather on the bottom and will not dissolve in water." Some plastics WILL float due to their relative density. Most plastics our students would think of would float.	Thank you for your feedback and thorough review of Grade 5 Texas Science. We have revised the sentence to read: If you mix pieces of sand, glass, or plastic into a tank of water, they will not dissolve in water. CHANGES MADE: Student Edition, p. 60
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684	View Link	386–387	Entire Balloon Rocket investigation (Teacher Edition pages 184C-184D)	The heading "Make a Hypothesis (continued)" should read "Conduct an Investigation (continued)."	Thank you for your feedback and thorough review of Grade 5 Texas Science. We have revised the header to match the student page as requested. CHANGES MADE: Teacher's Edition, p. 184C

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science, Grade 5 Student Edition</i>	9781265560188	View Link	110–111	The graphic at the top of 111	The graphic is incorrectly showing the flow of electricity along the green dashed line. It should go through the light's filament and additionally travel across the metal part of the switch. This is not shown in the picture and could lead to misconceptions.	Thank you for your feedback and thorough review of Grade 5 Texas Science. We have corrected the error in the art as described. CHANGES MADE: Student Edition, p. 111

Science, Grade 5

McGraw Hill Texas Science, Grade 5: ELPS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science, Grade 5 Student Edition</i>	9781265560188		60	Last paragraph, last sentence	If you mix pieces of sand, glass, or plastic into a tank of water, they will gather on the bottom and will not dissolve in water	If you mix pieces of sand, glass, or plastic into a tank of water, they will not dissolve in water
<i>McGraw Hill Texas Science, Grade 5 Student Edition</i>	9781265560188		61	second bullet, first sentence	A liquid is a state of matter has a definite volume but no definite shape.	A liquid is a state of matter that has a definite volume but no definite shape.
<i>McGraw Hill Texas Science, Grade 5 Student Edition</i>	9781265560188		121	bottom of the page, to the right of the photo, in gray box	Electricity is transformed into what types of energy in a hair dryer?	Electricity is transformed into which types of energy in a hair dryer?
<i>McGraw Hill Texas Science, Grade 5 Student Edition</i>	9781265560188		259	Top right of art	There appears to be a cloud behind the Sun.	The cloud behind the Sun will be deleted.
<i>McGraw Hill Texas Science, Grade 5 Student Edition</i>	9781265560188		273	bottom right of art, underground area, steam	It appears to be a chamber filled with water and steam	The chamber will appear to be filled with hot water.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Science, Grade 5 Teach- er Edition	9781265518684		28D	Under Student Page mini, Make a Claim, Item 9	Sample answer: I claim that mass can be measured with ascale. Volume can be measured with a graduated cylinder.Relative density can be compared based on what floatsand sinks in water.	Sample answer: I claim that mass can be measured with ascale or balance. Volume can be measured with a graduated cylinder or beaker. Relative density can be compared based on what floatsand sinks in water.
McGraw Hill Texas Science, Grade 5 Teach- er Edition	9781265518684		41	Key Moment, Visual Literacy, First question	Ask: What is the purpose of photos?	Ask: What is the purpose of the photos?
McGraw Hill Texas Science, Grade 5 Teach- er Edition	9781265518684		41	Visual Literacy; Last Line	photo's purpose	purpose of photos
McGraw Hill Texas Science, Grade 5 Teach- er Edition	9781265518684		80	Top of page, light blue bar	DAY 5	DAY 4
McGraw Hill Texas Science, Grade 5 Teach- er Edition	9781265518684		86A	Conduct an Investigation, Science Mindset, third line	of the board	on the board
McGraw Hill Texas Science, Grade 5 Teach- er Edition	9781265518684		110B	Interactive Word Wall, third sample answer	i used...	I used...
McGraw Hill Texas Science, Grade 5 Teach- er Edition	9781265518684		110B	IWW box, third blue question	investigaion	investigation
McGraw Hill Texas Science, Grade 5 Teach- er Edition	9781265518684		146C	Under second student page mini, Conduct an Investigation, #6, second column, last row	Electrical > light, heat, sound	Electrical > light, heat

Publisher: Studies Weekly

Science, Grade 5

Texas Science Studies Weekly: Fifth Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 1, Week 1, Activity 1, "Identifying Science and Engineering: Teacher Instruction Page" (PDF pg. 1)	(header)4th Grade: You Can Be a Scientist! You Can Be an Engineer!	(header)5th Grade: You Can Be a Scientist! You Can Be an Engineer!
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1 and 2	Printable: Studies Weekly Online, Unit 1, Week 1, Activity 1, "Identifying Science and Engineering: Teacher Instruction Page" (PDF pg. 1-2)	(footer)You Can Be a Scientist! You Can Be an Engineer! - Fourth Grade	(footer)You Can Be a Scientist! You Can Be an Engineer! - Fifth Grade
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1	Printable: Unit 1 Week 1, Activity 5, "Scientific Discovery Challenge" (PDF pg. 1)	Inventor of Google Inventor of the telephone	Inventors of Google Inventor who received the first patent for a telephone design
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 2	Printable: Unit 1 Week 1, Activity 5, "Scientific Discovery Challenge" (PDF pg. 2)	Inventor of Google Name: Larry Page Inventor of the telephone	Inventors of Google Names: Larry Page and Sergey Brin Inventor who received the first patent for a telephone design

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 1.27 (PDF pg. 7)	Teacher Edition, Unit 1, Week 2, Activity 1, (PDF pg. 7)	(left hand column)SEP Ask Questions	(Removed SEP Ask Questions from left-hand column)
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	Pg. 1 (PDF pg. 1)	Student Edition, Studies Weekly Online, Unit 1, Week 2, Activity 1 (PDF pg. 1)	SEP Ask Questions	(Removed SEP Ask Questions)
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 1.40 (PDF pg. 20)	Teacher Edition, Studies Weekly Online, Unit 1, Week 2, Activity 5 (PDF pg. 20)	Math 5.5K: Add and subtract positive rational numbers fluently.	Math 5.3K: Add and subtract positive rational numbers fluently.
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 1.44 (PDF pg. 3)	Teacher Edition: Unit 1, Week 3, Standards Coverage Chart (PDF pg. 3)	Math Connection3.6: Geometry and MeasurementF: Analyze mathematical relationships to connect and communicate mathematical ideas. (Activity 4)	Math Connection5.1: Mathematical Process StandardsF: Analyze mathematical relationships to connect and communicate mathematical ideas. (Activity 4)
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 1.69 (PDF pg. 4)	Teacher Edition, Unit 1, Week 4 (PDF pg. 4)	Materials Listbuttons; Activities 1,5	Materials Listbuttons; Activities 1,4
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 2	Printable: Studies Weekly Online, Unit 2, Extension Activity, "Which Mineral Am I?" (PDF pg. 2)	fluorescent: describing something that gives off light	fluorescent: describing something that gives off light when exposed to ultraviolet light

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1, 2	Printable: Studies Weekly Online, Unit 2, Activity 8 (PDF pg. 1, 2)	A student is conducting an experiment to compare the thermal conductivity property of three materials. (PDF pg. 1,2)(PDF pg. 2 is a duplicate of page 1 without an answer key.)	(Changed "three materials" to "four materials")A student is conducting an experiment to compare the thermal conductivity property of four materials. (PDF pg. 1,2)(PDF pg. 2 is an answer key with "b" and "d" marked as the correct answers.)
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1, 2	Printable: Studies Weekly Online, Unit 2, Activity 10 (PDF pg. 1)	Contextual Questions5. How might [property] be considered/affect the structure or function in a playground structure?	(Corrected the spelling of playground)Contextual Questions5. How might [property] be considered/affect the structure or function in a playground structure?
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 2, Activity 4, "Creating Solutions" (PDF pg. 1)	Directions (for both investigations):2a.Draw a before model of your material	(Added a period in both locations)Directions (for both investigations):2a.Draw a before model of your material.
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 2, "Home Learning Letter" (PDF pg. 1)	Dear families,	Dear Families,
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	pg. 3.3, 3.4 (PDF pg. 3)	Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)	(no period at the end of the sentence)SEP 5.1: Ask Questions and Define ProblemsA: Ask questions and define problems based on observations or information from text, phenomena, models, or investigationsRTC 5.5: Stability and ChangeF: Explain how factors or conditions impact stability and change in objects, organisms, and system. (Activities 2, 8, 9)	(added a period at the end of the sentence)SEP 5.1: Ask Questions and Define ProblemsA: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.(Changed letter from "F" to "G")RTC 5.5: Stability and ChangeG: Explain how factors or conditions impact stability and change in objects, organisms, and system. (Activities 2, 8, 9)
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	pg. 3.3, 3.7 (PDF pg. 3)	Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)	SEP 5.3: Listen Actively and DiscussC: Listen Actively to other's explanations to identify relevant evidence and engage respectfully in scientific discussion. (Activity 10)	(Removed the SEP Listen Actively and Discuss from the Standards Coverage Chart)

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 3.9 (PDF pg. 9)	Teacher Edition, Unit 3 (PDF pg. 9)	(incorrect student edition image for Activities 2, 3, and 4)	(Replaced incorrect image with the correct image for Activities 2, 3, and 4)
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 3, "Engineering Design: Ruff Toy Materials Reading Comprehension" (PDF pg. 1)	(header)Texas Science Studies Weekly: Second Grade	(header)Texas Science Studies Weekly: Fifth Grade
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1, 2	Printable: Studies Weekly Online, Unit 3, Activity 2, "Ruff Toy Materials: Research Graphic Organizer" (PDF pg. 1, 2)	(footer)Unit title: Engineering Design: Runaway Trucks - Activity 2	(footer)Engineering Design: Ruff Toy Materials - Activity 2
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 4	Printable: Studies Weekly Online, Unit 3, "Fifth Grade: Engineering Design: Ruff Toy Materials Answer Keys" (PDF pg. 4)	Formative Assessment:Type	Formative Assessment:Student Edition Response
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	Pg. 1, 3 (PDF pg. 1, 2)	Student Edition, Unit 4, Activities 1 and 4 (PDF pg. 1, 2)	(PDF pg. 1)Phenomenon Video (button)(PDF pg. 2 - Activity 4)ELAR (button)	(PDF pg. 1)(Removed Phenomenon Video button)(PDF pg. 2 - Activity 4)(Removed ELAR button)
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 4, "Home Learning Letter" (PDF pg. 1)	Dear families,I can ask questions about iron filings and its properties when mixed with other substances.I can explain that iron filings continue to keep their properties, including its magnetism, after being mixed with other substances.	Dear Families,(Changed "its" to "their")I can ask questions about iron filings and their properties when mixed with other substances.(Removed "its" before magnetism)I can explain that iron filings continue to keep their properties, including magnetism, after being mixed with other substances.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 4, "Mixtures and Solutions: Prior Knowledge" (PDF pg. 1)	(header) Mixtures and Solutions: Prior Knowledge(footer) Unit 3: Mixtures and Solutions: Prior Knowledge	(header) Magnetic Powers: Prior Knowledge(footer) Unit 4: Magnetic Powers: Prior Knowledge
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable, Studies Weekly Online, Unit 5, "Making Mixing Matter Unit Assessment" (PDF pg. 1)	(Title)Making Mixing MatterUnit Assessment	(Title)Magical Mixing MatterUnit Assessment
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 5.9, 5.12 (PDF pg. 9, 12)	Teacher Edition, Unit 5, Activities 1 and 2 (PDF pg. 9, 12)	(PDF pg. 9)Activity 1 (;) Phenomenon Introduction - Engage (;) 45 minutes(PDF pg. 12)Activity 2 (;) South Padre Island - Explore/Explain (;) 45 minutes	(Changed Activity times)(PDF pg. 9)Activity 1 (;) Phenomenon Introduction - Engage (;) 20 minutes(PDF pg. 12)Activity 2 (;) South Padre Island - Explore/Explain (;) 25 minutes
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 5.7, 5.14 (PDF pg. 7, 14)	Teacher Edition, Unit 5, Activity Summary Chart and Activity 3 (PDF pg. 7, 14)	(PDF Pg. 7)3. Time to PredictI can predict how their properties of salt and water will change or stay the same after the substances are mixed.(PDF pg. 14)Success Criterial can predict how their properties of salt and water will change or stay the same after the substances are mixed.	(Changed "their properties" to "the properties" in both locations)(PDF Pg. 7)3. Time to PredictI can predict how the properties of salt and water will change or stay the same after the substances are mixed.(PDF pg. 14)Success Criterial can predict how the properties of salt and water will change or stay the same after the substances are mixed.
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	Pg. 2, 3 (PDF pg. 2)	Student Edition, Unit 5, Activities 3 and 4 (PDF pg. 2)	Activities 3 and 4 SEPPlan and Conduct Investigations	Activities 3 and 4 SEPCollect Evidence
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 2, 4	Printable: Studies Weekly Online, Unit 5, Activity 2, "Salt and Water Investigation" (PDF pg. 2, 4)	Investigation #2Directions1. Explore the pile of salt with your eyes. Answer questions 1 and 2 in thechart.	Investigation #2Directions1. Explore the water with your eyes. Answer questions 1 and 2 in the chart.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	Pg. 2 (PDF pg. 2)	Student Edition, Unit 6, Activity 8 (PDF pg. 2)	4. Discuss the questions provided by your teacher.	4. Discuss the questions provided by your teacher.
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	Pg. 2 (PDF pg. 2)	Student Edition, Unit 6, Activity 3 (PDF pg. 2)	Does Air have mass? Choose the answer and reasoning that are supported by your data.	Does air have mass? Choose the answer and reasoning that are supported by your data.
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	Pg. 3, 4 (PDF pg. 2, 3)	Student Edition, Unit 6, Activity 10 (PDF pg. 2, 3)	(PDF pg. 2)Activity 9 Matter at the Texas State FairSEP Plan and Conduct InvestigationsRTC Cause and Effect(PDF pg. 3)Activity 10 Cutting the Onions Investigation Data	(PDF pg. 2)Activity 9 Matter at the Texas State FairSEP Develop and Use ModelsRTC Scale, Proportion, and Quantity(PDF pg. 3)Activity 10 Onion Investigation Data
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 6, "Home Learning Letter" (PDF pg. 1)	Dear families,	Dear Families,
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	Pg. 3 (PDF pg. 2)	Student Edition, Unit 6, Activity 4 (PDF pg. 2)	PrintableCheck out more scientific divers online!	(Removed printable icon and text)
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 8.3 (PDF pg. 3)	Teacher Edition, Unit 8, Standards Coverage Chart (PDF pg. 3)	RTC5.5: Cause and EffectB: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activities 1, 2, 3, 4, 6, 7, 8, 9, 10)	(Removed Activities 6 and 7)RTC5.5: Cause and EffectB: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activities 1, 2, 3, 4, 8, 9, 10)

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 8.14, (PDF pg. 14)	Teacher Edition, Unit 8, Activity 2 (PDF pg. 14)	(left hand column)SEPExplore Scientists, Engineers, and ResourcesCollect EvidenceELPS 2C, 4C	(left hand column)SEPAsk Questions and Define ProblemsListen Actively and DiscussELPS 2C, 4G
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 8.28 (PDF pg. 28)	Teacher Edition, Unit 8, Activity 7 (PDF pg. 28)	(left hand column)Math 5.1A	(left hand column)Math 5.1C
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 2, 6	Printable: Studies Weekly Online, Unit 9, "The Sun's Energy Makes Sugar!" (PDF pg. 2, 6)	(Question number 3)Where do plants perform photosynthesis?a. flowersb. leavesc. rootsd. stem	(Replaced answer choice "d" for Question number 3)Where do plants perform photosynthesis?a. flowersb. leavesc. rootsd. seeds
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 3	Printable: Studies Weekly Online, Unit 9, "The Sun's Energy Makes Sugar!" (PDF pg. 3)	Step #5: The sugar that you taste in fruit is made by the sun!	Step #5: The sugar that you taste in fruit is made by the plant using energy from the sun!
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1, 2	Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task" (PDF pg. 1, 2)	(PDF pg. 1; in gray box)3.7A(PDF pg. 2; title)Force of the Athlete5.7A	(PDF pg. 1; in gray box)5.8A(PDF pg. 2; title)Shining a Light on Energy Changes5.8A
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1	Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task Answer Key" (PDF pg. 1)	(incorrect standard) 3.7A	(Replaced with the correct standard) 5.8A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 10.2, 10.3 (PDF pg. 2, 3)	Teacher Edition, Unit 10, Standards Coverage Chart and Activity Summary (PDF pg. 2, 3)	(PDF pg. 2)Optional: Wellness: Be Brave [45 minutes](PDF pg. 3)5.5: Systems and Systems ModelsD: Examine and model the parts of a system and their interdependence in the function of the system. (Activities 1, 2, 4, 5, 6, 7, 8, 9, 10)	(PDF pg. 2)Optional: Wellness: Be Brave [20 minutes](PDF pg. 3)5.5: Systems and Systems ModelsD: Examine and model the parts of a system and their interdependence in the function of the system. (All Activities)
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1-3	Studies Weekly Online, Unit 10, Performance Task (PDF pg. 1-3)	(PDF pg. 1) Assessment guide(incorrectly labeled chart)(PDF pg. 2, 3; answer key)	(PDF pg. 1)Assessment Map(Adjusted to correspond to the correct SEPs and RTCs)(n/a - Removed answer key)
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1-3	Studies Weekly Online, Unit 10, Performance Task Answer Key (PDF pg. 1)	Task 2A. Write an explanation of how the energy is being transformed in the circuit.B. Draw a circuit in the box below.	(Adjusted lettering)Task 2C. Write an explanation of how the energy is being transformed in the circuit.D. Draw a circuit in the box below.
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 11.5 (PDF pg. 5)	Teacher Edition, Unit 11, Materials List (PDF pg. 5)	flashlights - (activity) 4straws, solid color - (activity) 3glasses of water - (activity) 3	flashlights - (activities) 3, 4straws, solid color - (activities) 1, 3glasses of water - (activities) 1, 3
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 11.22 (PDF pg. 22)	Teacher Edition, Unit 11, Activity 5 (PDF pg. 22)	(n/a)ELAR 5.2A	(Added Patterns to the RTC list in the left hand column)ELAR 5.7C
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1-5	Studies Weekly Online, Unit 11, Performance Task (PDF pg. 1-5)	(footer)Unit Title: Unit Name-Second Grade	(footer)Light Interactions-Fifth Grade

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 11, "Light Interactions: Reading Comprehension" (PDF pg. 1)	2. Which tool beaks visible light into different colors?	(changed "beaks" to "breaks")2. Which tool breaks visible light into different colors?
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 11, "Light Interactions: Reading Comprehension Answer Keys" (PDF pg. 1)	2. Which tool beaks visible light into different colors?	(changed "beaks" to "breaks")2. Which tool breaks visible light into different colors?
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 11, "Texas Science: Light Interactions" (PDF pg. 1)	Our eyes cannot perceive refracted light.	(Removed original text)
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable, Studies Weekly Online, Unit 12, "Texas Science: Patterns in the Sky" (PDF pg. 1)	Activity 5: Shadows by Day	Activity 4: Shadows by Day
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable, Studies Weekly Online, Unit 13, "Home Learning Letter" (PDF pg. 1)	Dear families,	Dear Families,
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 4	Studies Weekly Online, Unit 13, "Wonders of Weather: Performance Task Answer Key" (PDF pg. 4)	(PDF pg. 4) Texas Science Studies Weekly: Third Grade	(PDF pg. 2) Texas Science Studies Weekly: Fifth Grade

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 14.2 (PDF pg. 2, 3)	Teacher Edition, Unit 14, Activity Summary and Standards Coverage Chart (PDF pg. 2, 3)	(PDF pg. 2)Optional: Wellness: Strategies for Responding to Change - 45 minutes(PDF pg. 3)SEP5.1: Collect EvidenceE: Collect observations and measurements as evidence. (Activities 2, 3, 4)	(PDF pg. 2)Optional: Wellness: Strategies for Responding to Change - 20 minutes(PDF pg. 3)SEP5.1: Collect EvidenceE: Collect observations and measurements as evidence. (Activities 2, 3, 4, 5)
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 14, "Limestone Footprints & There is No U in Texas: Prior Knowledge" (PDF pg. 1)	(footer)Unit Title: Engineering Design: Plastic Problem-Solving: Prior Knowledge	(changed footer to match unit title)Limestone Footprints & There is No U in Texas: Prior Knowledge
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 3	Printable: Studies Weekly Online, Unit 15, "There Is No U in Texas: Flash Cards" (PDF pg. 3)	V-shaped valley valle en forma de (highlight with a comment)	V-shaped valley valle en forma de V (Removed highlight with a comment)
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 15.39 (PDF pg. 39)	Teacher Edition, Unit 15, Activity 8 (PDF pg. 39)	Highest Peaks Bar: Graph Investigation Instructions	Highest Peaks Bar Graph: Investigation Instructions
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 15, Activity 2, "Shifting Sands Stations: Teacher Instruction Page" (PDF pg. 1)	Prior to this lesson, gather the materials and set up four stations.	Prior to this lesson, gather the materials and set up three stations.
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 15, "Landform Graphic Organizer" (PDF pg. 4)	Frosted Sand Dunes of Mars, NASA	Frosted Sand Dunes of Mars

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	Pg. 3 (PDF pg. 2)	Student Edition, Unit 16, Activity 8 (PDF pg. 2)	ELAR (button)	(Removed ELAR button and added a Math button)
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 18, "Food Web Instructions with Images" (PDF pg. 1)	Food Web Instructions with Images	Food Web Organisms with Images
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1, 4)	Printable: Studies Weekly Online, Unit 18, Performance Task (PDF pg. 1, 4)	(PDF pg. 1) 3.7A(PDF pg. 4) 3.7A; good web	(PDF pg. 1) 5.12B(PDF pg. 2) 5.12B; food web
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 19.7 (PDF pg. 7)	Teacher Edition, Unit 19 (PDF pg. 7)	(shows incorrect thumbnail for Activities 2 and 3 of the student edition)	(Replaced student edition image with the correct thumbnail)
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	Pg. 19.18 (PDF pg. 18)	Teacher Edition, Unit 19, Activity 5 (PDF pg. 18)	(left hand column)ELPS 4D	(Removed ELPS 4D and added ELPS 4G)
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 19, "Home Learning Letter" (PDF pg. 1)	Dear families,	Dear Families,

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 19, "The Dead Zone: Performance Task" (PDF pg. 1)	Plan and conduct a descriptive investigation and describe an object's motion when forces act on an object in contact or at a distance, including magnetism, gravity, and pushes and pulls. i. demonstrate forces acting on an object in contact or at a distance, including magnetism. ii. demonstrate forces acting on an object in contact or at a distance, including gravity. iii. demonstrate forces acting on an object in contact or at a distance, including pushes. iv. demonstrate forces acting on an object in contact or at a distance, including pulls. v. describe forces acting on an object in contact or at a distance, including magnetism. vi. describe forces acting on an object in contact or at a distance, including gravity. vii. describe forces acting on an object in contact or at a distance, including pushes. viii. describe forces acting on an object in contact or at a distance, including pulls	Describe a healthy ecosystem and how human activities can be beneficial or harmful to an ecosystem. (i) Describe a healthy ecosystem. (ii) Describe how human activities can be beneficial or harmful to an ecosystem.
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 20, "Home Learning Letter" (PDF pg. 1)	Dear families,	Dear Families,
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	Pg. 4 (PDF pg. 3)	Student Edition, Unit 21, Activity 5 (PDF pg. 3)	(Image of unknown character)	(Removed the image of unknown character and replaced it with an Image of Alana)
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1	Printable: Studies Weekly Online, Unit 21, "Texas Science: There's a Trait for That"	Activity 1: Orca: The Killer Dolphin	Activity 3: Orca: The Killer Dolphin
<i>Texas Science Studies Weekly: 5th Grade Student Edition with Online Access</i>	9781649783851SE8	View Link	PDF pg. 1, 2	Printable: Studies Weekly Online, Unit 21, "Home Learning Letter" (PDF pg. 1, 2)	Dear families,(multiples instances of the word "instinctive")Research orca whales and great white sharks.	Dear Families,(Changed all instances of "instinctive" to "instinctual")Research orcas and great white sharks.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1, 6, 7, 8	Printable: Studies Weekly Online, Unit 21, "There's a Trait for That!: Performance Task" (PDF pg. 1, 6, 7, 8)	(Standard listed on each of these pages) 3.7A	(Changed all standards from 3.7A to 5.13B)
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	1	Studies Weekly Online, Unit 11, Performance Task Answer Key (PDF pg. 1)	Unit Title: Unit Name-Second Grade	Light Interactions-Fifth Grade
<i>Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access</i>	9781649783844TE	View Link	PDF pg. 1	Printable: Studies Weekly online, Unit 19, "The Dead Zone: Effective Discussion Guide" (PDF pg. 1)	(subtitle) Fourth Grade: The Dead Zone (footer) Unit Title: The Dead Zone-Fourth Grade	(subtitle) Fifth Grade: The Dead Zone (footer) The Dead Zone-Fifth Grade
<i>Texas Science Studies Weekly: 5 Grade Teacher Edition with Online Access</i>	9781649783844TE		3-42	Printable: Studies Weekly Online, Grade 2, Teacher Edition, Publication, "Publication Resources," "Texas Science Vertical and Horizontal Alignment"	TEK: Unit	TEKS: Unit

Publisher: Summit K12 Holdings

Science, Grade 5

Dynamic Science 5th Grade : TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science 5th Grade Student/Teacher Resources</i>	9781616180294	View Link	4	5.7A Lesson Guide -- Teach and Discuss - Check for Understanding - Bullet 1	With a quick investigation, allow the students time to demonstrate an example of an equal and unequal force and to explain the differences in they way energy is being transferred. change they to the	Thank you. We will change they to the.

Publisher: Discovery Education Inc

Science, Grade 6

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Techbook for Texas by Discovery Education - Grade 6 (Digital)</i>	9781616296520	View Link	https://app.discoveryeducation.com/learn/assessment/0481ea93-249c-4021-8a81-f9b25b9f39cf/preview	Unit: Forces and Energy > Concept: Types of Energy > 5E: Evaluate > Concept Summative: Types of Energy > Item Number 5	The last two answer choices should be "Potential Energy" and "Kinetic Energy" respectively. The incorrect terms of "Chemical Energy" and "heat energy" are currently listed.	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 6 Unit 4 Teacher Edition</i>	9781616292447		48	Unit 4 > Concept 2 > Spanish Cognates	organism	organismo
<i>Science Techbook for Texas by Discovery Education - Grade 6</i>	9781616291488		https://app.discoveryeducation.com/learn/assessment/163978e9-3576-41e0-99d1-68cbeda8aa24/preview	Unit 1 > Concept 3 > Identifying New Substances Concept Summative Assessment > Item 2	Bhavika wants to conduct an experiment over time. She places an iron nail, a plastic bead, and a sugar cube in a beaker with 50mL of water. Three weeks later she returns to her experiment and observes the following:All of the water is gone from the beaker.The sugar remains in the bottom of the beaker but is no longer a cube.The bead looks the same.The nail's shiny silver surface now has red spots.Which observation most likely indicates that a chemical change has occurred?Answer choices: blank, physical, nuclear, element, substance, mixture, color, mass, texture, shapeCorrect answer: The nail underwent a "blank" change. A new "substance" can be observed. Evidence for this change is that the nail's "color" changed.	Bhavika wants to conduct an experiment over time. She places an iron nail, plastic bead, and a sugar cube in a beaker with 50 mL of water. Three weeks later, she returns to her experiment and observes the following:All of the water is gone from the beaker.The sugar remains in the bottom of the beaker but is no longer a cube.The plastic bead looks the same.The nail's shiny silver surface now has red spots.Which observation most likely indicates a chemical change has occurred?A. The water has evaporated from the beaker, changing from a liquid to a gas.B. The sugar dissolved in the water, changing its shape.C. The plastic bead looks the same, indicating no new substance was created.D. The nail now has red spots, indicating a new substance was created.Correct answer: D

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Tech- book for Texas by Discovery Education - Grade 6</i>	9781616291488		https://app.illustrativemathematics.org/learn/assessment/42669f80-9561-477a-b319-8a8045a93620/preview	Unit 2 > Concept 3 > Conservation of Energy Concept Summative Assessment > Item 5	This question has two parts. First answer Part A. Then, answer Part B. Part A: A student watches as a woman does a “bungee jump” at the fair. The woman rides to the top of a tower and a thick stretchy cord, called a bungee, is strapped to her ankles. She then jumps headfirst off the tower and falls until the bungee stretches and slows her, and she bounces back. The student notices that when the woman bounces back, she does not reach the height she started from. Which statement describes the change in energy during the bungee jump? A. As the woman moved faster, she made kinetic energy but slowed down due to bouncing back and lost energy, so she couldn’t go as high. B. Some of the potential energy was used up by being transformed into kinetic energy, so there was less energy than at the beginning. C. Some of the potential energy was transformed to heat energy by friction as the bungee stretched, so she was not able to bounce back to the same height. D. When the woman jumped, she laughed, so some of the potential energy was transformed to sound energy and she couldn’t bounce back to the same height.	This question has two parts. First, answer Part A. Then answer Part B. Part A: At an amusement park, a student observes a roller coaster ride. The passengers enter the parked train and prepare for takeoff. The train then carries the passengers through a series of steep inclines, descents, and loops before returning to the station and coming to a complete stop. Which of the following accurately characterizes an energy transfer that takes place during the ride? A. As the train leaves the station, electrical energy is transformed into mechanical energy. B. As the train descends down a hill, electrical energy is transformed into kinetic energy. C. As the train waits at the top of a hill and then descends down, potential energy is transformed into kinetic energy. D. As the train returns to the station and comes to a stop, potential energy is transformed into mechanical energy.
<i>Science Tech- book for Texas by Discovery Education - Grade 6</i>	9781616291488		https://app.illustrativemathematics.org/learn/assessment/42669f80-9561-477a-b319-8a8045a93620/preview	Unit 2 > Concept 3 > Conservation of Energy Concept Summative Assessment > Item 6	Part B: Which statement supports the answer to Part A? A. The bungee is warmer after the jump than it was before the jump. B. The woman slowed down as she bounced back up. C. The bungee stretched longer than its starting length. D. The woman’s laugh got louder as she fell farther.	Part B: Considering your answer to Part A, what will happen to the energy throughout the remainder of the ride? A. Energy will be transformed, but the total amount of energy in the system will remain constant. B. Energy will be conserved while the train is at rest and then transformed when it moves again. C. Energy will be transformed and then lost as the train comes to a stop at the end of the ride. D. Energy will be conserved as the train climbs a hill and then lost when it begins its descent.
<i>Science Tech- book for Texas by Discovery Education - Grade 6</i>	9781616291488		https://app.illustrativemathematics.org/learn/assessment/be026d2e-8336-4972-94f6-ffe9e4739328/preview	Unit 3 > Concept 1 > Earth Systems Concept Summative Assessment > Item 3	This question has two parts. First, answer Part A. Then, answer Part B. Part A: Look at the image of Earth’s spheres. (IMAGE) Which sphere includes all life on our planet? A. atmosphere B. hydrosphere C. biosphere D. geosphere	This question has two parts. First, answer Part A. Then, answer Part B. Part A: Which sphere includes all life on our planet? A. atmosphere B. hydrosphere C. biosphere D. geosphere

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Tech-book for Texas by Discovery Education - Grade 6</i>	9781616291488		https://app.districtovereducation.com/learn/assessment/25470b6f-07ce-41ff-8292-f2d79ff8b77e/preview	Unit 3 > Concept 2 > The Rock Cycle Concept Summative Assessment > Item 5	This question has two parts. First, answer Part A. Then answer Part B. Part A Which of the following describes how sedimentary rocks form through geologic processes? A. They form deeper in the crust when existing rocks are under high pressure and temperature. B. They form when layers of rock particles and sand are compacted at or near the surface of Earth's crust. C. They are formed in the mantle when temperatures are over 600°C, called "lava" when on the surface. D. They are formed at the deepest part of the crust or upper mantle when existing rock is melted to liquid, then cooled down.	This question has two parts. First, answer Part A. Then, answer Part B. Part A Which of the following describes how sedimentary rocks form through geologic processes? A. They are formed over time when high pressure and temperature make gradual changes to the rock. B. They form when layers of rock particles are compacted at or near the surface of Earth's crust. C. They form when magma erupts from a volcano as lava and then it cools on the surface. D. They are formed deep in the crust or upper mantle when compacted rock begins to melt.
<i>Science Tech-book for Texas by Discovery Education - Grade 6</i>	9781616291488		https://app.districtovereducation.com/learn/assessment/25470b6f-07ce-41ff-8292-f2d79ff8b77e/preview	Unit 3 > Concept 2 > The Rock Cycle Concept Summative Assessment > Item 6	Part B Which statement supports the answer to part A? A. Rock material is fluid and very hot. B. They are harder and the layers are visibly misshapen. C. There are visible layers, and they are crumbly. D. This is the densest rock type. Crystals may be visible, but layers are not.	Part B Which statement supports the answer to part A? A. They can be recognized by warped layers that are the result of high pressure and heat. B. Sedimentary rocks result from processes like weathering and erosion of existing rock. C. They always originate from melted rock that later becomes solid. D. Sedimentary rocks form deep within Earth where magma is found.
<i>Science Tech-book for Texas by Discovery Education - Grade 6</i>	9781616291488		https://app.districtovereducation.com/learn/assessment/25470b6f-07ce-41ff-8292-f2d79ff8b77e/preview	Unit 3 > Concept 2 > The Rock Cycle Concept Summative Assessment > Item 8	A. the lithosphere: solid, brittle layer that is broken into tectonic plates	A. the crust: thin layer of solid rocks and minerals
<i>Science Tech-book for Texas by Discovery Education - Grade 6</i>	9781616291488		https://app.districtovereducation.com/learn/assessment/25470b6f-07ce-41ff-8292-f2d79ff8b77e/preview	Unit 3 > Concept 2 > The Rock Cycle Concept Summative Assessment > Item 18	Tile A: contains the lithosphere	Tile A: thickest layer made up of semi-solid rock

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Tech-book for Texas by Discovery Education - Grade 6</i>	9781616291488		https://app.discoveryeducation.com/learn/assessment/25470b6f-07ce-41ff-8292-f2d79ff8b77e/preview	Unit 3 > Concept 2 > The Rock Cycle Concept Summative Assessment > Item 20	Deep below Earth's surface, sedimentary rocks undergo a process known as metamorphism, in which new rocks with different minerals are formed under extreme pressure and heat. What must happen next in order for these rocks to become igneous rocks?	What must happen to metamorphic rock in order to become igneous rock?

Publisher: Green Ninja

Science, Grade 6

Green Ninja Middle School Science - Texas: ELPS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Online Teacher Portal</i>	9781948845663	View Link		In the Teacher Prep Section at the top of the Lesson Page.	Prepare Ziploc bags of the items to use for the activity in Part 1 of the lesson.	Prepare Ziploc bags of the items to use for the activity in Part 2 of the lesson.
<i>Online Teacher Portal</i>	9781948845663	View Link		Lesson 4.12 Materials Section	32 - Balloons 3 4	1 - Balloon 3 4
<i>Online Teacher Portal</i>	9781948845663	View Link		Lesson 4.14 Materials section	2 - Batteries (9 volt) 4	6 - Batteries (9 volt) 4
<i>Online Teacher Portal</i>	9781948845663	View Link		Lesson 1.6 Materials section	MaterialsFor the teacher45 - Resealable plastic bags (sandwich size) 3 4	MaterialsFor the class8 - Resealable plastic bags (sandwich size) 3 4 1 - Marbles (unique colors and sizes, 0.5 in. diameter bag of 50) 4 Notes: Need 32 items1 - Button (Assorted sizes and colors Bag of 50) 4 Notes: Need 32 items1 - Washers (Assorted sizes bag of washers) 4 Notes: Need 32 items1 piece - Cotton fabric (Assorted sizes and colors) Notes: Need 32 pieces1 - Beads (Assorted colors and sizes bag of 50) 4

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Online Teacher Portal	9781948845663	View Link		Lesson 1.9 Materials section	Materials for the teacher 1 - Microwave 2 tablespoons - Brown sugar 1 - Plastic/reusable spoon 41 pair - Oven mitts Alternative: towel 1 - Pumice stone 51 - Container 52 cups - Water 51 - Microwave safe container (9 x 7 in.) Notes: glass would be best 1 roll - Wax paper 3 4For the class 4 - Rock samples (igneous) 4	Materials for the teacher 1 - Microwave 1 - Plastic/reusable spoon 41 pair - Oven mitts Alternative: towel 1 - Container 52 cups - Water 51 - Microwave safe container (9 x 7 in.) Notes: glass would be best 1 - Pumice stone 42 tablespoons - Brown sugar 3 4For the class 4 - Rock samples (igneous) 41 roll - Wax paper 4
Online Teacher Portal	9781948845663	View Link		Lesson 1.17 Materials section	Materials for each group of 4 students 1 cup - Water (cold) 2 - Spoons 1 canister - Salt (26 oz.) 3 4Notes: Each group needs 2-4 tablespoons 1 ball - Clay (2 in diameter) 3 4	Materials for the class 1 canister - Salt (26 oz.) 3 4Notes: Each group needs 2-4 tablespoons For each group of 4 students 1 cup - Water (cold) 1 lb. - Clay 3 42 - Plastic/reusable spoons 4
Online Teacher Portal	9781948845663	View Link		Lesson 4.12 Materials section	Materials For the teacher 1 - Permanent marker 41 pair – Scissors Notes: per station 1 set-up NaN - Funnel 4For each group of 4 students 2 - Cardboard Tubes (30) 1 2Notes: per station set-up 2 - Marbles (unique color, 0.5 in. diameter) 4Notes: per station 1 set-up 2 – Rulers Notes: per station 1 set-up 5 - Rubber bands Notes: per station 2 set-up 4 bags - Cotton balls (100 ct.) 3 4Notes: per station 2 set-up 4 - Yard sticks Notes: per station 2 set-up 4 - Plastic water bottles Notes: per station 3 set-up 8 bottles - White vinegar (16 fl. oz.) 3 4Notes: 8tbs per station 3 set-up and rotation 2 boxes - Baking soda (16 oz.) 3 4Notes: 2tbs per station 3 set-up and rotation For each student 32 - Balloons 3 4Notes: per station 3 set-up 2 rolls - Clear tape (0.75 x 850 in.) 3 4Notes: small strips	Materials for the teacher 1 - Permanent marker 1 pair – Scissors Notes: per station 1 set-up For the class 6 - Cardboard Tubes (30) 1 2Notes: per station set-up 6 - Marbles (unique colors and sizes, 0.5 in. diameter bag of 50) 4Notes: per station 1 set-up 6 – Rulers Notes: per station 1 set-up 16 - Rubber bands Notes: per station 2 set-up 1 bag - Cotton balls (100 ct.) 3 4Notes: per station 2 set-up 12 - Yard sticks Notes: per station 2 set-up 12 - Plastic water bottles Notes: per station 3 set-up 2 bottles - White vinegar (16 fl. oz.) 3 4Notes: 8tbs per station 3 set-up and rotation 2 boxes - Baking soda (16 oz.) 3 4Notes: 2tbs per station 3 set-up and rotation 4 - Funnels 44 rolls - Clear tape (0.75 x 850 in.) 3 4Notes: small strips For each student 1 - Balloon 3 4Notes: per station 3 set-up
Online Teacher Portal	9781948845663	View Link		Lesson 4.14 Materials section	6 sheets - Colored construction paper (9 x 12 in.) 3 4Notes: 3 x 3 in. squares - 1 each of white, black, red, green, violet, and yellow - Station 1 setup 6 bags - Ice (1 lb) Notes: 6 cubes per group - Station 2 setup 1 - Heat lamp Notes: 1 per Station 2 setup 4 pieces - Wire (12 in.) 4Notes: per Station 3 setup 2 - Batteries (9 volt) 4Notes: per Station 3 setup 2 - incandescent light bulbs (75 watts) 4Notes: per Station 3 setup 1 - Computer (student) Notes: Each station with video queued	6 sheets - Colored construction paper (9 x 12 in.) 3 4Notes: 6 sheet, 1 each of white, black, red, green, violet, and yellow, cut into 3x3 squares - Station 1 setup 1 bag - Ice (1 lb) Notes: 6 cubes per group - Station 2 setup 3 - Heat lamps Notes: 1 per Station 2 setup 6 pieces - Wire (12 in.) 4Notes: per Station 3 setup 6 - Batteries (9 volt) 4Notes: per Station 3 setup 9 - Computers (student) Notes: Each station with video queued 6 bulbs - Light bulbs - miniature 4Notes: 2.7V small light bulb
Online Teacher Portal	9781948845663	View Link		Lesson 4.9 Materials section	Materials For each group of 3 students	Materials For each group of 4 students

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Online Teacher Portal	9781948845663	View Link		Lesson 3.9 Materials section	Materials for each group of 4 students 5 - Clear plastic cups (7 oz.) 3 45 - Plastic/reusable spoons 45 - Wooden beverage stirrers 3 41 bag - Granulated sugar Notes: 1 tablespoon 1 canister - Salt (26 oz.) 3 4 Notes: 1 tablespoon 1 bottle - Cooking oil (12 oz.) 3 4 Notes: 2 tablespoons 1 bag - Sand (dark colored, 1 lb.) 4 Notes: 2 tablespoons 1 cup - Water	Materials for the class 1 canister - Salt (26 oz.) 3 4 Notes: 1 tablespoon per group 1 bottle - Cooking oil (12 oz.) 3 4 Notes: 2 tablespoons per group 1 bag - Sand (dark colored, 1 lb.) 4 Notes: 2 tablespoons per group 1 bag - Granulated sugar 4 Notes: 1 tablespoon per group For each group of 4 students 5 - Clear plastic cups (7 oz.) 3 45 - Plastic/reusable spoons 45 - Wooden beverage stirrers 3 4 1 cup - Water
Online Teacher Portal	9781948845663	View Link		Lesson 1.10 Materials section	Materials for the class 4 bottles - Glue (4 fl. oz.) 2 3 42 - Sand (1 cup) 3 4 Notes: distribute about one tablespoon per group 1 roll - Wax paper 3 4 1 roll - Paper towel 24 - Rock samples (sedimentary) 4 For each group of 3 students 1 - Resealable plastic bag (sandwich size) 3 4 1 - Craft stick 3 4 1 - Magnifying glass 41 - Plastic/reusable spoon 4	Materials for the class 4 bottles - Glue (4 fl. oz.) 2 3 42 - Sand (1 cup) 3 4 Notes: distribute about one tablespoon per group 1 roll - Wax paper 3 4 1 roll - Paper towel 24 - Rock samples (sedimentary) 4 1 roll - Wax paper 4 For each group of 3 students 1 - Resealable plastic bag (sandwich size) 3 4 1 - Magnifying glass 41 - Plastic/reusable spoon 4
Online Teacher Portal	9781948845663	View Link		Lesson 3.16 Materials section	Materials for the teacher 1 sheet - Newspaper (29.5 x 23.5 in.) For each pair of students 1 - Microscope 4 - Microscope slides 4 - Microscope slide slip covers 1 box - Flat toothpicks (200 ct.) 3 4 1 - Dropper 1 cup - Water 1 bottle - Methylene blue stain (15 mL) 3 4 1 bottle - Iodine solution (4 oz.) 3 4 Notes: can be used instead of methylene blue and is available at drug and grocery stores 1 sprig - Elodea Notes: one leaf per student pair For each student 1 - Science notebook	Materials for the teacher 1 sheet - Newspaper (29.5 x 23.5 in.) For the class 1 box - Flat toothpicks (200 ct.) 3 4 1 bottle - Methylene blue stain (15 mL) 51 bottle - Iodine solution (4 oz.) 3 4 Notes: can be used instead of methylene blue and is available at drug and grocery stores For each pair of students 1 - Microscope 4 - Microscope slides 4 - Microscope slide slip covers 1 - Dropper 1 cup - Water 1 sprig - Elodea Notes: one leaf per student pair For each student 1 - Science notebook
Online Teacher Portal	9781948845663	View Link		Lesson 4.17 Materials section	Materials For the class 1 roll - Masking tape (0.75 in x 60 yds) 3 4 For each group of 3 students 1 - Pencil 11 - Paperclip (plain) 43 - Magnets (round, 3/4 in. x 1/4 in.) 46 - Textbooks Alternative: other stacking materials 1 - Wooden ruler (12 in.) 1 piece - String (12 in.) 3 4	Materials For the class 1 roll - Masking tape (0.75 in x 60 yds) 3 4 For each group of 4 students 1 - Pencil 11 - Paperclip (plain) 43 - Magnets (round, 3/4 in. x 1/4 in.) 46 - Textbooks Alternative: other stacking materials 1 - Wooden ruler (12 in.) 1 piece - String (12 in.) 3 4
Online Teacher Portal	9781948845663	View Link		1.11 Materials section	Materials For the class 1 - Hair dryer 1 roll - Paper towel 21 roll - Masking tape (0.75 in x 60 yds) 3 4 16 cans - Playdough (3 oz.) 3 4 Notes: minimally 3 or more colors 3 - Permanent markers 44 - Rock samples (metamorphic) 4 For each pair of students 1 - Resealable plastic bag (sandwich size) 3 4 1 piece - Dried raisin 3 4 1 piece - Dried pasta (with ridges) 3 4 Notes: rigatoni or penne 1 - Magnifying glass 41 - Reusable water bottle Alternative: glass jars or other cylindrical drink beverages	Materials For the class 1 - Hair dryer 1 roll - Paper towel 21 roll - Masking tape (0.75 in x 60 yds) 3 4 16 cans - Playdough (3 oz.) 3 4 Notes: minimally 3 or more colors 4 - Rock samples (metamorphic) 4 For each pair of students 1 - Resealable plastic bag (sandwich size) 3 4 1 piece - Dried raisin 3 4 1 piece - Dried pasta (with ridges) 3 4 Notes: rigatoni or penne 1 - Magnifying glass 41 - Reusable water bottle Alternative: glass jars or other cylindrical drink beverages

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Online Teacher Portal	9781948845663	View Link		Lesson 1.4 Materials section	Materials for the class1 - World map (24 x 36 in.) 3 4Notes: best if laminated For each pair of students1 - Computer (student)10 sheets - Page marker sticky notes (1.75 x 0.5 in., unique color) 3 4Alternative: cut up 3 x 3 sticky notes into strips Notes: distribute or decorate a unique color/shape to each pair if colors are limited. Sticky notes with a pointy end work best.	Materials for the class1 - World map (24 x 36 in.) 3 4Notes: best if laminated2 sheets - Page marker sticky notes (1.75 x 0.5 in., unique color) 3 4Alternative: cut up 3 x 3 sticky notes into strips Notes: distribute or decorate a unique color/shape to each pair if colors are limited. Sticky notes with a pointy end work best. For each pair of students1 - Computer (student)
Online Teacher Portal	9781948845663	View Link		Lesson 4.12 Materials section	1 - Permanent marker 41 pair - Scissors Notes: per station 1 set-up NaN - Funnel 4For each group of 4 students2 - Cardboard Tubes (30) 1 2Notes: per station set-up2 - Marbles (unique color, 0.5 in. diameter) 4Notes: per station 1 set-up2 – Rulers Notes: per station 1 set-up5 - Rubber bands Notes: per station 2 set-up4 bags - Cotton balls (100 ct.) 3 4Notes: per station 2 set-up4 - Yard sticks Notes: per station 2 set-up4 - Plastic water bottles Notes: per station 3 set-up8 bottles - White vinegar (16 fl. oz.) 3 4Notes: 8tbs per station 3 set-up and rotation2 boxes - Baking soda (16 oz.) 3 4Notes: 2tbs per station 3 set-up and rotation For each student32 - Balloons 3 4Notes: per station 3 set-up2 rolls - Clear tape (0.75 x 850 in.) 3 4Notes: small strips	1 - Permanent marker1 pair – Scissors Notes: per station 1 set-up For the class6 - Cardboard Tubes (30) 1 2Notes: per station set-up6 - Marbles (unique colors and sizes, 0.5 in. diameter bag of 50) 4Notes: per station 1 set-up6 – Rulers Notes: per station 1 set-up16 - Rubber bands Notes: per station 2 set-up1 bag - Cotton balls (100 ct.) 3 4Notes: per station 2 set-up12 - Yard sticks Notes: per station 2 set-up12 - Plastic water bottles Notes: per station 3 set-up2 bottles - White vinegar (16 fl. oz.) 3 4Notes: 8tbs per station 3 set-up and rotation2 boxes - Baking soda (16 oz.) 3 4Notes: 2tbs per station 3 set-up and rotation4 - Funnels 44 rolls - Clear tape (0.75 x 850 in.) 3 4Notes: small strips For each student1 - Balloon 3 4Notes: per station 3 set-up
Online Teacher Portal	9781948845663	View Link		Lesson 4.9 Materials section	Materials For each group of 3 students	Materials For each group of 4 students
Online Teacher Portal	9781948845663	View Link		Lesson 4.8 Materials section	For each group of 3 students1 – Pencil Notes: with erasers on the end1 - Sewing pin 41 - Balloon 3 41 - Straw (flexible) 3 4	For each group of 4 students1 – Pencil Notes: with erasers on the end1 - Sewing pin 41 - Balloon 3 41 - Straw (flexible) 3 4
Online Teacher Portal	9781948845663	View Link		Lesson 3.10 Materials section	For each pair of students1 pack - Sticky notes (3 x 3 in.) 3 41 sheet - Ledger paper (11 x 17 in.)	Materials For the class8 packs - Sticky notes (3 x 3 in.) 3 4Notes: Ask each group to take half a pack of sticky notes For each pair of students1 sheet - Ledger paper (11 x 17 in.)
Online Teacher Portal	9781948845663	View Link		Lesson 4.27 Materials section	3 - Cardboard shoeboxes (15 x 8 x 5 in.) 13 pieces - Cotton fabric 1Alternative: old t-shirts, towel	3 - Cardboard shoeboxes (15 x 8 x 5 in.) 13 pieces - Cotton fabric (Assorted sizes and colors) 1Alternative: old t-shirts, towel

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Online Teacher Portal	9781948845663	View Link		Lesson 4.14 Materials section	Materials For each group of 3 students6 sheets - Colored construction paper (9 x 12 in.) 3 4Notes: 3 x 3 in. squares - 1 each of white, black, red, green, violet, and yellow - Station 1 setup6 bags - Ice (1 lb)Notes: 6 cubes per group - Station 2 setup1 - Heat lamp Notes: 1 per Station 2 setup4 pieces - Wire (12 in.) 4Notes: per Station 3 setup2 - Batteries (9 volt) 4Notes: per Station 3 setup2 - incandescent light bulbs (75 watts) 4Notes: per Station 3 setup1 - Computer (student)Notes: Each station with video queued	Materials For the class6 sheets - Colored construction paper (9 x 12 in.) 3 4Notes: 6 sheet, 1 each of white, black, red, green, violet, and yellow, cut into 3x3 squares - Station 1 setup1 bag - Ice (1 lb)Notes: 6 cubes per group - Station 2 setup3 - Heat lamps Notes: 1 per Station 2 setup6 pieces - Wire (12 in.) 4Notes: per Station 3 setup6 - Batteries (9 volt) 4Notes: per Station 3 setup9 - Computers (student)Notes: Each station with video queued6 bulbs - Light bulbs - miniature 4Notes: 2.7V small light bulb
Online Teacher Portal	9781948845663	View Link		Lesson 4.8 Materials section	For each group of 3 students1 – Pencil Notes: with erasers on the end1 - Sewing pin 41 - Balloon 3 41 - Straw (flexible) 3 4	For each group of 4 students1 – Pencil Notes: with erasers on the end1 - Sewing pin 41 - Balloon 3 41 - Straw (flexible) 3 4
Online Teacher Portal	9781948845663	View Link		Lesson 4.17 Materials section	For each group of 3 students	For each group of 4 students
Online Teacher Portal	9781948845663	View Link	1	See "Lesson 3.9 a-mixtures-quick-lab.pdf", materials section, in which the word "dropper" is removed; and step 1 under the illustration of "Mixture 3" the "Procedure" section, in which the words "1 dropper" are removed and replaced with "1/2 spoon".	"dropper" / "1 dropper"	"1/2 spoon"
Online Teacher Portal	9781948845663	View Link		Lesson 3.9 Materials section	Materials For each group of 4 students5 - Clear plastic cups (7 oz.) 3 45 - Plastic/reusable spoons 45 - Wooden beverage stirrers 3 41 bag - Granulated sugar Notes: 1 tablespoon1 canister - Salt (26 oz.) 3 4Notes: 1 tablespoon1 bottle - Cooking oil (12 oz.) 3 4Notes: 2 tablespoons1 bag - Sand (dark colored, 1 lb.) 4Notes: 2 tablespoons1 cup - Water3 — replacement items in Green Ninja kit4 — items included in Green Ninja kit	Materials For the class1 canister - Salt (26 oz.) 3 4Notes: 1 table-spoon per group1 bottle - Cooking oil (12 oz.) 3 4Notes: 2 table-spoons per group1 bag - Sand (dark colored, 1 lb.) 4Notes: 2 tablespoons per group1 bag - Granulated sugar 4Notes: 1 table-spoon per group1 box - Corn starch (16 oz.) 3 4Notes: 1 table-spoon per group For each group of 4 students5 - Clear plastic cups (7 oz.) 3 45 - Plastic/reusable spoons 45 - Wooden beverage stirrers 3 41 cup - Water3 — replacement items in Green Ninja kit4 — items included in Green Ninja kit
Online Teacher Portal	9781948845663	View Link		Lesson 3.12, Lesson Plan part 1	Ask students to connect how the lessons and activities on mixtures connect to the unit challenge of reducing pollution and waste. Students should identify that when pollution enters Earth's water, it mixes with water. Clean water is essential for all organisms, so having pollution mixed with water has negative impacts. We can remove some of this pollution through filtration, but it is best not to have the pollution mix with water in the first place.	Ask students how the lessons and activities on mixtures connect to the unit challenge of reducing pollution and waste. Students should identify that when pollution enters Earth's water, it mixes with water. Clean water is essential for all organisms, so having pollution mixed with water has negative impacts. We can remove some of this pollution through filtration, but it is best not to have the pollution mix with water in the first place.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Online Teacher Portal	9781948845663	View Link		Lesson 3.12, Files section, Mix Different Substances phenomenon. The word phenomena is updated to no longer be italicized.	Mix Different Substances phenomenon	Mix Different Substances phenomenon
Online Teacher Portal	9781948845663	View Link		Lesson 1.6, Teacher Prep section	Prepare Ziploc bags of the items to use for the activity in Part 1 of the lesson.	Prepare Ziploc bags of the items to use for the activity in Part 2 of the lesson.
Online Teacher Portal	9781948845663	View Link		Lesson 1.21, Files section (Change: the lesson files titles and links from the activity plan below are added to the Files section at the top of the lesson page).	NA	Smartphone Peer Review Template Lesson 1.21 a-smartphone-peer-review.pdf Smartphone Peer Review Key Lesson 1.21 b-smartphone-peer-key.pdf
Online Teacher Portal	9781948845663	View Link		Lesson 3.12, Lesson Plan part 2. Peer Review of Mock-Ups	Pass out several copies of the peer review template Lesson 1.21 a-smartphone-peer-review.pdf . Show students an example such as Lesson 1.21 b-smartphone-peer-key.pdf and invite them to share appropriate responses, modeling the most constructive responses.	Pass out several copies of the Smartphone Peer Review template Lesson 1.21 a-smartphone-peer-review.pdf . Show students an example such as the Smartphone Peer Review key Lesson 1.21 b-smartphone-peer-key.pdf and invite them to share appropriate responses, modeling the most constructive responses.

Publisher: Houghton Mifflin Harcourt

Science, Grade 6

HMH Into Science Texas Hybrid Classroom Package Grade 6: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Link	p. 2	Column 2, Address the Misconception text for third Misconception.	"Particles in a liquid are strong enough to hold molecules close together and are more dense and less compressible than gases but not as dense as molecules in a solid. The forces are ... keep molecules ...slide over another."	"Forces between particles in a liquid hold the molecules much closer together than particles in a gas, making liquids more dense and less compressible than gases. The forces are ... keep the molecules ...slide over one another."
HMH Into Science Texas Teacher Guide Grade 6	9780358841593	View Link	p. 7	Column 2, Support for Student Answers, TELL answer bullets 1–4	"• naming solids, liquids, and gases they can observe in the moment• naming specific solids, liquids, and gases they might encounter at home or outside of school• naming specific solid, liquid, or gas substances that they have learned about but are not common in everyday life"	"• Asking questions about phenomena• Investigating to identify patterns• Analyzing data to determine cause-and-effect relationships."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 14	Column 2, 2nd Apply Patterns about liquid answer	"Liquid particles are not as close together and not held in place..."	"Liquid particles are not held in place..."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 15	Column 2, Check Your Learning, Support for Student Answers, EVALUATE	"EVALUATE: Drag each label describing the correct properties of the substance to the correct image.Sample Answer: solid, liquid, gas"	"EVALUATE: The images show models of the arrangement and structure of particles in substances. Match each label with the diagram that best models each state of matter.Answers from left to right: solid, liquid, gas"
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 15	Column 2, Check Your Learning, Support for Student Answers, 2nd Explain	"Sample Answer: As a solid, the particles are not moving, and..."	"Sample Answer: As a solid, the particles are not changing positions relative to each other, and..."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 24	Column 1, Support Your Claim, 3rd bullet	"Water molecules have more kinetic energy than ice molecules, so the molecules move more, and the food coloring spreads out more."	"Molecules in liquid water have more kinetic energy than molecules in solid ice, so the molecules move more, and the food coloring spreads out more."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 24	Column 2, Support for student answers, Practice Question number 5 answer	"bar of gold."	"D. a bar of gold"
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	View Link	TEKS Lesson 6.6.A, Elaborate, Screen 6	Multiple Choice Interactivity, Analyze, correct answers	Correct answer is A.	Correct answer is A and C.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	View Link	TEKS Lesson 6.6.A, Exploration 2, Screen 7	Drag and Drop Interactivity, Evaluate question stem and answer	"EVALUATE: Drag each label describing the correct properties of the substance to the correct image.Sample Answer: solid, liquid, gas"	"EVALUATE: The images show models of the arrangement and structure of particles in substances. Match each label with the diagram that best models each state of matter.Answers from left to right: solid, liquid, gas"
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 49	Column 1, Lesson Summary, Check student understanding, bullet 1	"Read the summary sentences one at a time."	"Read the summary questions one at a time."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 50	Column 2, Practice Questions, Support for Student Answers, Item 3 answer	"C. a homogeneous mixture"	"C. a heterogeneous mixture"
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 80	Column 1, Address the Misconception text for third Misconception.	"Fluids are not "materials" and therefore do not have density."	"Fluids are not solid and therefore do not have density."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 87	Column 2, Support for Student Answers, PREDICT answer	"Sample answer: There might be a pattern related to what kinds of objects sink and what kinds of objects float in water."	"Sample answer: The raisins follow a pattern of sinking, floating, and then sinking again. There is probably a pattern to what is causing this behavior."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 93	Column 2, Define the Problem, MOVE TO p. 94, top of Column 1	"Sample answer: The diver needs to change her density. The key to the diver sinking is for the diver to become heavier for her size. This will make the overall density of the diver increase. She will displace less water than the weight of her body."	"Sample answer: The diver needs to change her density. The key to the diver sinking is for the diver to become heavier for her size. This will make the overall density of the diver increase."
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	View Link	TEKS Lesson 6.6.D, Exploration 1, Screen 5	Step 3, Data Table, Row 1	"Salt water" "none" "none" 100 mL " " " "	"Salt water" "—" "—" " " "100 mL " " "
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 6</i>	9780358861690	View Link	p. 60	Step 3, Data Table, Row 1	"Salt water" "none" "none" 100 mL " " " "	"Salt water" "—" "—" " " "100 mL " " "
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 104	Column 1, Addressing Misconceptions, 1st misconception bullet last line.	"Substances undergo a physical change when they dissolve."	N/A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 117	Column 1, Physical Changes, Support for Student Answers, Apply, Answer	"Each substance is made of a specific type of matter, such as atoms, compounds, or molecules. Physical changes do not change the identity of the atoms, compounds, or molecules, they just change the size, shape, or state of the existing substance."	"All matter we see is made of a specific types of substances, either elements or compounds. Physical changes do not change the identity of the elements or compounds. They just change the size, shape, or state of the existing substance."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 169	Column 1, Support for Student Answers, STEP 3	"STEP 3: Times to hit the ground should increase as height increases."	"STEP 3: Test your parachute by dropping the object with the parachute and measuring how long it takes to hit the ground. [answer] Fall times should be similar each trial but vary due to errors and other factors, such as wind."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 172	Column 1, Do the Math Calculate Net Force, Support for Student Answers, Analyze, answer	"Look for: Diagrams should show a blue person on the left of the box with a force arrow pointing to the right labeled "30 N." On the left a green person pushing on the box with a force arrow labeled "20 N" pointing to the left."	"Look for: Diagrams should show an arrow on the left of the box pointing to the right labeled "30 N". And, an arrow on the right side of the box pointing to the left labeled "20 N"."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 174	Column 1, Vertical and Horizontal Forces, Support for Student Answers, MODEL, answer	"Box on floor. At left, blue figure pushing with a force arrow pointed to the right labeled "30 N." At left, green figure pushing with a force arrow pointed to the right labeled "25 N."	"A box that has two arrows on the left side, both pointing to the right. One is labeled "30 N" and the other is labeled "25 N". The 30 N arrow should be slightly longer."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 192	Column 1, Part 1: Observe Force Pairs, Support for Student Answers, STEP 3, answer	"Sample answer: Student observations should be opposite from those in Step 2."	"Students should notice that whether they or their partner is the one that pushes more firmly, the force they feel increases compared to Step 1."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 195	Column 1, APPLY, answer Sentence 2	"...they can sense they have broken the piñata."	"...they can sense they have missed the piñata."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 221	Column 1, Sense-making	"Learning about how energy not only transfers from one form to another but can transform develops understanding of kinetic and potential energy."	"Learning about how energy transforms and transfers between objects develops understanding of kinetic and potential energy."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 225	Column 1, STEP 3 Sample Answer	"The yo-yo has gravitational potential energy when it is in the person's hand. Kinetic energy increases from the point it is released until it reaches the end of the string, when the kinetic energy drops to zero. As the yo-yo climbs back up the string, kinetic energy changes back to potential energy."	"As the yo-yo drops, its gravitational potential energy decreases, as some of it is transformed into kinetic energy. This energy transforms back into gravitational potential energy when the yo-yo moves back up the string to the hand."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 242	Column 2, Gather Data Sample Answer	"The ball in the lab transfers energy to the cup and then it transforms into heat. In the same way energy transfers from power plants to devices in our homes where they transform into other forms, such as light and heat in a light bulb."	"The ball in the lab has gravitational potential energy which transforms into kinetic energy as it rolls. The ball then transfers kinetic energy to the cup. In the electric grid, power plants transfer electrical energy to devices in our homes where that energy may transform into sound, heat, light, or other form of energy."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 321	Column 1, Part 2: Model the Distance between Earth and the Moon, Step 3 answer	Correct answer is B. The moon is about five times farther away than the distance around Earth.	Correct answer is C. The moon is about nine times farther away than the distance around Earth.
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 331	Column 2, PREDICT answer	Correct answer is C. It does not matter because both days have high tides and low tides.	Correct answer is A. The 12th is better because the tide will be higher than normal at low tide.
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 430	Lesson Objective	"Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution."	"Research and describe why resource management is important in reducing global energy use, poverty, malnutrition, and air and water pollution."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 432	Column 1, Content Objective	"Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution."	"Research and describe why resource management is important in reducing global energy use, poverty, malnutrition, and air and water pollution."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 436	Column 1, Background Information, sentence 6	"Carbon dioxide levels can increase when more people use these resources, or they can decrease if people make a conscious effort to reduce their use of them."	"Carbon dioxide levels can increase when more people use fossil fuel resources."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 438	Column 2, Identify, Sample answer, Sentence 3	"I use minerals from the geosphere because minerals can be turned into metals."	"I collect rocks from the geosphere."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 445	Column 1, Step 6, Sample answer, Sentence 2	"The air temperature in the bottle with the plastic wrap rose faster than the temperature of the other bottle and continued to increase through 15 minutes of measurements."	"The air temperature in the bottle with the plastic wrap rose faster than the temperature of the other bottle and continued to increase through the measurements."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 450	Column 1, Explain, Sample answer, last sentence	"In this way, the government is trading the protection of the forests for financial support of local people."	"In this way, the government is trading financial support of local people for protection of the forests."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 451	Column 2, Analyze, Sample answer, last sentence	"This is different from the factors that affect the amount of arable land per person, which depends largely on the number of people who need to be fed as well as their nutritional needs and the types of foods they eat."	"This is different from the factors that affect the amount of arable land per person, which depends on the number of people who need to be fed and the amount of arable land in the world."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 455	Column 1, Lead a Group Discussion, Sentences 1–3	"As you bring the class back together and develop a whole-group definition for energy poverty, emphasize that energy poverty exists in many forms across the world and that it does not simply mean that people do not have access to energy sources; ... yet a third of Americans are experiencing energy poverty because price spikes and high energy costs can make it difficult to pay their utility bills."	"As you bring the class back together to talk about solutions for reducing global energy use, emphasize that energy access; ... yet a third of Americans cannot meet their energy needs because price spikes and high energy costs can make it difficult to pay their utility bills."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 457	Column 1, Renewable Sources of Energy Q2, Sample answer, Sentences 2 and 4	"Solar and wind energy are available for free all the time, but the cost to capture the energy may be expensive...Geothermal energy is heat energy from underground and is not as abundant in all places on Earth."	"Solar and wind energy are renewable, but the cost to capture the energy may be expensive ... Geothermal energy is thermal energy from underground and is not accessible in many places."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 457	Column 2, Differentiation: Challenge, Sentence 1	"Have students describe the relationship between energy poverty and greenhouse gases and how they are intertwined."	"Have students describe the relationship between energy use and greenhouse gases and how they are intertwined."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 459	Column 2, Step 3, Sample answer	"Resource use and management strategies are related to population, individual and societal needs, and economic opportunities."	"Patterns I found in the use and management of resources include-Resource use varies by region. -Global resource use increases as global population increases.-Pollution is often a consequence of resource use.-Resource management can reduce consequences of resource use."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 460	Column 2, bottom, Evaluate, Sample answer	"I would choose Option 1 because right now, I don't have any money, and I would rather have \$5 than nothing."	"I would choose Option 1 because I would rather have \$5 than nothing."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 463	Column 2, Question 5, question text	"How could wise resource management have reduced the negative effects of the dust storms of the 1930s?By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s?By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	View Link	TEKS Lesson 6.11.A, Evaluate, Screen 6	Question 5 interactivity, question text	"How could wise resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 6</i>	9780358861690	View Link	p. 301	Question 5, question text	"How could wise resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 470	Column 2, Step 2, Sample answer, Sentence 1	"People in Hawai'i today have a much different and more diverse diet than the native Hawai'ians did before the arrival of Westerners."	"People in Hawai'i today have a much different and more diverse diet than the native Hawaiians did 1,000 years ago."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 470	Column 2, Step 2, Sample answer, Sentence 3	"In addition, it is less expensive to import food than to grow food in Hawai'i because the land there is so expensive and difficult to prepare and maintain for large-scale farming, and it's not inexpensive or simple to bring in farm laborers."	"In addition, there are now almost twice as many residents of Hawai'i and many more tourists who visit. This means more food is required than was needed in the past."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 475	Column 2, first Explain, Sample answer, Sentence 1	"By conserving electrical energy and reducing transportation, the amount of fossil fuels that need to be burned will decrease."	"By conserving electrical energy and reducing dependence on fossil fuels for transportation, the amount of fossil fuels that need to be burned will decrease."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 476	Column 1, first Explain, Sample answer, Sentence 2	"Conservation practices can ensure that less water is used and less water is wasted so that the water is available when it is needed."	"Conservation practices can ensure that less water is used and less water is wasted so that water will be available in the future."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 476	Column 1, second Explain, Sample answer	"Increased efficiency of water pipes, fittings, and appliances can ensure that less water is used for each task and less water is wasted so that the water is available when it is needed."	"Increased efficiency of water pipes, fittings, and appliances can ensure that less water is used for each task and less water is wasted."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 477	Column 1, Describe, Sample answer	"Energy resources are limited, and they often cause pollution. As population increases, the demand for energy increases, and surges in demand cause interruptions in access and increasing costs."	"Energy resources are limited, and the use of energy resources can cause pollution. As population increases, the demand for energy increases."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 484	Column 2, Step 3, Sample answer, Sentence 2-4	"It must reduce waste that enters the landfill by a certain percentage—Rank: 5It must be able to be performed by all students and staff at the school—Rank: 1It can be performed every day that school is open—Rank: 3"	"It reduces waste that enters the landfill—Rank: 5It is easy to do—Rank: 3"
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 484	Column 2, Step 4, Sample answer	"Possible constraints include that it costs little or no money, it does not involve operating mechanical equipment, it does not require special training, and it does not require too much space or time."	"Possible constraints include that it costs little or no money, it does not involve operating mechanical equipment, and it does not require special training."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 485	Column 2, Decision Matrix, Sample answer	"It must reduce waste that enters the landfill by a certain percentage (Rank: 5)—Solution 1: 4, Solution 2: 3It must be able to be performed by all students and staff at the school (Rank: 3)—Solution 1: 2, Solution 2: 3It can be performed every day that school is open (Rank: 1)—Solution 1: 3, Solution 2: 3It is fun for students to participate in (Rank: 2)—Solution 1: 2, Solution 2: 1Totals: Rating: 17, Solution 1: 14, Solution 2: 14"	"It must reduce waste that enters the landfill (Rank: 5)—Solution 1: 4, Solution 2: 3It is easy to do. (Rank: 3)—Solution 1: 2, Solution 2: 1It is fun for students to participate in (Rank: 2)—Solution 1: 2, Solution 2: 1Totals: Rating: 14, Solution 1: 11, Solution 2: 9"
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 492	Column 1, Identify Patterns, Sample answer, sentence 2	"To fill the need for wood and paper products, most trees that are being cut down are in poorer nations in South America, Asia, and Africa."	N/A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 521	Column 2, Question 3, Option A	"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	View Link	TEKS Lesson 6.12.C, Evaluate, Screen 4	Question 3 Option A	"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 6</i>	9780358861690	View Link	p. 347	Question 3 Option A	"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 531	Column 1, Preview Lesson Vocabulary	Image of armadillo; image of rock outcrop; image of seagulls	Image of rock outcrop; image of armadillo; image of seagulls
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 535	Column 1, Lab Scoring Criteria	"Student supports conclusions and explanations with valid and reliable evidence."	"Student collects data as outlined in their procedure."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 537	Column 2, Step 3, line 3	"Sample answer: The tree and the grass get energy from the sun."	"Sample answer: The tree and the grass get energy from the sun. My evidence is that sunlight is an abiotic factor and arrows point from the sun to the tree and grass."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 619	Column 1, Check Student Understanding	"Ask students to explain why the smaller cubes had greater surface area, even though they were smaller than the larger cube."	"Ask students to explain why the smaller cubes had the greater surface area-to-volume ratio, even though they were smaller than the larger cube."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 628	Column 2, Support for Student Answers, DEVELOP A CLAIM:	"...Sample answer: Claim: Some of the organisms that live near lava flows are unicellular. Others are multicellular. Some are autotrophs that can make their own food, and others are heterotrophs that need to eat other living things."	"...Sample answer: Claim: Some of the organisms that live near lava flows are unicellular organisms that are heat tolerant. Some are autotrophs that can make their own food."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 610	Column 1, Background Information	"...Some of the organisms that live near lava flows are unicellular. Others are multicellular. Some are autotrophs that can make their own food, and others are heterotrophs that need to eat other living things."	"...Some of the organisms that live near lava flows are unicellular organisms that are heat tolerant. Some are autotrophs that can make their own food."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 638	Column 1, Background Information	"Essentially, genes provide a "code" so the body knows how to form and grow, but sometimes these codes have variants in them. Such variants are known as alleles."	N/A
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 639	Column 1, bullet 2, lines 2-5	"If enough individuals within a population develop traits that are advantageous to their survival, this can benefit the whole population."	"If enough individuals within a population have traits that are advantageous to their survival, this can benefit the whole population."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 2	Column 2, Address the Misconception text for third Misconception.	"Particles in a liquid are strong enough to hold molecules close together and are more dense and less compressible than gases but not as dense as molecules in a solid. The forces are ... keep molecules ...slide over another."	"Forces between particles in a liquid hold the molecules much closer together than particles in a gas, making liquids more dense and less compressible than gases. The forces are ... keep the molecules ...slide over one another."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 7	Column 2, Support for Student Answers, TELL answer bullets 1–4	"• naming solids, liquids, and gases they can observe in the moment • naming specific solids, liquids, and gases they might encounter at home or outside of school • naming specific solid, liquid, or gas substances that they have learned about but are not common in everyday life"	"• Asking questions about phenomena • Investigating to identify patterns • Analyzing data to determine cause-and-effect relationships."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 14	Column 2, 2nd Apply Patterns about liquid answer	"Liquid particles are not as close together and not held in place..."	"Liquid particles are not held in place..."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 15	Column 2, Check Your Learning, Support for Student Answers, EVALUATE	"EVALUATE: Drag each label describing the correct properties of the substance to the correct image. Sample Answer: solid, liquid, gas"	"EVALUATE: The images show models of the arrangement and structure of particles in substances. Match each label with the diagram that best models each state of matter. Answers from left to right: solid, liquid, gas"
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 15	Column 2, Check Your Learning, Support for Student Answers, 2nd Explain	"Sample Answer: As a solid, the particles are not moving, and..."	"Sample Answer: As a solid, the particles are not changing positions relative to each other, and..."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 24	Column 1, Support Your Claim, 3rd bullet	"Water molecules have more kinetic energy than ice molecules, so the molecules move more, and the food coloring spreads out more."	"Molecules in liquid water have more kinetic energy than molecules in solid ice, so the molecules move more, and the food coloring spreads out more."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 24	Column 2, Support for student answers, Practice Question number 5 answer	"bar of gold."	"D. a bar of gold"
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	View Link	TEKS Lesson 6.6.A, Elaborate, Screen 6	Multiple Choice Interactivity, Analyze, correct answers	Correct answer is A.	Correct answer is A and C.
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	View Link	TEKS Lesson 6.6.A, Exploration 2, Screen 7	Drag and Drop Interactivity, Evaluate question stem and answer	"EVALUATE: Drag each label describing the correct properties of the substance to the correct image. Sample Answer: solid, liquid, gas"	"EVALUATE: The images show models of the arrangement and structure of particles in substances. Match each label with the diagram that best models each state of matter. Answers from left to right: solid, liquid, gas"
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 49	Column 1, Lesson Summary, Check student understanding, bullet 1	"Read the summary sentences one at a time."	"Read the summary questions one at a time."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 50	Column 2, Practice Questions, Support for Student Answers, Item 3 answer	"C. a homogeneous mixture"	"C. a heterogeneous mixture"
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 80	Column 1, Address the Misconception text for third Misconception.	"Fluids are not "materials" and therefore do not have density."	"Fluids are not solid and therefore do not have density."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 87	Column 2, Support for Student Answers, PREDICT answer	"Sample answer: There might be a pattern related to what kinds of objects sink and what kinds of objects float in water."	"Sample answer: The raisins follow a pattern of sinking, floating, and then sinking again. There is probably a pattern to what is causing this behavior."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 93	Column 2, Define the Problem, MOVE TO p. 94, top of Column 1	"Sample answer: The diver needs to change her density. The key to the diver sinking is for the diver to become heavier for her size. This will make the overall density of the diver increase. She will displace less water than the weight of her body."	"Sample answer: The diver needs to change her density. The key to the diver sinking is for the diver to become heavier for her size. This will make the overall density of the diver increase."
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	View Link	TEKS Lesson 6.6.D, Exploration 1, Screen 5	Step 3, Data Table, Row 1	"Salt water" "none" "none" 100 mL " " " "	"Salt water" "—" "—" " " "100 mL" " "
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 6</i>	9780358861690	View Link	p. 60	Step 3, Data Table, Row 1	"Salt water" "none" "none" 100 mL " " " "	"Salt water" "—" "—" " " "100 mL" " "
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 104	Column 1, Addressing Misconceptions, 1st misconception bullet last line.	"Substances undergo a physical change when they dissolve."	N/A
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 117	Column 1, Physical Changes, Support for Student Answers, Apply, Answer	"Each substance is made of a specific type of matter, such as atoms, compounds, or molecules. Physical changes do not change the identity of the atoms, compounds, or molecules, they just change the size, shape, or state of the existing substance."	"All matter we see is made of a specific types of substances, either elements or compounds. Physical changes do not change the identity of the elements or compounds. They just change the size, shape, or state of the existing substance."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 169	Column 1, Support for Student Answers, STEP 3	"STEP 3: Times to hit the ground should increase as height increases."	"STEP 3: Test your parachute by dropping the object with the parachute and measuring how long it takes to hit the ground. [answer] Fall times should be similar each trial but vary due to errors and other factors, such as wind."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 172	Column 1, Do the Math Calculate Net Force, Support for Student Answers, Analyze, answer	"Look for: Diagrams should show a blue person on the left of the box with a force arrow pointing to the right labeled "30 N." On the left a green person pushing on the box with a force arrow labeled "20 N" pointing to the left."	"Look for: Diagrams should show an arrow on the left of the box pointing to the right labeled "30 N". And, an arrow on the right side of the box pointing to the left labeled "20 N"."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 174	Column 1, Vertical and Horizontal Forces, Support for Student Answers, MODEL, answer	"Box on floor. At left, blue figure pushing with a force arrow pointed to the right labeled "30 N." At left, green figure pushing with a force arrow pointed to the right labeled "25 N."	"A box that has two arrows on the left side, both pointing to the right. One is labeled "30 N" and the other is labeled "25 N". The 30 N arrow should be slightly longer."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 192	Column 1, Part 1: Observe Force Pairs, Support for Student Answers, STEP 3, answer	"Sample answer: Student observations should be opposite from those in Step 2."	"Students should notice that whether they or their partner is the one that pushes more firmly, the force they feel increases compared to Step 1."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 195	Column 1, APPLY, answer Sentence 2	"...they can sense they have broken the piñata."	"...they can sense they have missed the piñata."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 221	Column 1, Sense-making	"Learning about how energy not only transfers from one form to another but can transform develops understanding of kinetic and potential energy."	"Learning about how energy transforms and transfers between objects develops understanding of kinetic and potential energy."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 225	Column 1, STEP 3 Sample Answer	"The yo-yo has gravitational potential energy when it is in the person's hand. Kinetic energy increases from the point it is released until it reaches the end of the string, when the kinetic energy drops to zero. As the yo-yo climbs back up the string, kinetic energy changes back to potential energy."	"As the yo-yo drops, its gravitational potential energy decreases, as some of it is transformed into kinetic energy. This energy transforms back into gravitational potential energy when the yo-yo moves back up the string to the hand."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 242	Column 2, Gather Data Sample Answer	"The ball in the lab transfers energy to the cup and then it transforms into heat. In the same way energy transfers from power plants to devices in our homes where they transform into other forms, such as light and heat in a light bulb."	"The ball in the lab has gravitational potential energy which transforms into kinetic energy as it rolls. The ball then transfers kinetic energy to the cup. In the electric grid, power plants transfer electrical energy to devices in our homes where that energy may transform into sound, heat, light, or other form of energy."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 321	Column 1, Part 2: Model the Distance between Earth and the Moon, Step 3 answer	Correct answer is B. The moon is about five times farther away than the distance around Earth.	Correct answer is C. The moon is about nine times farther away than the distance around Earth.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 331	Column 2, PREDICT answer	Correct answer is C. It does not matter because both days have high tides and low tides.	Correct answer is A. The 12th is better because the tide will be higher than normal at low tide.
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 430	Lesson Objective	"Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution."	"Research and describe why resource management is important in reducing global energy use, poverty, malnutrition, and air and water pollution."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 432	Column 1, Content Objective	"Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution."	"Research and describe why resource management is important in reducing global energy use, poverty, malnutrition, and air and water pollution."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 436	Column 1, Background Information, sentence 6	"Carbon dioxide levels can increase when more people use these resources, or they can decrease if people make a conscious effort to reduce their use of them."	"Carbon dioxide levels can increase when more people use fossil fuel resources."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 438	Column 2, Identify, Sample answer, Sentence 3	"I use minerals from the geosphere because minerals can be turned into metals."	"I collect rocks from the geosphere."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 445	Column 1, Step 6, Sample answer, Sentence 2	"The air temperature in the bottle with the plastic wrap rose faster than the temperature of the other bottle and continued to increase through 15 minutes of measurements."	"The air temperature in the bottle with the plastic wrap rose faster than the temperature of the other bottle and continued to increase through the measurements."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 450	Column 1, Explain, Sample answer, last sentence	"In this way, the government is trading the protection of the forests for financial support of local people."	"In this way, the government is trading financial support of local people for protection of the forests."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 451	Column 2, Analyze, Sample answer, last sentence	"This is different from the factors that affect the amount of arable land per person, which depends largely on the number of people who need to be fed as well as their nutritional needs and the types of foods they eat."	"This is different from the factors that affect the amount of arable land per person, which depends on the number of people who need to be fed and the amount of arable land in the world."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 455	Column 1, Lead a Group Discussion, Sentences 1–3	"As you bring the class back together and develop a whole-group definition for energy poverty, emphasize that energy poverty exists in many forms across the world and that it does not simply mean that people do not have access to energy sources; ... yet a third of Americans are experiencing energy poverty because price spikes and high energy costs can make it difficult to pay their utility bills."	"As you bring the class back together to talk about solutions for reducing global energy use, emphasize that energy access; ... yet a third of Americans cannot meet their energy needs because price spikes and high energy costs can make it difficult to pay their utility bills."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 457	Column 1, Renewable Sources of Energy Q2, Sample answer, Sentences 2 and 4	"Solar and wind energy are available for free all the time, but the cost to capture the energy may be expensive...Geothermal energy is heat energy from underground and is not as abundant in all places on Earth."	"Solar and wind energy are renewable, but the cost to capture the energy may be expensive ... Geothermal energy is thermal energy from underground and is not accessible in many places."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 457	Column 2, Differentiation: Challenge, Sentence 1	"Have students describe the relationship between energy poverty and greenhouse gases and how they are intertwined."	"Have students describe the relationship between energy use and greenhouse gases and how they are intertwined."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 459	Column 2, Step 3, Sample answer	"Resource use and management strategies are related to population, individual and societal needs, and economic opportunities."	"Patterns I found in the use and management of resources include-Resource use varies by region. -Global resource use increases as global population increases.-Pollution is often a consequence of resource use.-Resource management can reduce consequences of resource use."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 460	Column 2, bottom, Evaluate, Sample answer	"I would choose Option 1 because right now, I don't have any money, and I would rather have \$5 than nothing."	"I would choose Option 1 because I would rather have \$5 than nothing."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 463	Column 2, Question 5, question text	"How could wise resource management have reduced the negative effects of the dust storms of the 1930s?By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s?By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	View Link	TEKS Lesson 6.11.A, Evaluate, Screen 6	Question 5 interactivity, question text	"How could wise resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 6</i>	9780358861690	View Link	p. 301	Question 5, question text	"How could wise resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion could have been prevented. Then, farmers could have continued to grow crops, which enables farmers to sell food and avoid poverty and helps people in their communities prevent malnutrition."	"How could modern resource management have reduced the negative effects of the dust storms of the 1930s? ... By choosing different farming techniques, soil erosion and air pollution could have been prevented. Then, farmers could have continued to sell crops, which would have enabled farmers to avoid poverty. Having more food available to eat would have helped people in their communities prevent malnutrition."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 470	Column 2, Step 2, Sample answer, Sentence 1	"People in Hawai'i today have a much different and more diverse diet than the native Hawai'ians did before the arrival of Westerners."	"People in Hawai'i today have a much different and more diverse diet than the native Hawaiians did 1,000 years ago."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 470	Column 2, Step 2, Sample answer, Sentence 3	"In addition, it is less expensive to import food than to grow food in Hawai'i because the land there is so expensive and difficult to prepare and maintain for large-scale farming, and it's not inexpensive or simple to bring in farm laborers."	"In addition, there are now almost twice as many residents of Hawai'i and many more tourists who visit. This means more food is required than was needed in the past."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 475	Column 2, first Explain, Sample answer, Sentence 1	"By conserving electrical energy and reducing transportation, the amount of fossil fuels that need to be burned will decrease."	"By conserving electrical energy and reducing dependence on fossil fuels for transportation, the amount of fossil fuels that need to be burned will decrease."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 476	Column 1, first Explain, Sample answer, Sentence 2	"Conservation practices can ensure that less water is used and less water is wasted so that the water is available when it is needed."	"Conservation practices can ensure that less water is used and less water is wasted so that water will be available in the future."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 476	Column 1, second Explain, Sample answer	"Increased efficiency of water pipes, fittings, and appliances can ensure that less water is used for each task and less water is wasted so that the water is available when it is needed."	"Increased efficiency of water pipes, fittings, and appliances can ensure that less water is used for each task and less water is wasted."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 477	Column 1, Describe, Sample answer	"Energy resources are limited, and they often cause pollution. As population increases, the demand for energy increases, and surges in demand cause interruptions in access and increasing costs."	"Energy resources are limited, and the use of energy resources can cause pollution. As population increases, the demand for energy increases."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 484	Column 2, Step 3, Sample answer, Sentence 2-4	"It must reduce waste that enters the landfill by a certain percentage—Rank: 5It must be able to be performed by all students and staff at the school—Rank: 1It can be performed every day that school is open—Rank: 3"	"It reduces waste that enters the landfill—Rank: 5It is easy to do—Rank: 3"
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 484	Column 2, Step 4, Sample answer	"Possible constraints include that it costs little or no money, it does not involve operating mechanical equipment, it does not require special training, and it does not require too much space or time."	"Possible constraints include that it costs little or no money, it does not involve operating mechanical equipment, and it does not require special training."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 485	Column 2, Decision Matrix, Sample answer	"It must reduce waste that enters the landfill by a certain percentage (Rank: 5)—Solution 1: 4, Solution 2: 3It must be able to be performed by all students and staff at the school (Rank: 3)—Solution 1: 2, Solution 2: 3It can be performed every day that school is open (Rank: 1)—Solution 1: 3, Solution 2: 3It is fun for students to participate in (Rank: 2)—Solution 1: 2, Solution 2: 1Totals: Rating: 17, Solution 1: 14, Solution 2: 14"	"It must reduce waste that enters the landfill (Rank: 5)—Solution 1: 4, Solution 2: 3It is easy to do. (Rank: 3)—Solution 1: 2, Solution 2: 1It is fun for students to participate in (Rank: 2)—Solution 1: 2, Solution 2: 1Totals: Rating: 14, Solution 1: 11, Solution 2: 9"
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 492	Column 1, Identify Patterns, Sample answer, sentence 2	"To fill the need for wood and paper products, most trees that are being cut down are in poorer nations in South America, Asia, and Africa."	N/A
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 521	Column 2, Question 3, Option A	"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."
<i>HMH Into Science Texas Student License Digital Grade 6</i>	9780358860662	View Link	TEKS Lesson 6.12.C, Evaluate, Screen 4	Question 3 Option A	"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 6</i>	9780358861690	View Link	p. 347	Question 3 Option A	"They are two populations in the tundra community."	"They are two populations in the tundra ecosystem."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 531	Column 1, Preview Lesson Vocabulary	Image of armadillo; image of rock outcrop; image of seagulls	Image of rock outcrop; image of armadillo; image of seagulls
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 535	Column 1, Lab Scoring Criteria	"Student supports conclusions and explanations with valid and reliable evidence."	"Student collects data as outlined in their procedure."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 537	Column 2, Step 3, line 3	"Sample answer: The tree and the grass get energy from the sun."	"Sample answer: The tree and the grass get energy from the sun. My evidence is that sunlight is an abiotic factor and arrows point from the sun to the tree and grass."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 619	Column 1, Check Student Understanding	"Ask students to explain why the smaller cubes had greater surface area, even though they were smaller than the larger cube."	"Ask students to explain why the smaller cubes had the greater surface area-to-volume ratio, even though they were smaller than the larger cube."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 628	Column 2, Support for Student Answers, DEVELOP A CLAIM:	"...Sample answer: Claim: Some of the organisms that live near lava flows are unicellular. Others are multicellular. Some are autotrophs that can make their own food, and others are heterotrophs that need to eat other living things."	"...Sample answer: Claim: Some of the organisms that live near lava flows are unicellular organisms that are heat tolerant. Some are autotrophs that can make their own food."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 610	Column 1, Background Information	"...Some of the organisms that live near lava flows are unicellular. Others are multicellular. Some are autotrophs that can make their own food, and others are heterotrophs that need to eat other living things."	"...Some of the organisms that live near lava flows are unicellular organisms that are heat tolerant. Some are autotrophs that can make their own food."
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 638	Column 1, Background Information	"Essentially, genes provide a "code" so the body knows how to form and grow, but sometimes these codes have variants in them. Such variants are known as alleles."	N/A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 6</i>	9780358841593	View Link	p. 639	Column 1, bullet 2, lines 2-5	"If enough individuals within a population develop traits that are advantageous to their survival, this can benefit the whole population."	"If enough individuals within a population have traits that are advantageous to their survival, this can benefit the whole population."

Publisher: Kiddom

Science, Grade 6

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS</i>	9781960634528	View Link		<p>Omission:</p> <p>Please include the following as evidence for the following TEKS standards aligned to the 6th grade science curriculum: 6.4.A, 6.4.B, 6.8.B.</p> <p>-6.4.A: Unit 6.3 Weather, Climate, & Water Cycling, Lesson 14 What causes a large-scale precipitation event like this to occur? > 6.3.14 Develop an initial model > on your own question 1. Students develop a model to show what they think will happen in the air over the United States at three points in time. https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159f3e6e-d96e-11ed-b1fe-06dee69fc1b2</p> <p>Since this evidence shows the previously mentioned TEKS taught and assessed in the 6th grade science curriculum, the score should be changed from PM to M.</p>	<p>Omission:</p> <p>Please include the following as evidence for the following TEKS standards aligned to the 6th grade science curriculum: 6.4.A, 6.4.B, 6.8.B.</p> <p>-6.4.A: Unit 6.3 Weather, Climate, & Water Cycling, Lesson 14 What causes a large-scale precipitation event like this to occur? > 6.3.14 Develop an initial model > on your own question 1. Students develop a model to show what they think will happen in the air over the United States at three points in time. https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159f3e6e-d96e-11ed-b1fe-06dee69fc1b2</p>	<p>Omission:</p> <p>Please include the following as evidence for the following TEKS standards aligned to the 6th grade science curriculum: 6.4.A, 6.4.B, 6.8.B.</p> <p>-6.4.A: Unit 6.3 Weather, Climate, & Water Cycling, Lesson 14 What causes a large-scale precipitation event like this to occur? > 6.3.14 Develop an initial model > on your own question 1. Students develop a model to show what they think will happen in the air over the United States at three points in time. https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159f3e6e-d96e-11ed-b1fe-06dee69fc1b2</p> <p>Since this evidence shows the previously mentioned TEKS taught and assessed in the 6th grade science curriculum, the score should be changed from PM to M.</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS</i>	9781960634528	View Link		-6.4.B: Unit 6.5 Natural Hazards > Lesson 5 How can we reduce damage from a tsunami wave? > 6.5.05 Learn about potential real-world designs > with your class question 1. Students communicate and share data from a video of a tsunami wave from the perspective of an engineer. https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159f780a-d96e-11ed-bff2-06dee69fc1b2	-6.4.B: Unit 6.5 Natural Hazards > Lesson 5 How can we reduce damage from a tsunami wave? > 6.5.05 Learn about potential real-world designs > with your class question 1. Students communicate and share data from a video of a tsunami wave from the perspective of an engineer. https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159f780a-d96e-11ed-bff2-06dee69fc1b2	-6.4.B: Unit 6.5 Natural Hazards > Lesson 5 How can we reduce damage from a tsunami wave? > 6.5.05 Learn about potential real-world designs > with your class question 1. Students communicate and share data from a video of a tsunami wave from the perspective of an engineer. https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159f780a-d96e-11ed-bff2-06dee69fc1b2
<i>OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS</i>	9781960634528	View Link		6.8.B: Unit 6.8 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 Navigation (2) (students describe how energy is transferred and conserved in a collision). https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159fcbdf-d96e-11ed-935d-06dee69fc1b2r	6.8.B: Unit 6.8 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 Navigation (2) (students describe how energy is transferred and conserved in a collision). https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159fcbdf-d96e-11ed-935d-06dee69fc1b2r	6.8.B: Unit 6.8 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 Navigation (2) (students describe how energy is transferred and conserved in a collision). https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159fcbdf-d96e-11ed-935d-06dee69fc1b2r

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS</i>	9781960634528	View Link		<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing</p> <p>Omission: Please include the following as evidence found in the teacher handbook located on the Course Unit Storylines and Teacher Guide section of the course.</p> <p>https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159eec30-d96e-11ed-9e2b-06dee69fc1b2</p> <p>The teacher handbook provides a safety acknowledgement to send home with students to share with parents and/or caregivers. The acknowledgement encourages students to go through the safety practices with their parents/caregivers to help create a safe learning environment in science class. The following is a direct quote from the handbook, "Prior to the first science investigation of the year, a safety acknowledgement form for students and parents or guardians should be provided and signed. You can access a model safety acknowledgement form for middle school activities at the following location:</p> <p>http://static.nsta.org/pdfs/SafetyAcknowledgmentForm-MiddleSchool.pdf "</p> <p>Since the above evidence shows information to be shared with parents and caregivers, the score should be changed from PM to M.</p>	<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing</p> <p>Omission: Please include the following as evidence found in the teacher handbook located on the Course Unit Storylines and Teacher Guide section of the course.</p> <p>https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159eec30-d96e-11ed-9e2b-06dee69fc1b2</p> <p>The teacher handbook provides a safety acknowledgement to send home with students to share with parents and/or caregivers. The acknowledgement encourages students to go through the safety practices with their parents/caregivers to help create a safe learning environment in science class. The following is a direct quote from the handbook, "Prior to the first science investigation of the year, a safety acknowledgement form for students and parents or guardians should be provided and signed. You can access a model safety acknowledgement form for middle school activities at the following location:</p> <p>http://static.nsta.org/pdfs/SafetyAcknowledgmentForm-MiddleSchool.pdf "</p> <p>Since the above evidence shows information to be shared with parents and caregivers, the score should be changed from PM to M.</p>	<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing</p> <p>Omission: Please include the following as evidence found in the teacher handbook located on the Course Unit Storylines and Teacher Guide section of the course.</p> <p>https://app.kiddom.co/curriculum/718794/node/4566cee8-6701-414c-96ac-1e4b99172c22:a46daf19-d974-11ed-9483-028e88a2ccb8:159eec30-d96e-11ed-9e2b-06dee69fc1b2</p> <p>The teacher handbook provides a safety acknowledgement to send home with students to share with parents and/or caregivers. The acknowledgement encourages students to go through the safety practices with their parents/caregivers to help create a safe learning environment in science class. The following is a direct quote from the handbook, "Prior to the first science investigation of the year, a safety acknowledgement form for students and parents or guardians should be provided and signed. You can access a model safety acknowledgement form for middle school activities at the following location:</p> <p>http://static.nsta.org/pdfs/SafetyAcknowledgmentForm-MiddleSchool.pdf "</p> <p>Since the above evidence shows information to be shared with parents and caregivers, the score should be changed from PM to M.</p>

Publisher: McGraw Hill

Science, Grade 6

McGraw Hill Texas Science, Grade 6 : TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		SEP 19	Scientific Laws and Theories paragraph 4 sentence 2	A scientific law explains why a phenomenon occurs.	A scientific theory explains why a phenomenon occurs.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		10	Volume of Solids, paragraph 1, sentence 3	The particles in solids hold them very close together and tightly held in their positions.	The particles in solids are very close together and are tightly held in their positions.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		12	Life Science Connection, paragraph 1, sentence 3 and 4	This causes the blowfish to puff up, which deters predators from eating them. When danger has passed, the blowfish will slowly return to its normal size.	This causes the blowfish to puff up, which deters predators from eating it. When the danger has passed, the blowfish will slowly return to its normal size.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		12	STEM Connection, Focus on Engineering, paragraph 1, last sentence	These tanks can weigh about 11 to 13 kilograms, but in comparison to how much air they hold, that is quite a load!	They are also lightweight, which allows scuba divers to carry them on their backs.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		17	Lesson 1.1 TEKS 6.6A Review, question 5	Compare Which statement accurately compares the arrangement of atoms and molecules in the image to their arrangement in solids?	Compare Which statement accurately compares the arrangement of atoms in the image to their arrangement in solids?
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		22	Density Ratios, paragraph 1, sentence 1	Sometimes it is simpler to compare the of density of an object to other substances, such as water.	Sometimes it is simpler to compare the density of an object to other substances, such as water.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		22	Density Ratios, paragraph 1, sentence 3	Relative density usually given as a ratio of the density of the object to that of water.	Relative density is usually given as a ratio of the density of the object to that of water.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		22	Density Ratios, paragraph 1, sentence 4	An object floats if the ratio is less than one, and sinks if the ratio is greater than one.	An object floats if the ratio is less than one and sinks if the ratio is greater than one.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		22	Density Comparison, paragraph 1, sentence 1	Given that water has a known density, this can be used to measure the density of objects when directly measuring can not be done.	Water has a known density, so it can be used to determine the density of objects that cannot be measured directly.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		22	Density Comparison, paragraph 1, sentence 3	You can take an object known to float in water, and measure how deep it sinks in the unknown fluid.	You can take an object known to float in water and measure how deep it sinks in the unknown fluid.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		22	Density Comparison, paragraph 1, sentence 4	If it floats higher the fluid is more dense.	If it floats higher, the fluid is more dense.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		23	Density of Gases, paragraph 1, sentence 3 and 4	As you compress a gas, the density of the gas rises. Likewise, when a gas expands to a larger container, the density of the gas lowers.	As you compress a gas, the density of the gas increases. Likewise, when a gas expands to a larger container, the density of the gas decreases.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		23	Density of Water, paragraph 1, sentence 5	If a solid has a density less 1 g/cm ³ , it will float.	If a solid has a density less than 1 g/cm ³ , it will float.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		27	Making Connections, Design question sample answer, sentence 1	When planing the investigation students should be testing the three bodies of water mentioned in the text, they should start by forming a hypothesis then write the steps they would take to test their hypothesis.	When planning the investigation, students should be testing the three bodies of water mentioned in the text. They should start by forming a hypothesis and then writing the steps they would take to test their hypothesis.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		27	Take It Further	Explore the highest saltwater lake in theworld on the boarder of India and China on the virtual field trip Salty Floats.	Explore the highest saltwater lake in theworld on the border of India and China on the virtual field trip Salty Floats.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		29	Lesson 1.2 TEKS 6.6D Review, question 5, sentence 2	In a series of experiments to measure the density of this gas, she collected the data shown in the chart.	In a series of experiments to measure the density of this gas, she collected the data shown in Table 1.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		29	Lesson 1.2 TEKS 6.6D Review, question 6, Table 2, Sample 1 Mass	33.8 g	17.8 g
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		29	Lesson 1.2 TEKS 6.6D Review, question 6	TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		33	Explore Lab box, Identify Physical Properties of Elements, TEKS	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.3A, 6.3B, 6.3C, 6.5A, 6.6C	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.3C, 6.5A, 6.6C
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		33	Physical Properties of Metals paragraph 3, sentence 2	Luster describes the ability of a metal to reflect light.	Luster describes the ability of a material to reflect light.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		36	Apply It, Explain question sample answer, sentence 2	Some properties of metals are observed, but some properties of nonmetals are observed.	It is shiny, like a metal, but it is brittle, like a nonmetal.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		36	Importance of Metals to Modern Life, paragraph 1, last sentence	Transportation, from cars to aircraft, use metals for their strength, yet malleable properties.	Vehicles, from cars to aircraft, use metals because they are strong, yet malleable.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		37	Importance of Nonmetals to Modern Life, paragraph 1, sentence 2	Fertilizers contain nitrogen and phosphorus which produces the food we eat.	Fertilizers, which are needed to produce the food we eat, contain nitrogen and phosphorus.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		37	Importance of Nonmetals to Modern Life, paragraph 1, sentence 4	Iodine is used as an antiseptic on cuts, and is helpful for treating infections.	Iodine is used as an antiseptic on cuts and is helpful for treating infections.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		37	Apply It, Explain question sample answer	Society uses the elements for the properties of the element. The shortage could prevent scientific and technologic advancement.	A shortage could prevent production of goods or the advancement of science and technology.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		38	Mining for Elements, paragraph 1, sentence 2	With rich underground deposits of elements such as sulphur, iron, silver, and uranium, it's no surprise mining paid off for them.	With rich underground deposits of elements such as sulfur, iron, silver, and uranium, it's no surprise mining was so successful.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		38	Mining for Elements, paragraph 1, sentence 3	These mines produced a lot of ore in their day adding elements to industry to build things that humans use in everyday life.	These mines produced a lot of ore in their day, adding elements to industry to build things that humans use in everyday life.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		38	Uranium, paragraph 1, sentence 1	In 1954, G.H. Strodtman discovered radioactivity near Dewesville in western Karnes County, while exploring for oil.	In 1954, G.H. Strodtman discovered radioactivity near Dewesville in western Karnes County while exploring for oil.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		38	Silver, paragraph 2, sentence 1	Silver (Ag) is a white lustrous metal with excellent electrical conductivity.	Silver (Ag) is a white, lustrous metal with excellent electrical conductivity.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		38	Silver, paragraph 2, sentence 3	It is commonly used in electronic devices, circuit boards, superconductors, and electrical switches.	It is commonly used in electronic devices, circuit boards, superconductors, and electrical switches.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		39	Making Connections, paragraph 1, sentence 1	Elements are everywhere and make up everything in our world from the soil you walk on to manufactured items.	Elements are everywhere and make up everything in our world, from the soil you walk on to manufactured items.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		39	Making Connections, paragraph 1, sentence 2 and 3	Smartphones are abundant in metallic elements. Look at the diagram to see components that make up a smartphone.	Smartphones contain an abundance of metallic elements. Examine the diagram to see components that make up a smartphone.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		39	Making Connections, Apply question, sample answer, sentence 2	For example, neodymium, gadolinium, and praseodymium are used in the magnets in the phone's speaker because these elements are magnetic.	For example, neodymium and praseodymium are rare earth elements used in the magnets in the phone's speaker because these elements are magnetic.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		40	Lesson 1.3 TEKS 6.6C Review, question 1	TEKS 6.3A, 6.3B, 6.6C	TEKS 6.3A, 6.6C

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		41	Lesson 1.3 TEKS 6.6C Review, question 4	TEKS 6.2B, 6.6C	TEKS 6.6C
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		43	Chapter TEKS Review, question 3	TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		43	Chapter TEKS Review, question 4	TEKS 6.1A, 6.6C	TEKS 6.6C
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		45	Chapter TEKS Review, question 6	TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		13	Volume of Gases, Explore Simulation, header	Explore Simulation	Revisit the Explore Simulation
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		35	Revisit the Explore Lab box, Identify Physical Properties of Elements, sentence 1	In the reasoning section of their CER charts, students should include the fact that the physical properties of materials can be grouped into metals, nonmetals, and metalloids.	In the reasoning section of their CER charts, students should include the fact that elements can be grouped into categories based on their properties. These categories include metals, nonmetals, and metalloids.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		13	Volume of Gases, Explore Simulation, above paragraph, missing title	N/A	Compare Volume

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		44	TEKS Review, Assess, question 3, Dual Coded and "On the state assessment..." paragraph	Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 6.2B On the state assessment, students may be asked to identify significant descriptive statistical features.	Use mathematical calculations to assess quantitative relationships in data. TEKS 6.2C On the state assessment, students may be asked to use mathematical calculations to assess quantitative relationships.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		44	TEKS Review, Assess, question 4, choice A	A Correct Metalloids can only conduct electricity at high temperatures. DOK 2	A Correct Metalloids are semiconductors, so they can conduct electricity, but not as well as metals, which are good conductors of electricity. DOK 2
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		44	TEKS Review, Assess, question 4, choice B	B Incorrect Not all metals are magnetic.	B Incorrect Many rare earth elements are magnetic, but not all metals are magnetic.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		44	TEKS Review, question 4, Dual Coded statement, "On the state assessment..." paragraph, and "If students do not..." paragraph	Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 6.1A On the state assessment, students may be asked to ask questions based on information from text. If students do not answer question 4 correctly, have them reread the Physical Properties of Metalloids in Lesson 3.	If students do not answer question 4 correctly, have them reread the Physical Properties of Metalloids and the Physical Properties of Metals sections in Lesson 3.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		45	TEKS Review, Assess, question 5, choice D	D Incorrect To be a liquid, the molecules closer together, but they need to move slower, not faster.	D Incorrect To be a liquid, the molecules need to be closer together, but they need to move slower, not faster.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		45	TEKS Review, Assess, question 5, Dual Coded, TEK	Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories	Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		45	TEKS Review, Assess, question 7, choice C	C Incorrect While the atoms and molecules of a solid do have the least amount of kinetic energy, the atoms and molecules of a gas move faster than a liquid, so they have the greatest amount of kinetic energy.	C Incorrect While the atoms and molecules of a solid do have the least amount of kinetic energy, the atoms and molecules of a gas move faster than those of a liquid, so they have the greatest amount of kinetic energy.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		45	TEKS Review, Assess question 7, choice D	D Incorrect The atoms and molecules of a solid move slower than a liquid, so their kinetic energy would be the least, not the atoms and molecules of the liquid.	D Incorrect The atoms and molecules of a solid move slower than a liquid, so their kinetic energy would be lower than the kinetic energy of the atoms and molecules in a liquid.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Sink or Swim, TEKS	6.1A, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.3C, 6.5A, 6.5B, 6.5C, 6.6D	6.1A, 6.1C, 6.1E, 6.2B, 6.3A, 6.3B, 6.5A, 6.6D
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Elementary Materials, TEKS	6.1C, 6.1E, 6.3A, 6.3B, 6.6C	6.1C, 6.1E, 6.3A, 6.3B, 6.5A, 6.6C
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		64	Physical Changes, paragraph 2, sentence 4	Think about cutting the lawn.	Think about cutting the grass.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		65	Chemical Changes, paragraph 1, sentence 1	Sometimes a material will go through a change that causes its identity to change.	Sometimes a material will go through a process that causes its identity to change.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		75	Lesson Review question 3, dual coding statement	Dual Coded engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence TEKS 6.3C	Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		75	Lesson Review, question 6, choice B	Incorrect Mixture 2 and 4 is incorrect because there is no temperature change for Mixture 2.	Incorrect Mixture 2 and 3 is incorrect because there is no temperature change for Mixture 2.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		82	Quick Launch, Roll On, paragraph 2	Now check out the video Ramp Up to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Ramp Up to observe another example of an object changing its motion.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		85	Explore Simulation, TEKS	6.1A, 6.1B, 6.1F, 6.1G, 6.2B, 6.3A, 6.3B, 6.7A	6.1B, 6.1C, 6.1E, 6.1G, 6.2B, 6.3A, 6.3B, 6.7A
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		88	Reducing Friction, Identify question sample answer	The surfaces could be flatter or smoother.	Using a lubricant creates less friction between two objects.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		94	Lesson 3.1 TEKS 6.7A Review, question 1, TEKS	TEKS 6.1A, 6.7A	TEKS 6.7A
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		94	Lesson 3.1 TEKS 6.7A Review, question 3, TEKS	TEKS 6.2D, 6.7A	TEKS 6.3A, 6.7A
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		99	Explore Lab, Calculate Net Forces, TEKS	6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G, 6.2C, 6.3A, 6.7B	6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.5A 6.7B
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		104	Lesson 3.1 TEKS 6.7A Review, question 4, diagram	Box with two force arrows. The force arrow pointing left is labeled 5.9 N. The force arrow pointing right is labeled 6.2 N.	Force arrow lengths adjusted so the arrow on the right is longer than the arrow on the left.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		105	Lesson 3.2 TEKS 6.7B Review, question 5, TEKS	TEKS 6.5D, 6.7B	TEKS 6.2C, 6.5D, 6.7B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		105	Lesson 3.2 TEKS 6.7B Review, question 6, diagram	An object with two force arrows. The force pointing to the left is labeled 135 N. The force arrow pointing to the left is unknown. Beneath the object is a force arrow labeled 25 Net.	Remove arrow and "25 Net" beneath object and replace with text: Net force = 25 N to the left
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		106	Quick Launch, High Jump, paragraph 2	Now check out the video Jumping Jacks to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Jumping Jacks to observe another example of this phenomenon happening in the real world.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		111	Noncontact Forces, video box, paragraph 2, sentence 1	Now reflect on how gravity works with the third law of motion.	Now reflect on how gravity works with Newton's third law of motion.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		112	A Competitor's Guide to Rowing, paragraph 1, last sentence	Whether you're out for recreation or training to compete, the third law of motion will be involved with your sport.	Whether you're out for recreation or training to compete, Newton's third law of motion will be involved with your sport.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		112	Olympic Training, paragraph 1, last sentence	An object that experiences a force will accelerate, but when the rowers stop rowing, the boat continues to glide through the water in a straight line.	An object that experiences a net force will change its motion, but when the rowers stop rowing, the boat will glide through the water in a straight line.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		113	Making Connections, paragraph 1, sentence 1	All boating activities are subject to the third law of motion.	All boating activities are subject to Newton's third law of motion.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		114	Lesson 3.3 TEKS 6.7C Review, question 2, TEKS	TEKS 6.1A, 6.7C	TEKS 6.7C

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		115	Lesson 3.3 TEKS 6.7C Review, question 4, TEKS	TEKS 6.1A, 6.7C	TEKS 6.5A, 6.7C
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		115	Lesson 3.3 TEKS 6.7C Review, question 6, TEKS	TEKS 6.2D, 6.7C	TEKS 6.7C
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		116	Show What YOU Know, sentence 1	Plan and conduct your own investigation about how to help protect drivers when breaks fail.	Plan and conduct your own investigation about how forces can be used to protect drivers.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		116	Show What YOU Know, bullet 1	In the Design Your Own Lab Crash Course, read the instructions and select what materials you might use to build a model.	In the Engineering Challenge Crash Course, read the instructions and select what materials you might use to build a model.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		116	Show What YOU Know, bullet 2	Plan an investigation to determine the forces involved and how to reduce damage on the car.	Design a solution that uses forces to reduce damage on the car.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		116	Show What YOU Know, bullet 3	Conduct your investigation.	Use the provided materials to build a model and test this solution.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		116	Show What YOU Know, bullet 4, sentence 1	Make a claim about technologies used to help protect drivers in the event that breaks fail.	Make a claim about the effectiveness of your solution.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		118	Chapter TEKS Review, question 3, TEKS	TEKS 6.1A, 6.7B	TEKS 6.1G, 6.7B
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		119	Chapter TEKS Review, question 5, TEKS	6.7C	6.3A, 6.7C
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		84	TEKS Progression, sentence 1, TEKS	TEKS 5.7A	TEKS 5.7B
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		95	Lesson Review, question 4, answer statements	4. A Incorrect This statement is false because the forces would have to be balanced in order for there to be no change in motion.B Incorrect This statement is false because the friction force would have to be greater to slow down the object.C Correct The arrow for the force to the right is longer than the arrow for friction, so the object will accelerate to the right, in the direction of the stronger force. DOK 3D Incorrect This statement is false because the friction force would have to be greater in order for the object to accelerate to the left.	4. A Incorrect The force of gravity is a noncontact force.B Incorrect The upward force from the table is a support force so it would be classified as a normal force, not an applied force.C Correct The object is at rest on the table because the table exerts a support force upward on the object. A support force exerted on an object that touches another stable object is a normal force. DOK 3D Incorrect There is no magnetic force on the object.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		95	Lesson Review, question 6, answer statements	6. A Incorrect This statement is false because neither the masses nor the distance between the object would change if the objects started to spin. B Correct The gravitational force between two objects depends on their masses and the distance between them. An increase in the mass of either object increases the gravitational force between them. DOK 2C Incorrect This statement is false because a decrease in mass would decrease the gravitational force between the objects. D Incorrect This statement is false because the gravitational force decreases if the distance between the objects increases.	6. A Incorrect An increase in the distance between two objects causes the force of gravity to decrease. B Incorrect The Moon is moving away from Earth so the distance between them is increasing. C Correct The Moon is moving away from Earth so the distance between them is increasing. An increase in the distance between two objects causes the force of gravity to decrease. DOK 2D Incorrect The Moon is moving away from Earth so the distance between them is increasing.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		100	STEM Connection, Focus on Math, TEKS	TEKS 6.1A, 6.1B	TEKS Math 6.1A, 6.1B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		100	STEM Connection, Focus on Math, paragraph 2, sentences 2 and 3	One force is 26 newtons, upward. The other force is 46 newtons directed downward.	One force is 25 N upward. The other force is 45 N directed downward.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		100	STEM Connection, Focus on Math, paragraph 2, sentence 6	If we let downward be positive, then the 46 N force is in the positive direction and the 25 N force is in the negative direction.	If we let downward be positive, then the 45-N force is in the positive direction and the 25-N force is in the negative direction.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		107	Teach section, Essential Question	How do forces, such as gravity, friction, and magnetism, act on objects?	How can you identify force pairs that result from Newton's third law of motion?
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Roll On, TEKS	6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.3A, 6.3B, 6.5B, 6.5G, 6.7A	6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.5B, 6.5G, 6.7A
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Roll On, Go Online	Now check out the video Ramp Up to see the phenomenon you modeled in the activityhappening in real life.	Now check out the video Ramp Up to observe another example of an object changing its motion.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Penny Balance, introduction paragraph, sentence 1	Follow your teacher's instructions and set up the demonstration.	Follow your teacher's instructions and set up the activity.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: High Jump, TEKS	6.1B, 6.1C, 6.1E, 6.3B, 6.3C, 6.5B, 6.7C	6.1B, 6.1C, 6.1E, 6.1G, 6.3B, 6.3C, 6.5B, 6.7C
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: High Jump, introduction paragraph	Following your teacher's instructions, jump as high as you can. Draw a diagram of the forces acting on Earth. Describe the motion of you and Earth.	What forces enable you to stand on the floor, jump, and land on the floor again? Follow your teacher's instructions to get some clues. Think about the interactions between objects that occur when you jump. Record your observations. Be sure to ask your teacher for clarification as needed.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: High Jump, Go Online	Now check out the video Jumping Jacks to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Jumping Jacks to observe another example of this phenomenon happening in the real world.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		147	Lesson 4.2 TEKS 6.8B Review, question 4	TEKS 6.8B	TEKS 6.5E, 6.8B
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Energy Evaluation, TEKS	TEKS 6.1B, 6.1C, 6.1E, 6.3C, 6.8A	TEKS 6.1B, 6.1C, 6.1E, 6.3C, 6.5A, 6.8A
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Popping Good Fun, TEKS	TEKS 6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.8A, 6.8B	TEKS 6.1B, 6.1C, 6.1E, 6.1G, 6.3A, 6.3B, 6.8B
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		183	The Moon's Position at High Tide, paragraph 2, sentence 1	The force of gravity exerted on Earth and its oceans decreases as you move away from the Moon.	The force of gravity on Earth and its oceans decreases as the distance from the Moon increases.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		172	Seasons in the Northern Hemisphere, paragraph 2, sentence 1	The coldest day of the year in the western part of the United States is typically closer to the first day of winter, while the coldest day in the east is in January and February.	The coldest day of the year in the western part of the United States is typically closer to the first day of winter, while the coldest day in the eastern part is in January or February.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		174	Everyday Connection head	Everday Connection	Everyday Connection
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Shine a Light, TEKS	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.3C, 6.5A, 6.9A	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.5A, 6.9A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Shine a Light, Introduction paragraph, sentence 2	Follow your teacher’s instructions to explore how sunlight interacts with Earth’s surface to get some ideas.	Complete the Quick Launch activity to get some ideas by modeling the interaction of sunlight with Earth’s surface.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Shine a Light,introduction paragraph sentence 3 and 4	Record your observations. Be sure to ask your teacher for clarification as needed.	Record your observations.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		209	Take It Further, last sentence, under video icon	Check out the widget Clean Air Policy.	Check out the interactive gallery Clean Air Policy.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		211	Lesson 6.1 TEKS 6.10A Review, question 4, TEKS	TEKS 6.5E, 6.10A	TEKS 6.10A
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		214	Temperature, Pressure, and Depth, paragraph 3, sentence 2	Drilling deeper into the crust, the high temperatures lead to people and machinery overheating.	When drilling deeper into the crust, the high temperatures lead to people and machinery overheating.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		223	Take It Further	Check out this virtual career fair to learn about more careers in the geosciences!	Check out the virtual career fair Working With Earth to learn about more careers in the geosciences!
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		225	Lesson 6.2 TEKS 6.10B Review, question 5, TEKS	TEKS 6.3A, 6.3D, 6.10B	TEKS 6.10B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		226	Lesson 6.3, The Rock Cycle, Essential Question	How are different types of rocks formed and changed by the geologic processes of the rock cycle?	How are different types of rocks formed and changed by the geologic processes of the rock cycle?
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		229	Explore Simulation, Investigate the Rock Cycle, TEKS	TEKS 6.1A, 6.1B, 6.1G 6.2A, 6.3A, 6.3B, 6.5B, 6.10C	TEKS 6.1B, 6.1C, 6.1E, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.5E, 6.5G, 6.10C
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		239	Lesson 6.3 TEKS 6.10C Review, question 5, TEKS	TEKS 6.3A, 6.10C; Math 6.2E	TEKS 6.2B, 6.10C; Math 6.2E
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		243	Chapter TEKS Review, question 5, TEKS	TEKS 6.3A, 6.10C	TEKS 6.10C
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		243	Chapter TEKS Review, question 6, TEKS	TEKS 6.3A, 6.10B	TEKS 6.10B
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		211	Lesson Review, Question 2	Answer should give an example for each sphere: Volcanic eruption puts gasses into the atmosphere, blocks out the sun, ash can get into the lungs of living things, ash can also provide nutrients to small life in the sea, impacts evaporation in an area since it can block sunlight, it can also affect water quality. DOK 3	Answer should give an example for each sphere. Biosphere: volcanic ash can get into the lungs of living things, but can also provide nutrients to small life in the sea; atmosphere: a volcanic eruption releases gases and blocks out the Sun; hydrosphere: a volcanic eruption can impact evaporation since it can block sunlight and it can affect water quality. DOK 3
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Lots of Layers, TEKS	TEKS 6.1B, 6.1C, 6.1G, 6.2A, 6.10B	TEKS 6.1C, 6.1G, 6.2A, 6.10B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		249	Conserving Energy Resources, paragraph 1, sentence 1	Fossil fuels and nuclear energy provide about 88 percent of United States energy.	Fossil fuels and nuclear energy provide about 88 percent of the energy used in the United States.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		249	Explore Simulation, TEKS	TEKS 6.1A, 6.1B, 6.1C, 6.1D, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.5E, 6.5G, 6.11B	TEKS 6.1A, 6.1B, 6.1D, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.11B
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		258	Lesson 7.1 TEKS 6.11B Review, question 2, TEKS	TEKS 6.3B, 6.11B	TEKS 6.3A, 6.3B, 6.11B
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		258	Lesson 7.1 TEKS 6.11B Review, question 3, TEKS	TEKS 6.3B, 6.11B	TEKS 6.3A, 6.3B, 6.11B
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		273	Lesson 7.2 TEKS 6.11A Review, question 4, TEKS	TEKS 6.3A, 6.11A	TEKS 6.3A, 6.3B, 6.11A
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		275	Chapter TEKS Review, question 1, TEKS	TEKS 6.1A, 6.2D, 6.11B	TEKS 6.11B
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		275	Chapter TEKS Review, question 2, TEKS	TEKS 6.1A, 6.3B, 6.5B, 6.5G, 6.11B	TEKS 6.5G, 6.11B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		275	Chapter TEKS Review, question 3, TEKS	TEKS 6.5B, 6.11A	TEKS 6.11A
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		276	Chapter TEKS Review, question 6, TEKS	TEKS 6.1A, 6.3B, 6.5B, 6.5G, 6.11A, 6.11B	TEKS 6.5G, 6.11A, 6.11B
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		277	Chapter TEKS Review, question 7, TEKS	TEKS 6.5B, 6.11B	TEKS 6.11B
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		259	Lesson Review, question 2	Tilling disturbs the soil, making it more susceptible to erosion. Avoiding tilling keeps the soil secure. DOK 2	Soil-moisture technology can help farmers use the correct amount of water to keep crops healthy. When there are crops in the field, the amount of soil erosion decreases. That is because plant cover lessens the impact of raindrops, which break up and disperse soil particles. Their roots also help hold soil particles together, preventing them from being washed away by water or blown away by wind. DOK 3Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3ACommunicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3BOn the state assessment, students may be asked to propose and communicate solutions about resource conservation.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		259	Lesson Review, question 3	Responses may include collecting rainwater to flush toilets, take showers, and wash clothes, taking shorter showers, and always washing a full load of laundry. DOK 3	Answers may include collecting rainwater to flush toilets, take showers, and wash clothes. They can also take shorter showers and always wash a full load of laundry. DOK 3Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3ADual Coded Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3BOn the state assessment, students may be asked to propose and communicate solutions about resource conservation.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		259	Lesson Review, question 4, TEK	Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations.	Identify and apply patterns to understand and connect scientific phenomena or to design solutions.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		259	Lesson Review, question 5, Dual Coded and sentence starting with "On the state assessment..."	Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 6.1AOn the state assessment, students may be asked to define problems.	Dual Coded Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3BOn the state assessment, students may be asked to communicate solutions about resource management and conservation.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		261	Assess, Managing Natural Resources Globally, Teacher Explanation, last sentence	Managing natural resources globally canal so reduce malnutrition and global energy poverty.	Managing natural resources globally canal so reduce malnutrition, global energy, and poverty.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		267	Assess, Apply It, sentence 1	Let students work in pairs to come up with an idea for a law that could help reduce either malnutrition or global energy poverty.	Let students work in pairs to come up with an idea for a law that could help reduce either malnutrition, global energy, or poverty.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		269	Assess, Foldables, Lesson Content, last sentence	On the back of the Foldable, have students summarize a current event that illustrates global energy poverty.	On the back of the Foldable, have students summarize a current event that illustrates air pollution, water pollution, malnutrition, global energy, or poverty.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		273	Lesson Review, question 3, choice A	A In 2005, pH levels were around 5.0, which is normal for clean rain water.	Incorrect A In 2005, pH levels were around 5.0, which is normal for clean rain water.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		273	Lesson Review, question 3, choice B	In 2006, pH levels were around 5.5, which is normal for clean rain water.	Incorrect In 2006, pH levels were around 5.3, which is normal for clean rain water.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		273	Lesson Review, question 3, choice D	Incorrect In 2008, pH levels were around 5.3, which is normal for clean rain water.	Incorrect In 2008, pH levels were around 5.0, which is normal for clean rain water.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		306	Lesson 8.2 TEKS 6.12A Review, Question 3	TEKS 6.3B, 6.5B, 6.5D, 6.5G, 6.12A	TEKS 6.3B, 6.5B, 6.5G, 6.12A
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Let's Get Organized, TEKS	6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.3A, 6.3B, 6.5A, 6.5D, 6.12C	6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.4A, 6.5A, 6.5D, 6.12C
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Feeding Frenzy, TEKS	6.1B, 6.1C, 6.1D, 6.1G, 6.2A, 6.3A, 6.3B, 6.5B, 6.5D, 6.5G, 6.12A	6.1B, 6.1C, 6.1E, 6.1G, 6.2A, 6.3A, 6.3B, 6.5B, 6.5D, 6.5G, 6.12A
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Catch Your Lunch, introduction paragraph, sentence 2	Follow your teacher's directions to complete an activity that models this type of relationship.	Follow your teacher's directions to complete an activity that models a feeding relationship between organisms.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		330	Naming Cells, paragraph 1, sentence 1	During the sixteenth century, an English scientist named Robert Hooke used a microscope he helped design.	During the seventeenth century, an English scientist named Robert Hooke used a microscope he helped design.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		331	History Connection, paragraph 1, last sentence	The discoveries of Hooke and Leewenhoek showed that living things, or organisms, can be composed of one cell or many cells.	The discoveries of Hooke and Leeuwenhoek showed that living things, or organisms, can be composed of one cell or many cells.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		337	Lesson 9.1 TEKS 6.13A Review Question 5	TEKS 6.1D, 6.13AA They should change the objective lens from 40x to 4x which will make the image bigger. B The scientist should increase the magnification to 1,000x which would keep the image the same size. C They should keep the magnification the same but change the tube length of the microscope. D The scientist should change the magnification to 1,000x which would increase the size of the image so it can be viewed more clearly.	TEKS 6.13AA The scientist should change the objective lens from 40x to 4x, which will make the image bigger. B The scientist should increase the magnification to 1,000x, which will keep the image the same size. C The scientist should keep the magnification the same but change the tube length of the microscope. D The scientist should change the magnification to 1,000x, which will increase the size of the image so it can be viewed more clearly.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		340	Explore Lab, Group Characteristics, TEKS	6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G, 6.2A, 6.2B, 6.3A, 6.3B, 6.13B	6.1B, 6.1C, 6.1G, 6.2B, 6.3B, 6.5A, 6.13B
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		340	Explore Lab, Group Characteristics, sentence 2	Examine some extra terrestrial organisms and find out!	Examine some extraterrestrial organisms and find out!
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		342	Number of Cells, paragraph 1, sentence 3	Scientists identify organisms into groups based on whether they are unicellular—composed of one cell, or multicellular—composed of more than one cell.	Scientists sort organisms into groups based on whether they are unicellular—composed of one cell, or multicellular—composed of more than one cell.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		342	Movement, last sentence	A unicellular organism called a paramecium(pa ruh MEE shee um) moves around its watery environment using its cilia.	A unicellular organism called a paramecium(per uh MEE see um) moves around its watery environment using its cilia.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		343	Apply It, question	Evaluate Compare the main characteristics that identify unicellular and multicellular organisms.	Evaluate Compare the main characteristics that identify organisms as either unicellular and multicellular.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		347	Making Connections, Compare question, sentence 1	You are a marine cell biologist that has been studying sea slugs.	You are a marine cell biologist who has been studying sea slugs.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		347	Making Connections, Compare question, sentence 5	You also learn that the sea slug of the species Flabellina is not able to use chloroplasts from algae to photosynthesize.	You also learn that the sea slug of the species Flabellina affinis is not able to use chloroplasts from algae to photosynthesize.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		350	Quick Launch, Discovering Differences, paragraph 2, sentence 1	Check out the video Find the Differences to observe differences in other animals.	Check out the video Find the Differences to observe differences in other species.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		352	Under Inheritance, Image of 3 cats, with the question "Identify Describe three traits..."	Identify Describe three traits that are the same between this cat and her offspring. What traits are different?	Identify Describe two traits that are the same between this cat and her offspring. What traits are different?
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		352	Under Inheritance, Image of 3 cats, with the question "Identify Describe three traits..." Sample Answer	Similar—they have vertical stripes, white patches or similar ears. Differences—all white vs. all black spots	Similar: vertical stripes and similar ears Different: more gray and black fur vs. more white fur
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		356	Changing Climate, paragraph 1, last sentence	If this happens, the bats will not be able to feed off the agave fruit, pollinate flowers, and disperse its seeds.	If this happens, the bats will not be able to feed off the agave fruit, pollinate flowers, and disperse agave seeds.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		357	Making Connections, Analyze question, last sentence	Explain the benefits this variation of the population would have for the plants to survive.	Explain the benefits this variation in the population would have for plant survival.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		357	Making Connections, Analyze question, sample answer	Answers must include that the faster lifecycle means it can reach maturity faster. It can also produce more seeds and variation over a shorter time period, the agave population can react to environmental changes more quickly.	The faster life cycle means it can reach maturity faster. It can also produce more seeds and the number of variations will increase over a shorter time period, the agave population can react to environmental changes more quickly.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		359	Lesson 9.3 TEKS 6.13C Review, Question 5	TEKS 6.2A, 6.5B, 6.13C	TEKS 6.2B, 6.5B, 6.13C

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		361	Chapter TEKS Review, Question 2, Answer Choice D	D There was not enough nutrients for the cells for two weeks so they all died.	D There were not enough nutrients for the cells to survive for two weeks, so they all died.
<i>McGraw Hill Texas Science Grade 6 Write-In Print Student Edition</i>	9780077006747		362	Chapter TEKS Review, Question 6	Scientists have discovered that bacteria in a population that normally lives in thermal pools of up to 43°C can now live in a variation of temperatures up to 54°C.	Scientists have discovered that bacteria in a population that normally lives in thermal pools of up to 43°C can now live in temperatures up to 54°C.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		330	TEKS Progressions, paragraph 1	In Grade 5, students analyzed the structures and functions of different species TEKS 6.13A. In this lesson, students expand on this knowledge of the structures and function of organisms to understand the historical development of cell theory and explain the tenants of cell theory.	In Grade 5, students analyzed the structures and functions of different species TEKS 5.13A. In this lesson, students expand on this knowledge of the structures and functions of organisms to understand the historical development of cell theory and explain the tenets of cell theory.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		330	Teach, Naming Cells, sentence 1	Due to their small-scale size, cells cannot be observed with the unaided eye.	Due to their small size, cells cannot be observed with the unaided eye.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		340	TEKS Progressions, paragraph 1, sentence 1	In Grade 4, students explored and explained how structures and functions of plants enable them to survive in their environment, such as waxy leaves and deep roots TEKS 4.13A.	In Grade 4, students explored and explained how structures and functions of plants, such as waxy leaves and deep roots, enable them to survive in their environment TEKS 4.13A.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		340	TEKS Progressions, paragraph 1, sentence 3	In this lesson, students expand on this knowledge to identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, autotrophic and heterotrophic	In this lesson, students expand on this knowledge to identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		363	TEKS Review, question 7	New species classification:multicellulareukaryoticautoroph	New species classification:multicellulareukaryoteheterotrophDOK 2

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		363	TEKS Review, question 7, sentence starting with "If students..."	If students do not answer question 7 correctly, have them re-read Variations and Autotrophs in Lesson 3.	If students did not answer question 7 correctly, have them re-read Eukaryotic Cells, Multicellular Organisms, and Heterotrophs in Lesson 2.
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: First Step to Discovery, TEKS	6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.3A, 6.3B, 6.4A, 6.5D, 6.5F, 6.13A	6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.5D, 6.5F, 6.13A
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: First Step to Discovery, Safety Icons	Hand wash icon, Goggles icon, Gloves icon, Scissors icon	Hand wash icon
<i>McGraw Hill Texas Science Grade 6 Digital Teacher Edition</i>	9781265564179		1	Quick Launch: Discovering Differences, introduction paragraph, last sentence	Record your observations.	Record your observations. Be sure to ask your teacher for clarification as needed.

Publisher: Savvas Learning

Science, Grade 6

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Grade 6 Teacher Guide</i>	9781418398651		286	Differentiated Instruction	ecosystem	ecosystem

Publisher: Summit K12 Holdings

Science, Grade 6

Dynamic Science 6th Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science 6th Grade</i>	9781616180317			6.6A Formative Assessment 1 Q6	N/A	As a result of TRR guidance, removed an image
<i>Dynamic Science 6th Grade</i>	9781616180317			6.6C Lesson Guide -- Under Apply/Extend -- Research Prompt: Finding the Elements	tmetals	metals

Publisher: TPS Publishing

Science, Grade 6

STEAM into Science - Grade 6 Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learn By Doing STEAM Activity Reader Book - Grade 6 Student Edition</i>	9781788058483	View Link	p100-102	Chapter 6 -reader story	Page 100- "We will build be..."	Thanks. Edit will be made.
<i>Learn By Doing STEAM Activity Reader Book - Grade 6 Teacher Edition</i>	9781788058476	View Link	34	Top diagram	n/a	Reverse arrows
<i>Learn By Doing STEAM Activity Reader Book - Grade 6 Student Edition</i>	9781788058483	View Link	26	Top diagram	n/a	Reverse arrows

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learn By Doing STEAM Activity Reader Book - Grade 6 Teacher Edition</i>	9781788058476	View Link	91	diagram	n/a	Remove text from graphic
<i>Learn By Doing STEAM Activity Reader Book - Grade 6 Student Edition</i>	9781788058483	View Link	104	diagram	n/a	Remove text from graphic

Publisher: Accelerate Learning Inc.

Science, Grade 7

STEMscopes Science TX - Grade 7: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	View Link	page 6	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 different types of investigations	The word "data" should follow "qualitative and/or quantitative" instead of preceding it.	Grammar correction made
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	View Link	page 37	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 the distinction between scientific theory and law	Grammar of the first line: "Scientific theories and laws can be a bit confusion."	Grammar correction

Publisher: Carolina Biological Supply Company

Science, Grade 7

Science Bits, Grade 7 program: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Bits, Grade 7</i>	9781435029972	View Link	See DescriptionOfLocation	Unit: Evolution, Lesson 8, Slides 1-3	Typo on the student section "To do so, you will elaborate a campaign" needs to be something like "you will elaborate on a campaign" or you will design a campaign"	The new text will say, " To do so, you will design a campaign ..."
<i>Science Bits, Grade 7</i>	9781435029972	View Link	See DescriptionOfLocation	Unit: Diversity of Life, Lesson 5: Entire Lesson; be sure to watch video on Slide 1	Only lists 5 kingdoms, but there are six known kingdoms.	<p>The most widely used by scientists is the 5-kingdom system. Please see the Discussing Contents section of the Teacher Guide regarding the number of kingdoms. We mention that there is more than one way to classify and there are activities around this. It does explain to the teacher why Science Bits uses the 5-kingdom system, the link is https://www.learning-bits.com/seculogged/htmlapp/index.php?code=l5e7318_en&modo=3&Apag=PO_guia_5</p> <p>In the final version, we will add a simple exercise to show students the differences between the five and six kingdom systems and have them determine the characteristics of the 6 kingdoms. This activity is located at https://drive.google.com/file/d/1jThLFaa6hArFbvqU5dTEs_rRUVVcpkYh/view?usp=sharing.</p>

Science, Grade 7

Science Bits, Grade 7 program: ELPS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Bits Grade 7</i>	9781435029972	View Link	slide 2	3rd paragraph	To do so, you will elaborate a campaign...	To do so, you will design a campaign ...
<i>Science Bits Grade 7</i>	9781435029972	View Link	slide 3	Title of video for Elements - click on Elements button	Elementos	Elements
<i>Science Bits Grade 7</i>	9781435029972	View Link	slide 3	Title of video for Compounds - click on Compounds button	Compuestos	Compounds

Publisher: Discovery Education Inc

Science, Grade 7

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Student Edition</i>	9781616292508		75	Analyze, second bulleted question	Why is a force not needed to keep an object in motion?	When is a force not needed to keep an object in motion?
<i>Science Techbook for Texas by Discovery Education: Grade 7</i>	9781616291495		https://app.discoveryeducation.com/learn/assessment/b443f3ea-64d2-49a7-b82d-eb5705c619c3/preview	Unit 1 > Concept 3 > Dissolving Matter Concept Summative Assessment > Item 14	A. Thirty seconds passed, which resulted in the sugar dissolving. B. The solution was stirred, which caused the sugar to dissolve. C. The sugar combined with the water, causing a new solution to form. D. The temperature of the solution was lowered, causing the sugar to freeze.	A. The solvent and solute separated, causing a color change. B. The solution was stirred, which caused the sugar to dissolve. C. The temperature was raised, so the water evaporated. D. The temperature was lowered, and the sugar froze.
<i>Science Techbook for Texas by Discovery Education: Grade 7</i>	9781616291495		https://app.discoveryeducation.com/learn/assessment/0be6c2b3-e87d-4385-9dc8-faccfaf875c2/preview	Unit 2 > Concept 3 > Thermal Energy Concept Summative Assessment > Item 9	Which statements are examples of thermal energy transferred into or out of a system using convection? Select two. A. Thermal energy from the ocean warms an iceberg, causing it to melt. B. Thermal energy from a stove is transferred to a pan in order to cook food. C. Thermal energy from a campfire is transferred to the people sitting around it at night. D. Thermal energy from a burner is transferred to the air inside a balloon, causing it to rise. E. Thermal energy is transferred when a human leaves a warm house and steps into a cold atmosphere.	Which statements are examples of thermal energy transferred into or out of a system using convection? Select two. A. Thermal energy from the ocean warms an iceberg, causing it to melt. B. Thermal energy from a stove is transferred to a pan in order to cook food. C. Thermal energy from a campfire is transferred to the people sitting around it at night. D. Thermal energy from a burner is transferred to the air inside a balloon, causing it to rise. E. Thermal energy from a hot metal rod is transferred to a bucket of ice, causing it to melt.
<i>Science Techbook for Texas by Discovery Education: Grade 7</i>	9781616291495		https://app.discoveryeducation.com/learn/assessment/ebf189d2-cdc7-4193-84de-1aa78205e014/preview	Unit 3 > Concept 4 > Solar System Properties Concept Summative Assessment > Item 1	Where are most meteors found? Select two correct answers. A. in the atmosphere surrounding Venus B. in the atmosphere surrounding Mercury C. in the atmosphere surrounding Mars D. in the thermosphere E. in the mesosphere Correct answer: C, D	Where are most meteors found? A. in the atmosphere surrounding Venus B. in the atmosphere surrounding Mercury C. in the thermosphere D. in the mesosphere Correct answer: D

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Tech-book for Texas by Discovery Education: Grade 7</i>	9781616291495		https://app.discoveryeducation.com/learn/assessment/ebf189d2-cdc7-4193-84de-1aa78205e014/preview	Unit 3 > Concept 4 > Solar System Properties Concept Summative Assessment > Item 29	The table below compares the orbit of Halley's Comet with the orbits of Mercury and Neptune. Use this information to estimate the path of the orbit of Halley's Comet. [table]A. [Diagram showing circular orbits of Mercury, very close to the sun, and Neptune, very far away from the sun, and the elliptical orbit of Halley's Comet.]B. [Diagram showing circular orbits of Mercury, very close to the sun, and Neptune, very far away from the sun.]C. [Diagram showing circular orbits of Mercury, very close to the sun, and Neptune, very far away from the sun.]D. [Diagram showing circular orbits of Mercury, very close to the sun, and Neptune, very far away from the sun.]	Scientists noticed a celestial body taking orbit around the sun. Its path is shown in the image below. [Image] Based on its orbital path, which celestial body is indicated by the green line? A. planet B. comet C. asteroid D. meteoroid Correct answer: B
<i>Science Tech-book for Texas by Discovery Education: Grade 7</i>	9781616291495		https://app.discoveryeducation.com/learn/assessment/5dc5d658-70d1-428b-8fc7-df983dd27571/preview	Unit 4 > Concept 4 > Artificial and Natural Selection Concept Summative Assessment > Item 6	The watermelon available in stores is the result of many generations of artificial selection. Older generations had a lot of rind and seeds. Which are examples of changes in the occurrence of traits in watermelons through this process? A. Sweet fruit and thin rind increased in occurrence. B. More seeds and smaller size increased in occurrence. C. More watermelons and fewer weeds increased in occurrence. D. Long shape and dark green color increased in occurrence.	Instead of natural selection, artificial selection over many generations has produced the majority of the watermelon that is currently sold in supermarkets. Which example describes why this statement must be true? A. The fruit is full of flavor and the rind is thin. B. They are very small and they have a lot of seeds. C. The fruit is quite bitter and the rind is thick. D. They are much larger and have very little flavor.
<i>Science Tech-book for Texas by Discovery Education: Grade 7 Unit 4 Teacher Edition</i>	9781616292539		70	Side column, under Texas Essential Knowledge and Skills, first standards code	7.12.A	7.14.A

Publisher: Green Ninja

Science, Grade 7

Green Ninja Middle School Science - Texas: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Online Lesson Plans	9781948845670	View Link		Lesson 4.5 Materials section	1 box - Colored markers (10 ct.) 2	1 box - Colored markers (10 ct.) 21 pair - Scissors
Online Lesson Plans	9781948845670	View Link		Lesson 4.7 Materials section	Materials For the class1 sheet - Colored construction paper (9 x 12 in.) 3 4	Materials For each group of 4 students1 pair - Scissors
Online Lesson Plans	9781948845670	View Link		Lesson 4.16 Materials section	1 - Wooden ruler (12 in.)	1 - Wooden ruler (12 in.)1 – Smartphone Notes: Record a video on your phone. Ideally, use the slow-motion feature.
Online Lesson Plans	9781948845670	View Link		Lesson 2.16 Materials section	1 - Aluminum baking pan (8 x 8 in.) 1 4Notes: should come with lids to help catch water running1 - Aluminum baking pan (9 x 13 in.) 1 5Alternative: shallow, plastic waterproof container Notes: to help catch running water1 block - Modeling clay (1 lb) 41 pair - Scissors1 - Textbook 5Notes: to provide an incline1 roll - Clear tape (0.75 x 850 in.) 3 41 box - Colored markers (10 ct.) 21 - Clear plastic cup (7 oz.) 4Alternative: reusable water bottles Notes: filled with water	1 - Aluminum baking pan (8 x 8 in.) 1 3 4Notes: should come with lids to help catch water running1 - Aluminum baking pan (9 x 13 in.) 1 5Alternative: shallow, plastic waterproof container Notes: to help catch running water1 block - Modeling clay (1 lb) 41 pair - Scissors1 - Textbook 5Notes: to provide an incline1 roll - Clear tape (0.75 x 850 in.) 3 41 box - Colored markers (10 ct.) 2
Online Lesson Plans	9781948845670	View Link		Lesson 1.11 Materials section	1 - Clear plastic cup (6 oz.) 4	1 - Clear plastic cup (6 oz.) 4Notes: after activity, have students rinse the mixture and leave cups to dry for the next use
Online Lesson Plans	9781948845670	View Link		Lesson 1.23 Materials section	Materials For the class24 - sugar cubes 3 4For each pair of students1 - Clear plastic cup (7 oz.) 3 4Alternative: beakers1 - Wooden stick 4Notes: for stirring1 cup - Water (warm)1 – Spoon Alternative: mortar and pestle Notes: for crushing sugar cubes	Materials For each pair of students1 - Clear plastic cup (7 oz.) 3 4Alternative: beakers Notes: Reuse cups from previous lesson1 - Wooden stick 4Notes: for stirring1 cup - Water (warm)1 – Spoon Alternative: mortar and pestle Notes: for crushing sugar cubes4 - sugar cubes 2 3 4Notes: one cube per test
Online Lesson Plans	9781948845670	View Link		Lesson 1.22 Materials section	1 - sugar cube 3 4For each pair of students1 - Clear plastic cup (7 oz.) 3 41 bottle - Food coloring (blue, 0.75 oz.) 3 4	1 - sugar cube 2 3 4For the class4 bottles - Food coloring (blue, 0.75 oz.) 3 4For each pair of students2 - Clear plastic cups (7 oz.) 3 4Notes: after activity, have students rinse the mixture and leave cups to dry for use in the next lesson
Online Lesson Plans	9781948845670	View Link		Lesson 3.9 Materials section	3 - Flat toothpicks 3 41 - Straw 3 4	3 - Flat toothpicks 3 42 - Straws 3 4

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Online Lesson Plans</i>	9781948845670	View Link		Lesson 2.4 Materials section	10 - PocketLab Weather devices 4	10 - PocketLab Weather devices 410 - PocketLab Voyager devices 4 Alternative: PocketLab Weather devices

Publisher: Houghton Mifflin Harcourt

Science, Grade 7

HMH Into Science Texas Hybrid Classroom Package Grade 7: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 15	Column 2, Support for Student Answers, Compare and Contrast table answer	"Is represented by a chemical symbol?" "Yes""Is represented by a chemical formula?" "No"	"Is represented by a chemical symbol?" "No""Is represented by a chemical formula?" "Yes"
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 36	Column 1, Background Information, Sentence 2	"Three things are needed for iron to become iron oxide: iron, water, and oxygen."	"Rust most readily forms when three things are present: iron, water, and oxygen."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 40	Column 2, Check Your Learning, Support for Student Answers, EXPLAIN answer, Sentence 1	"A physical change may change the size or shape, but not the properties, of the substance."	"A physical change may change the size or shape, but not the identity, of the substance."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 57	Column 2, Preview Lesson Vocabulary, Image hotspots and text following	"B concentration...C aqueous solution...D solvent..."	"B Dilution the process of reducing the concentration of a solute in solution, usually by adding more solvent C concentration...D aqueous solution...E solvent..."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 72	Column 2, Teacher Background, Sentence 3	"In addition to being an excellent solvent, water has high viscosity and surface tension."	"In addition to being an excellent solvent, water has high surface tension."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 109	Column 2, Do the Math, Art for Evaluate	Number line art with B at 5 and C at -3	Number line art with B at 4 and C at -4
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 109	Column 2, Do the Math, Compare answer, last option	"affected by path of travel" [answer] "velocity"	"affected by path of travel between fixed start and end points" [answer] "speed"
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 111	Column 2, Check Your Learning, Distinguish, first option	"describes how far something is from a reference"	"describes how far something moves along a path"
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.7.A-B, Exploration 3, Screen 3	Drag and Drop Interactivity, Compare last option and answer, bottom half of page	"affected by path of travel" [answer] "velocity"	"affected by path of travel between fixed start and end points" [answer] "speed"
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.7.A-B, Exploration 3, Screen 6	Drag and Drop Interactivity, Distinguish, first option	"describes how far something is from a reference"	"describes how far something moves along a path"
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 124	Column 1, Background Information, Sentence 1	"Stock car racing originally used automobiles that were not altered but now cars are specifically built for stock car racing."	"Stock car racing originally used commercial automobiles that were altered for improved performance, but now cars are specifically designed and built for stock car racing."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 127	Column 1, Speed and Distance-Time Graphs, Equations	Image of slope intercept equation	image of average speed formula
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 181	Column 1, Gather Data, answer	"A darker pan will trap more thermal energy faster and..."	"A darker pan will transfer thermal energy faster and..."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.9.A, Exploration 4, Screen 1	Meteoroids heading, image caption	"Meteoroid found on Earth's surface"	"This meteorite was found on Earth's surface."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 254	Column 1, Asteroids, Comets, and Meteors, DESCRIBE answer text	"Asteroids - irregularly shaped solids of rock. From asteroid belt between Mars and Jupiter. Elliptical orbit around the sun. Comets - made of ice and dust. Originate from the Kuiper belt or the Oort cloud. Travel in elliptical orbits around the sun. Meteors - pieces of asteroid or meteor that broke off. Found throughout the solar system. Travel in an elliptical orbit around the sun."	"Asteroids are irregularly shaped objects of solid rock. They are located in the asteroid belt between Mars and Jupiter. Asteroids travel in elliptical orbits around the sun. Comets are made of ice and dust. They originate from the Kuiper Belt or the Oort cloud. Comets travel in elliptical orbits around the sun. Meteors are pieces of asteroid or comet that broke off. They are found throughout the solar system and travel in elliptical orbits around the sun as meteoroids until they enter Earth's atmosphere."
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS 7.9.C, Engage, Screen 5	Step 3 question text	"Use the class ...covered by water. To do this, divide the number of times a thumb landed on water by the total number of observations."	"Use the class ...covered by water. To do this, divide the number of times a thumb landed on water by the total number of observations, then multiply your result by 100."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 293	Column 2, Quick Lab Facilitation, Step 3	"If necessary ... their results. (Water % = (Water Hits / Total Hits))"	"If necessary ... their results. (Water % = (Water Hits / Total Hits) × 100"
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 294	Column 1, Support for Student Answers, Step 3, question text	"Use the class ... by water. To do this, divide the number of times a thumb landed on water by the total number of observations."	"Use the class ... by water. To do this, divide the number of times a thumb landed on water by the total number of observations, then multiply your result by 100."
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 7</i>	9780358861706	View Link	p. 202	Step 3 question text	"Use the class ... by water. To do this, divide the number of times a thumb landed on water by the total number of observations."	"Use the class ... by water. To do this, divide the number of times a thumb landed on water by the total number of observations, then multiply your result by 100."
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.10.A, Elaborate, Screen 5	Stability and Change, paragraph 4, last sentence	"But, over time this area is slowly changing as the two plates move apart at a rate of about 3 millimeters per year."	"But, over time this area is slowly changing as the two plates move apart at a rate of about 2–3 centimeters per year."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 366	Column 1, Background Information, last sentence	"The river has not flowed into the sea since 1998."	"Now, the river only reaches the sea with human intervention, such as releasing water from dams or canals."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 367	Column 1, Review Prerequisite Vocabulary, 2nd and 3rd definitions	"resource management: the protection and wise use of resources and the natural world conservation: sustainable use of natural resources by people"	"resource management: sustainable use of natural resources by people conservation: the protection and wise use of resources and the natural world"
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 372	Column 2, first Analyze, Sample answer, sentence 1	"This steady trend of increasing water use from 1940 to 2020 means less water is available in the Colorado River and the rivers and streams that feed into it."	"This steady trend of increasing water use from 1940 to 2016 means less water is available in the Colorado River and the rivers and streams that feed into it."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 374	Column 2, Analyze, Answer text, sentences 3 and 4	"Farmer uses new technology to target irrigation to specific plants. less pollution Community restores a wetland next to agricultural fields. water is saved"	"Farmer uses new technology to target irrigation to specific plants. water is saved Community restores a wetland next to agricultural fields. less pollution"
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 376	Column 2, Solutions for Surface Water and Groundwater Problems, Step 2, end of Answer text	N/A	"Technology: rebates on water fixtures that use less water, educate people on options available, grants to develop more effective water technology Partnerships: work within and between groups to make progress in the other three categories"
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 383	Column 1, Support Your Claim, Answer text	"Humans use water from the Colorado R. to generate energy, to get water to populated areas, and for agriculture."	"The population using Colorado River water is increasing and this results in an increasing amount of water use. Many dams, canals, and other structures have been built on the river by humans. These structures take water away from the river. Some agricultural land areas using Colorado River water are increasing and taking more water from the river."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 386	Column 2, Address the Misconception, sentence 2	"Oceans have already absorbed a lot of carbon dioxide and heat from the atmosphere, so they will keep warming for a long time even if we stop burning fossil fuels."	"Oceans have already absorbed a lot of carbon dioxide and heat from the atmosphere, so they will take time to return to previous conditions even if we stop burning fossil fuels."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 387	Column 1, Prerequisite Vocabulary, bullet 3 definition	"renewable resource: a natural resource that is continually renewed"	"renewable resource: a natural resource that can be replaced at the same rate at which the resource is consumed"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 397	Column 2, Apply, Answer text option E	E is a correct answer.	N/A
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 398	Column 1, first Describe, Answer text	"Sample answers: Set fishing limits for fishers and penalties for overfishing."	"1) Set fishing limits for fishers and penalties for overfishing. This would work because it would increase the number of fish left in the environment. This would allow the fish to produce more offspring, which would lead to an increase in the fish populations.2) Add habitat for corals. This would also increase the habitat for the fish."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 398	Column 1, second Describe, Answer text	"Sample answers: Fishing is their main source of income. Any restrictions must still allow for cost of living."	"1) Add habitat for corals. This would also increase the habitat for fish and could lead to larger fish populations to be fished.2) Limit the number of commercial fishing licenses. This would mean fewer fishers could catch more fish each, making it more likely people fishing could meet their cost of living."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 399	Column 2, Dead Zones, Answer text	"Research may include overfishing; shark overfishing; shark finning; importance of sharks, or other relative topics."	"[bullet] Nutrient pollution negatively affects the Gulf of Mexico by providing food for algae that triggers an algal bloom. Algal blooms cause a dead zone where oxygen levels are too low for marine life to survive. [bullet] Fish are negatively affected by a dead zone because there is not enough oxygen for them to live. They either die or leave the area.[bullet] Other organisms that depend on the fish for food, like migratory birds or humans, are negatively affected when fish populations decrease because of the dead zone."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 399	Column 2, Overfishing, Answer text	"Research may include mangrove destruction, shrimp farms, mangrove loss, importance of mangroves, or other relevant topics."	"[bullet] Sharks are often caught accidentally when other species of fish are targeted. Sharks are also caught for their meat and fins.[bullet] Shark populations are decreasing in areas in which the sharks are overfished.[bullet] Decreasing shark populations can lead to increases in prey fish populations. This can unbalance the entire ecosystem.[bullet] The loss of sharks would mean the loss of shark fishing and shark ecotourism for people. It would also lead to disruptions in ecosystems that once had sharks as predators."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 399	Column 2, Mangrove Destruction, Answer text	"Research may include mangrove destruction, shrimp farms, mangrove loss, importance of mangroves, or other relevant topics."	"[bullet] More shrimp farms are being developed to meet the increasing demand for shrimp at a cheaper price.[bullet] Mangrove forests occur in shallow, coastal areas that are prime locations for setting up a shrimp farm. [bullet] Some mangrove forests are being destroyed to make room for shrimp farms and other developments. Other mangrove forests are being protected because of their value.[bullet] The loss of mangroves removes the habitat of the organisms that lived there. This causes populations to decline.[bullet] Humans and other organisms will be able to catch less food from mangrove forests that are converted to shrimp farms."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 402	Column 2, Discuss, Answer text, sentences 1 and 3.	"Both scientists have native perspectives of how communities interact with ocean ecosystems. Scientific progress ... ecosystems. In some cases, it is not just a technological advancement but also a culture's traditions which must be respected as studies are conducted."	"Both scientists have traditional perspectives of how communities interact with ocean ecosystems. Scientific progress ... ecosystems."
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.11.B, Engage, Screen 10	Image caption	"A sieve reveals how much microplastic is in this ocean water."	"A sieve reveals how much plastic is in this sand from an ocean beach."
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.11.B, Evaluate, Screen 1	Summarize interactivity, Question text, sentence 2	"Humans influence the ocean system in negative and [positive/neutral] ways."	"Humans influence the ocean system in [negative/positive/negative and positive] ways."
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.11.B, Exploration 2, Screen 5	Apply interactivity, Answer option E	E as a correct answer. "E. A community group plants mangrove trees to restore a mangrove forest."	N/A
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 438	Column 2, Sense-making	"A hands-on demonstration of how organisms get energy will give students greater understanding of the processes that affect plant growth."	"A hands-on lab investigating the factors that affect the rate of plant decomposition will give students greater understanding of the processes that cycle matter."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 505	Column 1, Support for Student Answers, STEP 3, answer	"Students' data will vary."	"Students may experience a resting pulse rate of 60–115 beats per minute, and an after-exercise pulse rate over 100 beats per minute. Students may experience a breathing rate of 12–18 breaths per minute, and an after-exercise breathing rate over 20 breaths per minute."
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.13.A Part II, Engage, Screen 3	STEP 1, Sentence 2	"This is the equivalent of 3.75 liters or 3750 milliliters."	"This is the equivalent of 4.92 liters or 4,920 milliliters."
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 7</i>	9780358861706	View Link	p. 339	STEP 1, Sentence 2	"This is the equivalent of 3.75 liters or 3750 milliliters."	"This is the equivalent of 4.92 liters or 4,920 milliliters."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 596	Column 2, Support for Student Answers, Observe, sample answer	"Both live on land, in what seems to be wooded areas."	"Both live on land and search for insects."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 599	Column 2, Gather Data, sample answer, Sentence 4	"The specific name would not tell me if they are part of the same group. Specific names cannot be the same for different animals."	"The specific name would not tell me if they are part of the same group because specific names can be the same for different animals."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 600	Column 2, Support for Student Answers, Describe, sample answer	"Scientific names help avoid confusion because all species, even closely related ones, have a unique name, so everyone is clear about what type of organism is being discussed."	"Scientific names help avoid confusion because species, even closely related ones, have a unique name, so everyone is clear about what type of organism is being discussed."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 604	Column 1, Support for Student Answers, Explain, sample answer	"No, the only type of organism that has trait D is the one above that trait on the branching diagram—the chimpanzee."	"No, the only type of organism on the branching diagram that has trait D is the one above that trait—the chimpanzee."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 608	Column 2, Support for Student Answers, Develop a Claim, sample answer	"Sample answer: Claim: Armadillos and pangolins may look similar, but they are not closely related."	"Scientists use genetics and physical traits to classify armadillos and pangolins. Based on scientific classification, armadillos and pangolins are not closely related."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 609	Column 1, Practice Questions, Support for Student Answers, Question 2, Sentence 4	"Two different kinds of organisms cannot have the same two-part name."	"Two different kinds of organisms in the same kingdom cannot have the same two-part name."
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.14.A, Exploration 2, Screen 2	Paragraph 2, Sentence 1	"Each species has its own scientific name."	"Each species within a kingdom has its own scientific name."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 600	Column 2, Support for Student Answers, Explain, bullet 3	"Two different types of organisms cannot have the same two-part name."	"Two different types of organisms in the same kingdom cannot have the same two-part name."
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.14.A, Exploration 2, Screen 7	Short Text Interactivity, EXPLAIN	"Do both lemurs and humans have the trait listed at point D?"	"Do both lemurs and chimpanzees have the trait listed at point D?"
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 600	Column 2, Support for Student Answers, EXPLAIN, third option text	"Two different types of organisms cannot have the same"	"Two different types of organisms within the same kingdom cannot have the same"
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.14.A, Evaluate, Screen 3	Drop Down Interactivity, Question 2, Sentence 3	"Two different kinds of organisms cannot have the same two-part name."	"Two different kinds of organisms in the same kingdom cannot have the same two-part name."
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 7</i>	9780358861706	View Link	p. 413	Practice Questions, Question 2	"Two different kinds of organisms cannot have the same two-part name."	"Two different kinds of organisms in the same kingdom cannot have the same two-part name."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 617	Column 1, Support for Student Answers, Step 4, sample answer	"I think that animal, plant, and fungi are more related to one another than to the bacterial cell because these groups all have cells with a nucleus and are multicellular."	"I think that frogs, onions, and shelf-fungi are more related to each other than to bacteria because frogs, onions, and shelf-fungi are multicellular. There are many bacterial cells, but they are all individual, unicellular organisms."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 621	Column 2, Support for Student Answers, Describe, sample answer, Bacteria	"no cell nucleus; cell wall present; unicellular; both autotrophic and heterotrophic; can move, asexual reproduction"	"no cell nucleus; cell wall usually present; unicellular; both autotrophic and heterotrophic; asexual reproduction"
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 623	Column 2, Support for Student Answers, Step 2, sample answer	"Microorganisms are more plentiful when surrounded by trees because there is more access to decomposers."	"Microorganisms are more plentiful when surrounded by trees because there is more material to decompose."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 629	Column 1, Step 2, sample answer	"Students should describe characteristics of a decomposer."	"Fungi and other decomposers break down organic matter from dead organisms. Plants and other producers use water and carbon dioxide to make sugar and oxygen through photosynthesis. Animals and other consumers eat plants, use the matter and energy to live and grow, and eventually die. All of these organisms cycle matter in an ecosystem."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 629	Column 1, Step 3, sample answer	"Student illustrations should feature one of the types of decomposers from the lesson and include where it might live in the ecosystem."	"Student illustrations should show matter cycling between producers, consumers, and decomposers from different kingdoms. An example could show carbon from the atmosphere going into plants, which are eaten by animals, which are decomposed by fungi."
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 632	Column 2, Question 4, answer	"Fungi: only decomposers • Plantae: only producers • Animalia: only consumers"	"Fungi: mostly decomposers • Plantae: mostly producers • Animalia: mostly consumers"
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.14.B, Evaluate, Screen 4	Drag and Drop Interactivity, Question 4, correct feedback	"Protists can be producers, consumers, or decomposers. Fungi can only be a decomposer. Plants are only producers. Animals are only consumers."	"In general, fungi are decomposers, plants are producers, and animals are consumers. Protists can be producers, consumers, or decomposers."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 7</i>	9780358841609	View Link	p. 617	Column 1, Support for Student Answers, Step 3, sample answer	"Students should create groups based on some or all of the following characteristics: unicellular vs. multicellular, with and without a nucleus, with and without a cell wall, ability to move around. These groups might be bacteria; plant and fungi; animal"	"Students should create groups based on some or all of the following characteristics: unicellular vs. multicellular, with and without a nucleus, with and without a cell wall, ability to move around, or how they get their energy. These groups might be bacteria; onion and shelf-fungi; frog."
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 7</i>	9780358861706	View Link	p. 428	Practice Questions, Question 5 CHANGE TO Question 4, answer options	"only decomposers only producers only consumers"	"mostly decomposers mostly producers mostly consumers"
<i>HMH Into Science Texas Student License Digital Grade 7</i>	9780358860679	View Link	TEKS Lesson 7.14.B, Evaluate, Screen 4	Drag and Drop Interactivity, Question 4, answer options	"only decomposers only producers only consumers contains some producers, consumers, and decomposers"	"mostly decomposers mostly producers mostly consumers contains some producers, consumers, and decomposers"

Publisher: Kiddom

Science, Grade 7

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
OpenSciEd 7th grade Science powered by Kiddom - Online and Print	9781960634535	View Link		<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing</p> <p>Omission: Please include the following as evidence for the following TEKS standards aligned to the 7th grade science curriculum: 7.10.B.</p> <p>-7.10.B: Unit 7.8 Plate Tectonics & Rock Cycling > Lesson 7: What happens at mountains where we see volcanic activity? > 6.4.07 Exit Ticket (students predict what happens when two oceanic plates spread apart.)</p> <p>https://app.kiddom.co/curriculum/718795/node/e6543d55-15f0-4be3-8f36-28c598d402e6:b7725208-d974-11ed-897b-0622be283a66:2a42fb7d-d96e-11ed-a943-02ac80d4242c</p> <p>Since this evidence shows 7.10.B being taught and assessed in the 7th grade science curriculum, the score should be changed from PM to M.</p>	<p>Omission: Please include the following as evidence for the following TEKS standards aligned to the 7th grade science curriculum: 7.10.B.</p> <p>-7.10.B: Unit 7.8 Plate Tectonics & Rock Cycling > Lesson 7: What happens at mountains where we see volcanic activity? > 6.4.07 Exit Ticket (students predict what happens when two oceanic plates spread apart.)</p> <p>https://app.kiddom.co/curriculum/718795/node/e6543d55-15f0-4be3-8f36-28c598d402e6:b7725208-d974-11ed-897b-0622be283a66:2a42fb7d-d96e-11ed-a943-02ac80d4242c</p> <p>Since this evidence shows 7.10.B being taught and assessed in the 7th grade science curriculum, the score should be changed from PM to M.</p>	<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing</p> <p>Omission: Please include the following as evidence for the following TEKS standards aligned to the 7th grade science curriculum: 7.10.B.</p> <p>-7.10.B: Unit 7.8 Plate Tectonics & Rock Cycling > Lesson 7: What happens at mountains where we see volcanic activity? > 6.4.07 Exit Ticket (students predict what happens when two oceanic plates spread apart.)</p> <p>https://app.kiddom.co/curriculum/718795/node/e6543d55-15f0-4be3-8f36-28c598d402e6:b7725208-d974-11ed-897b-0622be283a66:2a42fb7d-d96e-11ed-a943-02ac80d4242c</p> <p>Since this evidence shows 7.10.B being taught and assessed in the 7th grade science curriculum, the score should be changed from PM to M.</p>

Publisher: McGraw Hill

Science, Grade 7

McGraw Hill Texas Science, Grade 7: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Science, Grade 7, Student Edition	9781264902040	View Link	104	Digital: 60 of 186Print: 104Question 3	In the Answer Justification, The student's distance was NOT 800m but 700m if they are going to the icecream shop and if the prompt says that the student returned home then the total distance is 1,000m, and then the displacement was actually 0m.	Thank you for your feedback. Corrections have been made to question 3, the associated diagram, and the answer justification for this question.

Science, Grade 7

McGraw Hill Texas Science, Grade 7: ELPS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		SEP 7	Physical Science, paragraph 1, sentence 7	Analytical chemistry focuses on the identification and measurement of materials in a mixture.	Analytical chemists focus on the identification and measurement of materials in a mixture.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		SEP 7	Under Physical Science, Read the Graph, Graph	Title: Analysis of an Unknown Substance	Title: Analysis of an Unknown Mixture Font size increased
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		SEP 45	Chapter TEKS Review, Question 5, TEKS	7.3A, 7.4A, 7.5A	7.4A, 7.5A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		SEP 13	Extend, Inquiry Application, sentence 1	Provide students with a scenario, such as the lights not turning in the classroom.	Provide students with a scenario, such as the lights not turning on in the classroom.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		SEP 13	Conversation starters, Multiple Perspectives, Elk in Native American Culture, paragraph 1, sentences 2 and 3	They are identified as symbols of strength, endurance, bravery, gentleness, and patience by different Native American tribes. Many tribes considered the elk as a protector, and many individuals considered it a totem animal.	They are identified as symbols of strength, endurance, bravery, gentleness, and patience by different Native American groups. Many groups considered the elk as a protector, and many individuals considered it a totem animal.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		SEP 19	Scientific Laws and Theories, paragraph 3, sentence 2	No because scientific laws describe how things work, while a hypothesis and theory explain how things work.	No because a scientific law is a rule that describes a pattern in nature, while a hypothesis or a theory explain an observation.
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		4	Quick Launch, What To Make, paragraph 1, sentence 1	If you were given a toothpick, a paperclip, a rubber band and a popsicle stick, what could you make?	If you were given a toothpick, a paper clip, a rubber band, and a wooden craft stick, what could you make?

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		7	Diatomic Elements, paragraph 1, sentence 5	Elements that are traditionally found in pairs are called diatomic element.	Elements that are traditionally found in pairs are called diatomic elements.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		7	Diatomic Elements, Identify question	What pneumonic device or phrase can you create to remember the diatomic elements?	What mnemonic device or phrase can you create to remember the diatomic elements?
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		7	Compounds, paragraph 1, sentence 6	Pure water (H ₂ O) is a compound because every sample of pure water contains atoms of hydrogen and oxygen in the same combination—two hydrogen atoms to every oxygen atom.	Pure water (H ₂ O) is a compound because every sample of pure water contains atoms of hydrogen and oxygen in the same combination—two hydrogen atoms to one oxygen atom.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		10	Identification Using the Periodic Table, paragraph 2, sentence 2	Each block includes basic properties of each element such as atomic number, atomic mass, element name, and chemical symbol.	Each block includes basic properties of an element, such as atomic number, atomic mass, element name, and chemical symbol.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		10	Identification Using the Periodic Table, 2nd Read the Diagram with image of Helium square, sentence 2	Discuss with a partner why they might be in a certain order.	Discuss with a partner why elements might be in a certain order on the periodic table.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		11	Under Chemical Symbols, Infer question, Chemical Formula Image	Image of the chemical formula of carbon dioxide with text stating that a carbon dioxide molecule is made up of carbon (C) and oxygen (O) atoms. Call out boxes provide information about the symbols and subscripts.	Call out boxes are removed.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		12	STEM Connection, Focus on Math, TEKS	Math 7.1A, 7.2, 7.3	7.2C, 7.6A, 7.6B; Math 7.1A, 7.3D, 7.3E

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		18	Quick Launch: Making Changes, paragraph 2	Now check out the video Constantly Changing to observe a real-life example of the phenomenon you modeled in the activity.	Now check out the video Constantly Changing to observe another real-life example of this phenomenon.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		33	Fish Kill, Responses to post, Surya, sentence 1	The photo says the fish died from lack of dissolved oxygen.	The photo description says the fish died from lack of dissolved oxygen.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		37	Dilution, Table 2, Column 2 header	Volume of Solutions (mL)	Volume of Solution (mL)
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		37	Dilution, paragraph 4, sentence 2	However, these terms don't state the exact amount or quantity of solute dissolved.	However, these terms don't state the exact amount or quantity of solute dissolved.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		37	Explore Lab: Investigate Concentration and Dilution box	TEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.2B, 7.2D, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.5C, 7.6D	TEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.2B, 7.3A, 7.3B, 7.5A, 7.5B, 7.5C, 7.6D
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		37	Explore Lab: Investigate Concentration and Dilution box, paragraph 1	How can we give a physical description of a solution's solvents and solutes in terms of concentration and dilution without knowing the exact quantities? Let's find out using a computer simulation!	Aqueous solutions can be described in terms of solvents, solutes, and concentration. Their concentrations can also be changed. How? Let's find out!
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		40	Searching for a Source, paragraph 1, sentence 4	In soe cases, if a source cannot be identified, the plume is then identified as the sorce of the containants.	In some cases, if a source cannot be identified, the plume is then identified as the source of the contaminants.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		40	Searching for a Source, paragraph 1, sentence 6	Once officially identified, facilities will try many ways to claim that the contaminates are not theirs to avoid clean up costs.	Once officially identified, facilities will try many ways to claim that the contaminants are not theirs to avoid clean-up costs.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		41	Making Connections, Design question, sentence 2	How would you determine if their is contaminants in the water source and if so how much?	How would you determine if there are contaminants in the water source and if so how much?
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		41	Take It Further, paragraph 1, sentence 2	Try out the activity From the Source to follow the path of a plume from a contamination source to open water.	Try out the interactive gallery From the Source to follow the path of a plume from a contamination source to open water.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		46	Explore Lab, Investigate and Model Dissolution, TEKS	7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.2B, 7.3A, 7.3B, 7.5A, 7.5B, 7.6E	7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.2C, 7.2D, 7.3A, 7.3B, 7.5A, 7.6E
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		46	Solutions and Temperature, paragraph 1, sentence 3	The reason the instructions say to use hot water first and then use cold water is that the hot water helps the powder mix dissolve first before adding more water to lower the concentration of the gelatin.	The reason the instructions say to use hot water first before using cold water is that hot water helps the powder mix dissolve first. Cold water is added later to lower the concentration of the gelatin.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		47	Earth Science, paragraph 1, sentence 3	Gas solutes dissolve better in cold temperatures than in warm or hot tempatures.	Gas solutes dissolve better in cold temperatures than in warm or hot temperatures.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		50	Solutions and Agitation, paragraph 3, sentence 3 and 4	Some people spread the chlorine out while walking around the pool while others may pour the chlorine in one location. The pool blowers will then move the water and chlorine stirring up the solution until all the chlorine is dissolved.	Once chlorine powder is dispersed into a pool, the blowers stir up the water and chlorine solution.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		53	Making Connections, paragraph 1, last sentence	These methods are: reciprocating cylinder, flow-through cell, paddle over disc, rotating cylinder and reciprocating disc, all of which are referred to as USP then depending on which method, 3-7.	These methods are: reciprocating cylinder, flow-through cell, paddle over disc, rotating cylinder, and reciprocating disc.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		54	Lesson 1.4 TEKS Review 7.6E Review, question 2, TEKS	7.1A, 7.6E	7.2D, 7.6E
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		4	Lesson Language Objectives, paragraph 3	ELPS 2C While learning about elements and compounds, students learn new expressions heard during classroom instruction. ELPS 2I and 3F While learning about elements and compounds, students demonstrate listening comprehension by collaborating with peers and students and asking for information.	ELPS 2C While learning about elements and compounds, students learn new expressions heard during classroom instruction.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		5	Page Keeley Science Probe, paragraph 1	Preview the Agreement Lines video to use this teaching strategy with the Page Keeley Science Probe.	Preview the Argument Lines video to use this teaching strategy with the Page Keeley Science Probe.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		5	Quick Launch	What to Make TEKS 7.1B, 7.3A, 7.5A, 7.5D, 7.6APrep: 5 min Class: 20 min Purpose: To get students thinking about the differences between elements and compounds. Summary: Students compare and contrast the build they make using the materials.	What To Make TEKS 7.1A, 7.1B, 7.1C, 7.1E, 7.1G, 7.3A, 7.3B, 7.5D, 7.6APrep: 5 min Class: 20 min Purpose: To distinguish between elements and compounds. Summary: Students build an object using common materials and relate this object and its components to elements and compounds.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		5	Digital Spotlight, Page Keeley Video, paragraph 1	Learn more about how to use the Agreement Lines strategy.	Learn more about how to use the Argument Lines strategy.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		12	STEM Connection, Focus on Math, TEKS	Math 7.1A, 7.2, 7.3	7.2C, 7.6A, 7.6B; Math 7.1A, 7.3D, 7.3E

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		18	Lesson Language Objectives, second paragraph	ELPS 3H Students explain the difference between physical property and physical change while learning about physical changes.	ELPS 3H Students narrate, describe, and explain with increasing specificity and detail the difference between physical and chemical change as more English is acquired.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		24	Explore Simulation, Investigate Physical and Chemical Changes	TEKS 7.1A, 7.1B, 7.1G, 7.3A, 7.3B, 7.3C Prep: 10 min Class: 30 min Purpose: To show students that the identity of a substance remains the same in a physical change but changes in a chemical change. Summary: Students investigate chemical and physical changes by making macroscopic and microscopic observations of different changes.	TEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.6C Prep: 5 min Class: 45 min Purpose: To distinguish between physical and chemical changes in matter. Summary: Students observe the physical properties and molecular structure of different substances before and after they change shape, are heated, and are combined with other substances.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		27	Notebooking, paragraph 1, sentence 1	Have students access the video Difference Ways to Change.	Have students access the video Different Ways to Change.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		31	Lesson Review, question 3, answer choice D	Incorrect Dirt does not change into a new substance as it crumbles. Therefore, this is a physical change.	Incorrect Breaking an object into smaller pieces is a physical change.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		32	Quick Launch, first paragraph	Preview the Quick Launch activity in which students watch a teacher prepare a solution of a purple colored compound in water and then use the solution to perform a series of dilutions.	Preview the Quick Launch activity in which students watch a teacher prepare a solution in water and then use the solution to perform a series of dilutions.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		33	Quick Launch, Concentrating on Solutions	TEKS 7.1D, 7.1E, 7.2B, 7.6D Prep: 5 min Class: 15 min Purpose: To introduce the concepts of solute and solvent in order to understand aqueous solutions.	TEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.2B, 7.3A, 7.5A, 7.6D Prep: 5 min Class: 15 min Purpose: To observe how the amount of a solvent affects the concentration of an aqueous solution.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		41	Making Connections, Design question, sample answer	Investigation plans will vary. Plans should include a hypothesis, including what method they would use to help them determine if there is contaminants in the water; a control variable like clean water; and a step by step procedure of what they would do.	Investigation plans will vary. Plans should include a hypothesis, including what method they would use to help them determine if there are contaminants in the water; a control, such as clean water; and a step-by-step procedure of what they would do.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		41	Making Connections, paragraphs 2, 3, and 4	Identify Students should note that groundwater definitely carries contaminants from the source, as shown by the two diagrams on page 40. However, the text states that contaminants can at times also flow in the opposite direction. Predict Students should recognize that the concentration of contaminants is usually greatest near their source. Explain Student responses should suggest that the mapping of a plume is necessary to plan a remediation of a contaminated site. Ask them to consider why it is so difficult to clean up groundwater once it is contaminated.	Design Students' plans should include movement of water and the concentration of the water. Consider This! Have students list key information scientist would need to build a map of contaminated water movement. They have them make connections with different types of scientist they know about.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		41	Take It Further, paragraph 1	Have students see the path of a contamination plume by accessing the activity From the Source.	Have students see the path of a contamination plume by accessing the interactive gallery From the Source.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		41	Take It Further, paragraph 2, title	Consider This!	Write About It
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		45	Page Keeley Science Probe, paragraph 1	Preview the Sticky Bars video to use this teaching strategy with the Page Keeley Science Probe.	Preview the Sticky Bar Graphs video to use this teaching strategy with the Page Keeley Science Probe.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		45	Teach Bar	15 min	35 min
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		45	Quick Launch, Stirring Up Solutions	TEKS 7.1B, 7.1D, 7.3A, 7.5B, 7.6EPrep: 5 min Class: 15 min Purpose: To encourage students to think of ways the rate of dissolution can be increased. Summary: Students investigate how to dissolve sodium bicarbonate (baking soda) in water.	TEKS 7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.3A, 7.3B, 7.5B, 7.6EPrep: 5 min Class: 15 min Purpose: To investigate factors that affect the rate of dissolution. Summary: Students try to dissolve baking soda in water.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		45	Fizzy Water, paragraph 1, sentence 2	This probe works well with the Sticky Bars strategy.	This probe works well with the Sticky Bar Graphs strategy.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		45	Digital Spotlight, Page Keeley Video, paragraph 1	Learn more about how to use the Sticky Bars strategy.	Learn more about how to use the Sticky Bar Graphs strategy.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		45	Identifying Misconceptions, paragraph 1, sentence 1	Students who select Ravi generalize what they know about dissolving solids apply it to dissolving gases.	Students who select Ravi generalize what they know about dissolving solids and apply it to dissolving gases.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		46	The Rate of Dissolution, title	The Rate of Dissolution	The Rate of Dissolution in Aqueous Solutions
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		46	TEKS Progressions	In Grade 6 students compare the density of substances relative to various fluids. TEKS 6.6D. In the previous lesson, students learned how to describe aqueous solutions in terms of solute and solvent, concentration, and dilution TEKS 7.6D. In this lesson, students explore the factors that affect the dissolution of a solute in water.	In Grade 5, students compare the properties of substances before and after they are combined into a solution and demonstrate that matter is conserved in solutions TEKS 5.6C. Then in Grade 6, students investigate the physical properties of matter to distinguish between pure substances, homogeneous mixtures (solutions), and heterogeneous mixtures TEKS 6.6B. In this lesson, students explore the factors that affect the dissolution of a solute in water.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		46	Explore Lab: Investigate and Model Dissolution, TEKS	7.6D, 7.6E	7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.2C, 7.2D, 7.3A, 7.3B, 7.5A, 7.6E
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		46	Explore Lab: Investigate and Model Dissolution, Summary	Students model factors that affect the rate of dissolution.	Students measure the time it takes to dissolve sugar cubes in water under different conditions.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		48	Under Solutions and Surface Area, Infer question with images of cubes, sample answer	The separate pieces can dissolve on their own unlike the big cube which has to go piece by piece.	The separate pieces can dissolve on their own unlike the big cube which has to dissolve piece by piece.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		48	Under Solutions and Surface Area, Read the Diagram, image	Image shows a solute in the shape of a cube and in a pile of powder.	Circle placed around the pile of solute to indicate answer.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		53	Take It Further, after paragraph 1	N/A	Write About It Have students work with a partner to discuss what jobs they observed in the virtual career fair. Have them choose their favorite and then write their reflections in their Science Notebooks. Allow volunteers to share their reflections with the whole class.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: What To Make, TEKS	7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.3A, 7.3B, 7.5A, 7.5D, 7.6A	7.1A, 7.1B, 7.1C, 7.1E, 7.1G, 7.3A, 7.3B, 7.5D, 7.6A
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: What To Make, introduction paragraph, sentence 1	If you were given a toothpick, a paperclip, a rubber band and a popsicle stick, what could you make?	If you were given a toothpick, a paper clip, a rubber band, and a wooden craft stick, what could you make?
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Making Changes, TEKS	7.1B, 7.1C, 7.1E, 7.3A, 7.3B, 7.5B, 7.6C	7.1B, 7.1C, 7.1E, 7.3A, 7.3B, 7.5B, 7.5E, 7.6C
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Making Changes, safety icons	Wash hands with soap and water icon, proper eye protection icon	Wash hands with soap and water icon
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Making Changes, Go Online	Now check out the video Constantly Changing to observe a real-life example of the phenomenon you modeled in the activity.	Now check out the video Constantly Changing to observe another real-life example of this phenomenon.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		1	Quick Launch: Concentrating Solutions, TEKS	7.1B, 7.1C, 7.1D, 7.1E, 7.2B, 7.3A, 7.5A, 7.5B, 7.6D	7.1B, 7.1C, 7.1D, 7.1E, 7.2B, 7.3A, 7.5A, 7.6D

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch: Concentrating Solutions, safety icons	Wash hands with soap and water icon, proper eye protection icon	Wash hands with soap and water icon
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch: Stirring Up Solutions, TEKS	7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.3A, 7.3B, 7.5B, 7.6E	7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.3A, 7.3B, 7.5B, 7.6E
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		69	Making Connections, paragraph, 1 sentence 2	The maglev train in Shanghai connects the Shanghai Pudong Airport with the Longyan Road station in the center of the city.	The maglev train in Shanghai connects the Shanghai Pudong Airport with the Longyang Road station in the center of the city.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		69	Making Connections, Calculate question	What is the average speed of the maglev train during the 30 km journey between Pudong airport and Longyan Road station?	What is the average speed of the maglev train during the 30 km journey between Pudong Airport and Longyang Road station?
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		69	Making Connections, 2nd Calculate question, sentence 1	If you were to travel by car from Shanghai Pudong Airport to Longyan Road station, it could take you 0.30 hours.	If you were to travel by car from Shanghai Pudong Airport to Longyang Road station, it could take you 0.50 h.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		74	Distance and Displacement, paragraph 2, last sentence	For example, if you walk along a meterstick from 20 cm and walked to 100 cm, your displacement would also be 80 cm.	For example, if you walk along a meterstick from 20 cm to 100 cm, your displacement would be 80 cm.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		74	Distance and Displacement, paragraph 3, last sentence	However, if you turn around and walked back, your distance traveled would be 160 cm and your displacement would be 0 cm.	However, if you turn around and walk back, your distance traveled will be 160 cm, and your displacement will be 0 cm.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		80	TEKS 7.7B Review, Question 2, TEKS	TEKS 7.1E, 7.7B	TEKS 7.7B
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		81	Lesson 2.2 TEKS 7.7B Review, question 5	Explain Race cars travel around a racetrack at a constant speed of 45 m/s the one shown in the diagram.	Explain Race cars travel around the racetrack shown in the diagram at a constant speed of 45 m/s.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		85	Interpret a Distance-Time Graph, paragraph 3, sentence 2	Recall that average speed is the total distance traveled divided by time.	Recall that average speed is the total distance traveled divided by the total time traveled.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		88	Sports Data Science, paragraph 1	Data science has answers that helps compare statistics to answer these questions and more. Individual players can use data science to personalize the statistics about areas that need improvement, or even nutritional effects on their abilities. Data can be kept on every aspect of a sport; it can help coaches know what works well for their team and players know where to improve. Data can even help fans have a more enjoyable experience at the game.	Data can be kept on every aspect of a sport. It can help coaches know what works well for their team, and it can help players learn where they can improve. Players can also use the data to study nutritional effects on their performance and abilities. Data can even help fans have a more enjoyable experience at the game.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		92	Quick Launch, Move Along, paragraph 2,	Now check out the video Motion Changes to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Motion Changes to observe another example of how forces relate to motion.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		96	Unbalanced forces, paragraph 1, sentence 1	Newton's first law of motion only applies to balanced forces acting on an object.	Newton's first law of motion only describes what happens when balanced forces act on an object.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		96	Unbalanced forces, paragraph 1, sentence 5	Object's that speed up, slow down, or move in a circle all experience unbalanced forces.	Objects that speed up, slow down, or move in a circle all experience unbalanced forces.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		101	Lesson 2.4 TEKS 7.7D Review, question 5, answer choices A, B, and C	A The object remains still where it is. B The object speeds up to the right. C The object speeds up to the left.	A The object remains at rest. B The object speeds up to the left. C The object speeds up to the right.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		104	Chapter TEKS Review, question 3, sentence 1	3. The map shows the path taken by a student as they walk from their home to school, to a soccer field, to an ice cream shop, and then finally home.	3. The map shows the path taken by a student as they walk from their home to school, to a soccer field, and then to an ice cream shop.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		104	Chapter TEKS Review, question 3, image of map	Image shows a map of Home, School, Soccer field, and Ice cream shop with three solid line arrows and one dashed line arrow.	Image was revised as follows. The dashed line arrow from Home to Ice cream shop was deleted. Symbols were added to the map to show the exact location of Home, School, Soccer field, and Ice cream shop.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		69	How Do They Work, header	How Do They Work	How They Work
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		69	Making Connections, Calculate, paragraph 1, sentence 2	The distance is the same, but the time has increased to 0.34 h.	The distance is the same, but the time has increased to 0.50 h.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		74	Describing Motion, TEKS Progressions, paragraph 1, sentence 1	In Lesson 1, students calculated average speed using distance and time measurements from investigations TEKS 7.1A.	In Lesson 1, students calculated average speed using distance and time measurements from investigations TEKS 7.7A.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		89	Making Connections, Interpret question, sample answer, sentences 3 and 4	The amount of free throws attempted versus the amount of free throws made is close for player 5. Player 6 attempted more free throws than successful free throws	The amount of free throws attempted versus the amount of free throws made is close for Player 5. Player 6 attempted 30 free throws but only made 5 of them.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		91	Lesson Review, question 2, sentence 2	Therefore, Rider 1 covered the same distance as Rider 2 in less time and arrived first. DOK 3	Therefore, Rider 1 traveled a greater distance in the same amount of time. DOK 3
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		91	Lesson Review, question 4, answer B explanation	B Correct The horizontal segment indicates that the elevator stayed still between 1 and 2 seconds. DOK 2	B Correct The horizontal segment indicates that the elevator stayed still between 1 and 2 minutes. DOK 2
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		94	Forces and Motion, Plan section, TEKS Progressions, sentence 3	In this lesson, students extend these concepts by analyzing the effect of balanced and unbalanced forces on the station of motion of an object using Newton's First Law of Motion TEKS 7.7D.	In this lesson, students extend these concepts by analyzing the effect of balanced and unbalanced forces on the state of motion of an object using Newton's first law of motion.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		94	Teach, paragraph 2, Ask question, answer	The forces include the applied force from the pushing, gravity from the floor, and friciton from the object sliding on the floor.	The forces include the applied force from the pushing, gravity pulling the box down toward the floor, and friction from the object sliding on the floor.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		95	Explore Simulation, Analyze Effects of Forces on Motion, TEKS	TEKS 7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.7D	TEKS 7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.2C, 7.3A, 7.3B, 7.5A, 7.5B, 7.5G, 7.7D
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		95	Visual Literacy, paragraph 2, sentence 2	The net force is 0.8 N.	The net force is 0.6 N.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		97	Revisit the Explore Simulation, Simulation title	Analyzing Forces in Motion	Analyze the Effects of Forces on Motion

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		97	Inertia, paragraph 1, sentence 2	Explain to students that Newton's first law is sometimes referred to as the law of inertia.	Explain to students that Newton's first law is sometimes referred to as the law of inertia.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		97	Inertia, paragraph 2, sentence 2	The bowling ball has more inertia.	The bowling ball has more inertia.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		97	Inertia, paragraph 3, sentence 3	More massive objects have more inertia.	More massive objects have more inertia.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		98	Designing Safety, Plan, bullet 1	In this section, students examine multiple methods of engineering that go into traffic safety.	In this section, students examine several ways that engineers use their expertise to make driving safer.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		98	Science Background, paragraph 1, sentences 2 and 3	One design addresses the danger that drivers encounter when a vehicle strikes the end of guardrail. The ends of the guardrails are altered so they absorb the car's kinetic energy and reduce the most dangerous forms of damage to the vehicle.	One design addresses the danger that drivers encounter when a vehicle strikes the end of a guardrail. The ends of the guardrails are altered so they absorb the car's kinetic energy and reduce the most dangerous forms of damage to the vehicle.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		101	Lesson Review, question 4	4. A Incorrect A force is not required for an object to remain in motion. B Incorrect Gravity is a force, so it is not required for an object to remain in motion. C Correct Inertia is the tendency of an object to remain at rest or in constant motion. DOK 1D Incorrect Velocity is the speed of an object in a certain direction, so it does not cause an object to remain in motion.	4. A Incorrect When the net force is greater than zero, the forces on the object are unbalanced. An object remains at rest when the forces are balanced. B Incorrect When the net force is greater than zero, the forces on the object are unbalanced. An object moves at a constant speed when the forces are balanced. C Incorrect When the net force is greater than zero, the forces on the object are unbalanced. An object moves at a constant speed when the forces are balanced. D Correct When the net force is greater than zero, the forces on the object are unbalanced. An unbalanced force causes objects to change their speed. DOK 2

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		101	Lesson Review, question 5, answer explanation A, B, and C	5. A Incorrect The object cannot remain still if a net force is acting on it. B Incorrect The net force is to the right, so the object cannot accelerate to the left. C Correct The object will accelerate to the right because a net force directed to the right is acting on it. DOK 2	5. A Incorrect The object cannot remain at rest if a net force is acting on it. B Incorrect The net force is to the right, so the object cannot speed up to the left. C Correct The object will speed up to the right because a net force directed to the right is acting on it. DOK 2
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		104	Chapter TEKS Review, question 3, answer explanation A	A Correct The student's distance was 800 m, which is greater than their displacement, which was 300 m. Because they traveled for the same amount of time, the average speed would be greater than the average velocity.	A Correct The student's distance was 700 m, which is greater than their displacement, which was 300 m. Because they traveled for the same amount of time, the average speed would be greater than the average velocity. DOK 3
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		104	Chapter TEKS Review, question 3, answer explanation D	D Incorrect The student's displacement was 300 m, while the distance was 800 m, so they are not equal.	D Incorrect The student's displacement was 300 m, while the distance was 700 m, so they are not equal.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		104	Chapter TEKS Review, question 4	50 km/hr DOK 2Dual Coded use mathematical calculations to assess quantitative relationships in data TEKS 7.2C	50 km/h DOK 2Feedback The average speed of an object is calculated by dividing the total distance traveled by an object by the total time it took to travel that distance. Dual Coded Use mathematical calculations to assess quantitative relationships in data. TEKS 7.2C
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		104	Chapter TEKS Review, question 5, answer explanation C	C Correct If the student pushed with the same amount of force, but in the opposite direction, the forces would be balanced, so box moves at a constant velocity. DOK 3	C Correct If the student pushed with the same amount of force, but in the opposite direction, the forces would be balanced. The box moves at a constant speed. DOK 3
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch: Traveling Around, TEKS	7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.2C, 7.3A, 7.3B, 7.5C, 7.7B	7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.2C, 7.3A, 7.3B, 7.7B
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		108	Quick Launch, Quick Color, paragraph 1, sentence 1 and 2	Water is part of our daily lives, we drink it, cook with it, and clean with it. Solid water cools our drinks as ice cubes and water vapor is in the air we breathe.	Water is part of our daily lives. We drink it, cook with it, and clean with it. Solid water cools our drinks as ice cubes, and water vapor is in the air we breathe.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		111	STEM Connection, Focus on Math, TEKS	7.1A, 7.3	7.2C, 7.8C
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		111	STEM Connection, Focus on Math, equations	$^{\circ}\text{C} = (^{\circ}\text{F} - 32) \frac{5}{9}$ To convert from Celsius to Fahrenheit, use the equation: $^{\circ}\text{F} = (^{\circ}\text{C} \times \frac{9}{5}) + 32$ To convert from Fahrenheit to Celsius, use the equation:	$^{\circ}\text{F} = (^{\circ}\text{C} \times \frac{9}{5}) + 32$ To convert from Celsius to Fahrenheit, use the equation: $^{\circ}\text{C} = (^{\circ}\text{F} - 32) \frac{5}{9}$ To convert from Fahrenheit to Celsius, use the equation:
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		127	Earth Science Connection, paragraph 1	Thermal energy from the Sun can only travel to Earth by radiation. This is because space is a vacuum—an area that contains little or no matter. However, radiation also transfers thermal energy through solids, liquids, and gases. Since there is little matter in space, thermal energy cannot transfer by conduction, which requires objects to be in contact.	Radiation transfers thermal energy through solids, liquids, and gases. All of these states of matter have atoms that are in constant contact with each other. However, thermal energy from the Sun can only travel to Earth by radiation. This is because space is a vacuum. It is an area that contains little or no matter. Since there is little matter in space, thermal energy cannot transfer by conduction.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		129	Take It Further, sentence 2	Check out the virtual career fair Energy Auditor!	Check out the virtual career fair Assess the Energy!
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		131	Lesson 3.2, TEKS 7.8A Review, Question 3	3. Explain What type of transfer of energy takes place in a microwave oven? TEKS 7.5A, 7.8A	3. Identify What type of transfer of energy takes place in a microwave oven? TEKS 7.8A
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		132	Show What YOU Know, bullet 1	In the Science Challenge Solar Cooker, read the instructions and select which method of heat transfer you can use to bring water up to the defined temperature.	In the Engineering Challenge Solar Cooker, read the instructions and select which method of heat transfer you can use to heat water up to the defined temperature.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		132	Show What YOU Know, bullet 2	Plan an investigation to determine which design works best in the given conditions.	Design a solution that works best in the given conditions.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		132	Show What YOU Know, bullet 3	Conduct your investigation.	Construct and test your device.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		132	Show What YOU Know, bullet 4	CER Make a claim about how thermal energy moved in your device. Provide evidence and reasoning to support the claim.	CER Make a claim about the effectiveness of your device. Include an explanation of the device transferred thermal energy from the Sun to the water. Provide evidence and reasoning to support the claim.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		134	Chapter TEKS Review, question 5	What pattern does thermal energy follow when transferred?	What pattern does thermal energy follow when transferred?
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		111	STEM Connection, Focus on Math, paragraph 3, sentence 2	First insert the Celsius temperature, and then either multiply by 5/9 or multiply by 5 and then divide by 9.	First insert the Celsius temperature, and then either multiply by 9/5 or multiply by 9 and then divide by 5.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		111	Temperature, paragraph 1, sentence 4	The faster the particles move, the greater the kinetic energy, and the higher the temperature.	The faster the particles move, the greater the kinetic energy and the higher the temperature.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		112	Notebooking, sentence 1	Have students access the video Moving Along.	Have students access the video Moving Around.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		120	Lesson Language Objectives, ELPS 2C	ELPS 2C Students learn basic vocabulary heard during classroom discussions and interactions about thermal energy in systems.	N/A
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		124	Convection, paragraph 1, sentence 3	(hand motions for solid, liquid and gas can be done in a variety of ways, holding you and in a ball then moving them around to match the particles in that state is one way.)	For example, close your hand to make a ball. Tell students that a closed hand represents a particle. Then use your closed hand to show the movement of particles in solids, liquids, and gases. Students should do each hand motion after you have demonstrated it. This can be done with two hands as well.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		125	STEM Connection, Focus on Technology, paragraph 3, sentence 3	The fan helps move the food all around the food quickly.	The fan helps move the air all around the food quickly.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		126	Visual Literacy, paragraph 3, sentence 1	ASK: How does thermal energy transfer explain the small amount of yellow on the person's hand?	ASK: How does thermal energy transfer explain the small amount of green on the person's hand?
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		129	Making Connections, below paragraph 3	N/A	Consider This! Have students list out other jobs that might use a thermogram. Have them provide reasoning for each choice, then students should share with the people around them.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		129	Making connections, Take It Further	Learn more about the what it is like to be an energy auditor by watching the Virtual Career Fair Energy Auditor. Students see the types of inspections and analyses performed by energy auditors and the skills they need.	Learn more about the what it is like to be an energy auditor by watching the Virtual Career Fair Assess the Energy. Students will see the types of inspections and analyses performed by energy auditors and the skills they need.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		129	Making connections, Take It Further, Consider This!	Consider This! What other jobs might use thermograms? Then have them write their thoughts in their Science Notebooks.	Write About It Have students work with a partner to discuss what jobs they observed in the virtual career fair. Have them choose their favorite and then write their reflections in their Science Notebooks. Allow volunteers to share their reflections with the whole class.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		131	Lesson Review, question 4, after Dual Coded	N/A	On the state assessment, students may be asked to use cause-and-effect relationships to explain phenomenon.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Print Teacher Edition</i>	9781265566210		131	Lesson Review, question 3, answer choices and Dual Coded	A Incorrect The microwave is not transferring thermal energy directly via touch. B Incorrect The microwave is not cooking only fluids. C Correct The radiation heats up the water in the food and cooks the food. DOK 1D Incorrect This is not a form of thermal energy transfer but a state in which thermal energy can be found. Dual Coded Identify and apply patterns to understand and connect scientific phenomena or to design solutions. TEKS 7.5A	A Incorrect The microwave is not transferring thermal energy directly via touch. B Incorrect Convection is the transfer of thermal energy by movement from one part of a material to another and does not use electromagnetic waves like radiation. C Correct A microwave oven transfers thermal energy using microwaves, which are a form of electromagnetic wave. DOK 2D Incorrect This is not a form of thermal energy transfer.
<i>McGraw Hill Texas Science Grade 7 Print Teacher Edition</i>	9781265566210		131	Lesson Review, question 6, answer choice A	A Correct Thermal energy moves from the warmer food to the cooler air surrounding it by conduction. DOK 2	A Incorrect Thermal energy moves from the warmer food to the cooler air surrounding it by convection.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		135	Chapter Wrap-Up, question 8, answer choice A	D Correct Thermal energy flows from the warmer object to the cooler object until they are in thermal equilibrium, and then the energy flows back and forth between them, but the net change is zero. DOK 2	D Incorrect While thermal energy does flow back and forth between objects, this only occurs after thermal equilibrium has been reached.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		135	TEKS Review, question 8, after Dual Coded	N/A	On the state assessment, students may be asked to examine the parts of a system.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch, Quick Color, TEKS	7.1B, 7.1C, 7.1D, 7.1E, 7.3A, 7.5B, 7.8B, 7.8C	7.1B, 7.1C, 7.1D, 7.1E, 7.3A, 7.5B, 7.8B, 7.8C
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch, Quick Color, introduction paragraph sentence 1 and 2	Water is part of our daily lives, we drink it, cook with it, and clean with it. Solid water cools our drinks as ice cubes and water vapor is in the air we breathe.	Water is part of our daily lives. We drink it, cook with it, and clean with it. Solid water cools our drinks as ice cubes, and water vapor is in the air we breathe.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		141	Orbital Eccentricity, Read the Table question, last sentence	Use these values to determine the relative shapes of their orbits.	Using Table 1, what are the relative shapes of the planets' orbits?

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		142	Effects of Gravity paragraph	Effects of Gravity The strength of the force of gravity depends on mass and distance. Gravity always pulls objects toward each other. Objects with more mass have a greater gravitational attraction than objects with less mass. For example, the Sun alone has a greater gravitational attraction than Earth alone. As distance between objects increases, gravitational attraction decreases	Effects of Gravity The strength of the force of gravity depends on mass and distance. More massive objects exert a greater gravitational attraction than less massive objects. For example, the Sun exerts a greater force of gravity on an object than Earth has on the same object at the same distance. As distance between objects increases, the force of gravity decreases.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		144	Revolution and Rotation, paragraph 1, sentence 3	It takes Earth 365.24 days to complete its period of revolution.	It takes Earth 365.24 days to complete one revolution.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		145	History Connection, paragraph 1, sentence 2	This could not be explained by the law of universal gravitation of the Sun and known planets at that time.	This could not be explained by the gravitational attraction of the Sun and known planets at that time.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		149	Lesson 4.1, TEKS 7.9B Review, question 5, TEKS	7.2B, 7.9B	7.9B
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		149	Lesson 4.1, TEKS 7.9B Review, question 6, TEKS	7.1A, 7.9B	7.9B
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		165	Lesson 4.2, TEKS 7.9A Review, question 6	Describe Which statement correctly describes why most asteroids irregularly shaped instead of being spherical? TEKS 7.5B, 7.9A	Describe Which statement correctly describes why most asteroids are irregularly shaped instead of being spherical? TEKS 7.5B, 7.9A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		178	Lesson 4.3 TEKS 7.9C Review, question 2, TEKS	7.9C	7.5G, 7.9C
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		179	Lesson 4.3 TEKS 7.9C Review, question 4, TEKS	7.2B, 7.3A, 7.9C	7.3A, 7.9C
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		179	Lesson 4.3 TEKS 7.9C Review, question 5, TEKS	7.9C	7.5B, 7.9C
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		179	Lesson 4.3 TEKS 7.9C Review, question 6, TEKS	7.1A, 7.9C	7.5G, 7.9C
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		181	Chapter TEKS Review, introductory paragraph, sentence 3	Use the data in Table 1 to answer questions 1–3.	Use the data in Table 1 to answer questions 1–2.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		181	Chapter TEKS Review, question 1	1. Which planet has an the most highly elliptical orbit?	1. Which planet has the most highly elliptical orbit?
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		183	Chapter TEKS Review, question 7, TEKS	7.2A, 7.3A, 7.9A	7.3A, 7.9A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Science Grade 7 Write-In Print Student Edition	9781264902040		183	Chapter TEKS Review, question 8, TEKS	7.1E, 7.2B, 7.9A, 7.9C	7.2B, 7.9A, 7.9C
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		139	Quick Launch, Going Around and Around box	TEKS 7.1D, 7.1G, 7.3A, 7.9B Prep: 5 min Class: 20 min Purpose: To learn how forces can make objects move in circular paths. Summary: Students use a model to demonstrate that forces act on objects in the solar system, causing them to move in nearly circular paths.	TEKS 7.1A, 7.1B, 7.1C, 7.1G, 7.2A, 7.2D, 7.3A, 7.3B, 7.5G, 7.9A, 7.9B, 7.9C Prep: 5 min Class: 20 min Purpose: To explore how forces cause objects to move in circular paths. Summary: Students observe the motion of a ball and relate their observations to the forces that act on objects in the solar system.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		143	Explore Simulation, Describe Gravity and Orbits box	TEKS 7.1A, 7.1G, 7.3A, 7.9B Prep: 5 min Class: 40 min Purpose: Students will explore how gravity affects the shape of an orbit. Summary: Students will use a computer simulation to explore how the force of gravity relates to orbit shape. They will increase and decrease the force of gravity to observe its effect on the shape of Earth's orbit. They will also explore what happens if no gravity acts between two objects.	TEKS 7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.5C, 7.9B Prep: 10 min Class: 45 min Purpose: To explore how gravity affects the shape of an orbit. Summary: Students use a simulation to see how gravity affects the shape of an orbit.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		151	Quick Launch, Larger Than Life box	TEKS 7.1D, 7.1G, 7.3A, 7.9A Prep: 5 min Class: 20 min Purpose: To model the relative sizes of the Moon and inner planets in the solar system. Summary: Students use modeling clay to create models of the Moon and the inner planets. They are then given a table listing the diameters of these objects and check their thoughts about the relative sizes of these celestial objects.	TEKS 7.1B, 7.1C, 7.1D, 7.1G, 7.2A, 7.2C, 7.3A, 7.9A Prep: 5 min Class: 20 min Purpose: To model the relative sizes of the Moon and inner planets in the solar system based on prior knowledge. Summary: Students use modeling clay to make models of the Moon and the inner planets. Students then compare the actual diameters of these celestial objects to their previous thoughts about the relative sizes of these objects.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		163	Take it Further, paragraph 1 and 2	Help students discover more about what it's like to live in space by watching the virtual field trip A Day in Space.	Help students discover more about what it's like to live in space by watching the virtual field trip A Day in Space. Write About It Have students work with a partner to discuss what they observed in the virtual field trip. Have them write their reflections in their Science Notebooks. Allow volunteers to share their reflections with the whole class."
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		181	Chapter TEKS Review, Targeted TEKS table, SEP and Theme column	1 - 7.1A, 7.2B2 - 7.1E3 - 7.2B4 - 5 - 7.3A6 - 7 - 7.2A, 7.3A8 - 7.1E, 7.2B	1 - 7.2B2 - 7.2B3 - 4 - 5 - 7.3A6 - 7 - 7.3A8 - 7.2B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		181	Chapter TEKS Review, Question 2, Dual Coded statement, "On the state assessment..." paragraph	Dual Coded collect quantitative data using the International System of Units (SI) and qualitative data as evidence TEKS 7.1E On the state assessment, students may be asked to analyze quantitative data using SI units.	Dual Coded Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 7.2B On the state assessment, students may be asked to analyze data to identify statistical features, patterns, sources of error limitations.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch: Must Meet Requirements, Go Online	Go Online: Now check out the video Can't Take the Heat to see the phenomenon you modeled in the activity happening in real life.	Go Online: Now check out the video Can't Take the Heat to see an example of the phenomenon you modeled in the activity.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		195	Magnetic Reversals, paragraph 1, sentence 4	When a magnetic reversal occurs, Earth's magnetic field reverses direction.	A magnetic reversal is the process by which Earth's magnetic field reverses direction.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		202	Lesson 5.1 TEKS 7.10A Review, question 2, TEKS	TEKS 7.4A, 7.10A	TEKS 7.1H, 7.4A, 7.10A
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		202	Lesson 5.1 TEKS 7.10A Review, question 3	Predict Pangaea broke up about 200 million years ago. What do you think the arrangement of the continents might be like in 250 millions years? TEKS 7.3C, 7.10A,	Predict Pangaea broke up about 200 million years ago. What do you think the arrangement of the continents might be like in 250 million years? TEKS 7.10A
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		203	Lesson 5.1 TEKS 7.10A Review, question 6. TEKS	TEKS 7.2B, 7.3A, 7.10A	TEKS 7.3A, 7.10A
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		204	Quick Launch, Moving Plates, paragraph 2	Check out this animation Plate Boundaries to see this phenomenon modeled.	Check out the video Plate Boundaries to see this phenomenon modeled.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		206	Explore Simulation, Investigate Impacts of Plate Boundaries, TEKS	7.1A, 7.1G, 7.3A, 7.3B, 7.3C, 7.5B, 7.10A	7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.5A, 7.5B, 7.10B
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		206	Divergent Plate Boundaries, paragraph 2, sentences 3 and 4	The Mid-Atlantic Ridge is a divergent boundary that cuts down the middle of the Atlantic Ocean. Divergent boundaries within a continent pull continents apart and form continental rift valleys.	The Mid-Atlantic Ridge is a divergent plate boundary that cuts down the middle of the Atlantic Ocean. Divergent plate boundaries within a continent pull continents apart and form continental rift valleys.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		214	Transform Plate Boundaries, paragraph 1, sentence 2	A transform plate boundary forms where two plates slide past each other.	A transform plate boundary is a location where two plates slide past each other.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		218	Lesson 5.2 TEKS 7.10B Review, question 1, TEKS	TEKS 7.5A, 7.5B, 7.10B	TEKS 7.5B, 7.10B
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		219	Lesson 5.2 TEKS 7.10B Review, question 5, TEKS	TEKS 7.5A, 7.5B, 7.10B	TEKS 7.5B, 7.10B
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		222	Chapter TEKS Review, question 4, TEKS	TEKS 7.5A, 7.10B	TEKS 7.5B, 7.10B
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		184D	Lesson 5.2 TEKS 7.10B, Plate Tectonics and Geologic Events, Essential Question	Essential Question: How does plate tectonics shape Earth's surface?	Essential Question: How does the movement of tectonic plates shape Earth's surface?

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		198	Revisit the Explore Lab box	Seafloor SpreadingIn the reasoning section of the CER charts, students shouldinclude the fact that If the magma flowing up and out aslava onto the ocean floor is flowing at a set rate, it would beexpected that the ocean crust that forms would beconsistent in width no matter the polarity. So, a change inthe width would mean that the speed of spreading hadchanged. This is the scientific concept that supports theirclaim. TEKS 7.10A	Investigate Seafloor SpreadingIn the reasoning section of the CER charts, students shouldinclude the fact that If the magma flowing up and out aslava onto the ocean floor is flowing at a set rate, it would beexpected that the ocean crust that forms would beconsistent in width no matter the polarity. So, a change inthe width would mean that the speed of spreading hadchanged. This is the scientific concept that supports their-claim.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		204A	Lesson 5.2 TEKS 7.10B, Plate Tectonics and Geologic Events, Lesson Overview, Essential Question	Essential Question: How does plate tectonics shape Earth's surface?	Essential Question: How does the movement of tectonic plates shape Earth's surface?
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		204A	Lesson 5.2 TEKS 7.10B, Plate Tectonics and Geologic Events, Lesson Overview, TEKS Progression	N/A	HSEarth SystemsE.8E explain how plate tectonics accounts for geologic processes, including sea floor spreading and subduc-tion, and features, including ocean ridges, rift valleys, earth-quakes, volcanoes, mountain ranges, hot spots, and hydrother-mal vents
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		205	Quick Launch, Moving Plates, box	TEKS 7.1B, 7.1C, 7.1D, 7.5B, 7.5G, 7.10BPrep: : 5 min Class: 10 minPurpose: Students model interactions among tec-tonicplates.Summary: Students use flat rectangles of modeling clay todemonstrate and observe what happens when tec-tonicplates interact with each other.	TEKS 7.1C, 7.1G, 7.3A, 7.5B, 7.10BPrep: 10 min Class: 15 min-Purpose: To model plate motion along plate boundaries and observe the effects.Summary: Students use modeling clay to model plate interactions and observe what happens at the plate boundaries.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		205	Essential Question	How does plate tectonic activity shapeEarth's surface?	How does the movement of tectonic plates shape Earth's sur-face?
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		206	Explore Simulation, Investigate Impacts of Plate Boundaries, box	Impacts of Plate BoundariesTEKS 7.2B, 7.3A, 7.5A, 7.5B, 7.10APurpose: To investigate how plate motion causes volca-noes,ocean basin formation, mountain building, and earth-quakes.Summary: Students simulate plate motion and observe theeffects of plate motion on the landscape.	Investigate Impacts of Plate BoundariesTEKS 7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.5A, 7.5B, 7.10BPrep: : 5 min Class: 45 minPurpose: To investigate how plate motion causes volca-noes,ocean basin formation, mountain building, and earth-quakes.Summary: Students use a computer simulation to inves-tigate how plate motion and plate type cause different features to form.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		217	Making Connections, Take It Further, paragraph 2	N/A	Write About It Have students work with a partner to discuss what they observed in the video. Have them write their reflections in their Science Notebooks.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		220	Chapter Wrap-Up, Assess, Science Mindset	TK	Remind students that the questions that they recorded in their Science Notebooks show that they are taking ownership of their learning. Encourage them to reflect on the growth that they have made and to voice any concerns that they may have if they still do not fully understand any concept covered in the chapter.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		221	TEKS Review, question 1, answer explanation A	1. A Correct The older plate is denser because it is also cooler, the denser plate will subduct, subduction forms oceanic trenches. DOK 3	1. A Correct The older plate is denser because it is also cooler, so it will subduct and form an oceanic trench. DOK 3
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		221	TEKS Review, question 1, Dual Coded statement, "On the state assessment..." statement	N/A	Dual Coded Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. TEKS 7.5BAnalyze and explain how energy flows and matter cycles through systems and how energy and matter are conserved through a variety of systems. TEKS 7.5EOn the state assessment, students may be asked to identify cause-and-effect relationships and explain how matter cycles through systems.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		221	TEKS Review, question 2, Dual Coded statement, "On the state assessment..." statement	Dual Coded The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. TEKS 7.2 On the state assessment, students may be asked to explain the relationship between plate tectonic activity and the formation of volcanoes from hot spots.	Dual Coded Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 7.2BOn the state assessment, students may be asked to analyze data. Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 7.3ACommunicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 7.3B"On the state assessment, students may be asked to individually develop and communicate explanations consistent with scientific theories.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		221	TEKS Review question 3, Answer choices C and D	C incorrect Volcanic islands can be explained by the motion of plates but was not used as evidence for continental drift. D incorrect Flooding around the world was not used as evidence for continental drift.	C Incorrect Volcanic islands can be explained by the motion of plates but was not used as evidence for continental drift. D Incorrect Flooding around the world was not used as evidence for continental drift.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		221	TEKS Review, question 3, after choice D	N/A	Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS7.3ACommunicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 7.3B"On the state assessment, students may be asked to individually develop and communicate explanations consistent with scientific theories.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch: Putting the Pieces Together, introductory paragraph, last sentence	Cut out and arrange the continents to form one supercontinent.	Cut out and arrange the continents to form one supercontinent. Record your observations.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch: Moving Plates, TEKS	7.1B, 7.1C, 7.1G, 7.3A, 7.5B, 7.10A	7.1C, 7.1G, 7.3A, 7.5B, 7.10B
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch: Moving Plates, Go Online	Go Online: Check out this animation Plate Boundaries to see this phenomenon modeled.	Go Online: Check out the video Plate Boundaries to see this phenomenon modeled.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		226	Quick Launch, World of Water, paragraph 2	Now check out the animation Where is Our Water to see this phenomenon happening in the real world.	Now check out the animation Where Is Our Water to see this phenomenon happening in the real world.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		229	Surface Water, paragraph 2, sentence 1	When rain falls on a pointed roof, it runs down the roof in opposite directions on either side.	When rain falls on a pointed roof, it runs down the roof in opposite directions on either side due to gravity.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		245	Weather and Climate Regulation, paragraph 1, after sentence 4	A gyre is a large circular system of ocean currents. Warm and cold currents affect weather and climate in different ways.	A gyre is a large circular system of ocean currents. Gyres occur at the water's surface. Warm and cold currents affect weather and climate in different ways.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		245	Under Weather and Climate Regulation, Read the Map question	Circle the regions where warm, humid summer evenings occur.	Ocean currents affect weather and climate all over Earth. Circle all regions where warm, humid summer evenings most likely occur.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		246	Carbon Storage, paragraph 1, sentence 1	The ocean plays a large part in regulating Earth's climate by absorbing and storing carbon.	The ocean regulates Earth's climate by absorbing and storing carbon. When there is less carbon in the atmosphere, Earth tends to be cooler.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		250	Global Climate Change, paragraph 1, after sentence 4	The amount of carbon dioxide (CO2) in Earth's atmosphere has also increased. Some of the increase in the amount of CO2 is due to human activities, such as the burning of fossil fuels.	The amount of carbon dioxide (CO2) in Earth's atmosphere has also increased. Increased CO2 in the atmosphere causes Earth to become warmer. Some of the increased CO2 is due to human activities, such as the burning of fossil fuels.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		250	Under Global Climate Change, graph	graph of Atmospheric Carbon Dioxide Concentrations, label on the line: Current level	graph of Atmospheric Carbon Dioxide Concentrations, label on the line: 2021 level
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		251	Explore Simulation, Describe and Explain Surface Temperature Rise, TEKS	7.11B	7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.5G, 7.11B
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		252	Coral Bleaching, paragraph 1, sentence 2	A temperature increase as small as 1°C can cause coralsto die.	A temperature increase as small as 1°C can cause coralsto expel their algae. Algae gives corals their color and provides nutrients.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		252	Coral Bleaching, paragraph 1, sentence 6 and 7	Corals do not die when they bleach, but they are put under more stress and become more susceptible to death as they lose the algae that live on them. Coral reefs provide habitats for fish and many other organisms.	Corals do not die when they bleach, but they become stressed and more susceptible to death as they lose their algae.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		257	Lesson 6.2 TEKS 7.11B Review, question 4	4. Recall Which is NOT a direct consequence of rising ocean temperature?	4. Recall Which is NOT a direct consequence of rising ocean temperatures?
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		257	Lesson 6.2 TEKS 7.11B Review, Question 4, Answer choice B	B glacier melting	B sea ice melting
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		258	Show What YOU Know, bullets 1 and 2	In the Engineering Challenge Save the Oceans, choose ascenario about a human activity that has affected oceansystems.Plan an investigation to determine how ocean systems havebeen affected by the change.	In the Engineering Challenge Save the Water, choose ascenario about a human activity that has affected watersystems.Plan an investigation to determine how water systems havebeen affected by the change.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		260	Chapter TEKS Review Question 4	The following data were taken from an experiment to study how rising ocean surface temperature due to human activities affects dissolved oxygen concentration in water. Use the following table to answer question 4. 4. Which of the following correctly describes and explains the water temperature affect the dissolved oxygen concentration?	The following data were taken from an experiment to study how rising ocean surface temperatures due to human activities affect dissolved oxygen concentration in water. Use the following table to answer question 4. 4. Which of the following statements correctly describes and explains how the water temperature affects the dissolved oxygen concentration?
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		260	Chapter TEKS Review, Question 5	Excess nutrients from fertilizers or sewage can enter a pond and result in an increase in the population of algae. When the algae die, bacteria break down the algae and use oxygen as they decay. This can cause the dissolved oxygen concentration in the pond to decrease.	Excess nutrients from fertilizers or sewage can enter a pond and result in an increase in the population of algae. When the algae die, bacteria use oxygen to break down the algae . This can cause the dissolved oxygen concentration in the pond to decrease. What might happen as a result of low dissolved oxygen concentrations in a pond?
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		261	Chapter TEKS Review, Question 6, TEKS	7.1A, 7.11A	7.11A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		224C	Chapter Overview question	How does human activity impact the water at the mouth of the Irrawaddy River?	How does human activity impact the water at the mouth of this river?
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		225	Chapter Launch question	How does human activity impact the water at the mouth of the Irrawaddy River?	How does human activity impact the water at the mouth of this river?
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		227	Quick Launch, World of Water box	TEKS 7.1B, 7.1C, 7.1G, 7.3A, 7.3C Prep: 10 min Class: 15 min Purpose: To demonstrate the distribution of all water on Earth and illustrate the imbalance between the amount of usable fresh water and the rest of Earth's water. Summary: Students use water and food coloring to model the distribution of water on Earth.	TEKS 7.1C, 7.1D, 7.3A, 7.3B, 7.3C, 7.5B, 7.5D, 7.5E, 7.11A Prep: 10 min Class: 15 min Purpose: To demonstrate the distribution of all water on Earth and illustrate the imbalance between the amount of usable freshwater and the rest of Earth's water. Summary: Water and food coloring are used in a teacher demonstration to model the distribution of water on Earth.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		229	Under Surface Water, Evaluate question, sample answer	It could pick up oil and gas that leak from cars or pick up litter.	It could pick up oil and gas that leak from cars or move litter into waterways.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		230	Surface Water, continued, paragraph 2, sentence 4	That means it is about 1.7 times bigger than the contiguous United States.	It is roughly the size of the United States and Mexico combined.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		232	Stream Modification, Explain Question, Sample Answer	Dams are a barrier to migratory fish, preventing them from being able to reach downstream.	Dams are a barrier preventing fish from being able to reach upstream or downstream.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		235	Explore Lab, Analyze the Impact of Pollution in an Aquifer box	TEKS 7.1B, 7.1C, 7.1D, 7.1G, 7.3A, 7.3B, 7.3C, 7.11A Prep: 20 min Class: 40 min Purpose: To observe how polluted water moves through an aquifer. Summary: Students observe how water dyed with food coloring flows through aquarium gravel to understand how polluted water moves through an aquifer.	TEKS 7.1B, 7.1C, 7.1D, 7.1G, 7.3A, 7.3B, 7.3C, 7.5B, 7.5C, 7.5D, 7.5G, 7.11A Prep: 20 min Class: 40 min Purpose: To observe how polluted water moves through an aquifer. Summary: Students construct an aquifer out of gravel and pump the water out of the gravel aquifer to view how saltwater moves through the aquifer.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		236	STEM Connection, Focus on Math, paragraph 5, sentence 3	The aquifer water level decreased from about -2 m to about -13 m.	The aquifer water level decreased from about -4 m to about -13 m.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		239	Instructional Options, Conversation Starters, Multiple Perspectives, A Link to a Native American Name, paragraph 1 sentence 3-4	The name Ogallala, however, was derived from the Oglala Sioux Native Americans. The original spelling was Ogala and it was pronounced Oklada.	The name Ogallala, however, was derived from the Oglala Lakota, who are part of the Sioux Nation. The original spelling was Oglala and it was pronounced Oklada.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		239	Instructional Options, Conversation Starters, Multiple Perspectives, A Link to a Native American Name, paragraph 2 sentence 1	Many Native American tribes, including the Oglala Sioux, believe that water is sacred.	Many Native American groups, including the Oglala Lakota, believe that water is sacred.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		239	Instructional Options, Conversation Starters, Multiple Perspectives, A Link to a Native American Name, paragraph 2 sentence	Knowing that water is vital for life, Native American cultures have always valued protecting their water resources.	Knowing that water is vital for life, many Native American cultures value protecting their water resources.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		243	Quick Launch, Moving Waters box	TEKS 7.1B, 7.1D, 7.1G, 7.3B, 7.11B Prep: 10 min Class: 10 min Purpose: To observe the relationship between ocean currents and temperature and how that impacts weather and climate regulation. Summary: Students observe a teacher demonstration of convection behavior using cold and warm water.	TEKS 7.1C, 7.1D, 7.2A, 7.3A, 7.3B, 7.3C, 7.5B, 7.5D, 7.5G, 7.11B Prep: 10 min Class: 10 min Purpose: To observe the relationship between ocean currents and temperature and how that relationship impacts weather and climate regulation. Summary: Students observe a teacher demonstration of convection behavior using cold and warm water.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		244	Earth's Ocean Systems, Plan section, TEKS Progressions, paragraph 1, sentence 1	In Grade 4, students learned about Earth's renewable and non-renewable resources and the advantages and disadvantages of using them TEKS 4.11A.	In Grade 5, students explained how the Sun and the ocean interact in the water cycle and affect weather TEKS 5.10A.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		247	Visual Literacy, Ask, paragraph 3, sentence 2	Plants use the carbon dioxide for photosynthesis, and shelled organisms and coral use the carbon dioxide to help make their shells and skeletons.	Plants and phytoplankton use the carbon dioxide for photosynthesis, and shelled organisms use the carbon dioxide to make their shells.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		251	Explore Simulation box, Describe and Explain Surface Temperature Rise	TEKS 7.11BPrep: 5 min Class: 40 minPurpose: Students describe and visualize the global impact of higher temperatures in the ocean Summary: Students use a computer model to investigate how changing certain factors such as surface water temperature and sea level are related to coral bleaching.	TEKS 7.1B, 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.5G, 7.11B7.11BPrep: 5 min Class: 45 minPurpose: To investigate the effects of ocean surface temperature rise on ocean systems. Summary: Students use a simulation to observe the change in seawater level, dissolved oxygen level, and coral bleaching percentage when the ocean surface temperature rises 1°C, 2°C, and 3°C.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		251	Visual Literacy, Read the Graph, paragraph 4, sentence 3	If students are 12 years old, then by the time they are 50years old, sea level might have risen 17 cm.	If students are 12 years old, then by the time they are 50years old, sea level might have risen 12.92 cm.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		257	Lesson Review, Assess section, question 4, answer choice B	B Incorrect This is a result of rising surface air temperatures.	B Incorrect This is a result of rising ocean water temperatures.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		257	Lesson Review, Assess section, question 4, Dual Coded Statement, "On the state assessment..." statement	N/A	Dual Coded Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. TEKS 7.5BOn the state assessment, students may be asked to identify cause-and-effect relationships to explain scientific phenomena.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		258	Show What YOU Know, paragraph 1, sentence 1	Access the Engineering Challenge Save the Oceans.	Access the Engineering Challenge Save the Water.
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		259	TEKS Review, Targeted TEKS table, SEP and Theme column	1 - 7.2C2 - 7.2B3 - 4 - 7.2B5 - 7.3A6 - 7 - 7.5B8 -	1 - 7.2C 2 - 7.2B3 - 4 - 7.2B 5 - 7.3A6 - 7 - 7.2D8 - 7.5D
McGraw Hill Texas Science Grade 7 Digital Teacher Edition	9781265566210		259	TEKS Review, Question 1, Choice A	A Correct $100 - 12.5/25 \text{ years} = 3.75 \text{ mm/year}$, so this choice is the closest to the answer.	A Correct $100 - 12.5/25 \text{ years} = 3.5 \text{ mm/year}$, so this choice is the closest to the answer.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		259	TEKS Review, Question 1, Choice D	D Incorrect $100 - 12.5/25 = 3.75$ mm/year. This answer choice is too high.	D Incorrect $100 - 12.5/25 = 3.5$ mm/year. This answer choice is too high.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch: World of Water, Safety Symbols	Goggles icon, apron icon, handwashing icon	handwashing icon
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch: World of Water, paragraph 2	Go Online: Now check out the animation Where is Our Water to see this phenomenon happening in the real world.	Go Online: Now check out the animation Where Is Our Water to see this phenomenon happening in the real world.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		277	Revisit the Explore Lab, sentence 1	Think about the results you observed and the claim you made in the lab Investigating Energy Flow in Ecosystems.	Think about the results you observed and the claim you made in the lab Investigate Energy Flow in Ecosystems.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		281	Lesson 7.1 TEKS 7.12A, B Review, question 6, TEKS	TEKS 7.3A, 7.5D, 7.5E, 7.1G, 7.12A	TEKS 7.1G, 7.5E, 7.12A
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		284	Explore Lab, Investigate Matter Cycles, TEKS	7.12B	7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5B, 7.5D, 7.5E, 7.12B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		289	Under Nitrogen Cycle, Read the Diagram image, answer arrows	Diagram of the nitrogen cycle. Answer includes an arrow connecting lightning in the atmosphere to nitrogen-fixing bacteria on plant roots, an arrow connecting the nitrogen-fixing bacteria on plant roots to plants taking in nitrogen from the soil, and an arrow connecting decaying organic matter and waste in the soil to bacteria in soil convert nitrogen into nitrogen gas.	Update answer arrows to include an arrow connecting the atmosphere to nitrogen compounds in the soil, an arrow connecting nitrogen-fixing bacteria on plant roots to nitrogen compounds in the soil, an arrow connecting nitrogen compounds in the soil to animals eat plants, an arrow connecting the animals and plants to decaying organic matter and animal waste return nitrogen compounds to the soil, and an arrow connecting decaying organic matter and animal waste in the soil to bacteria in soil convert nitrogen compounds into nitrogen gas.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		291	Revist the Explore Lab, sentences 2 and 3	Reread the paragraphs about the Carbon Cycle and Nitrogen Cycle again and think about how this relates to the lab. Then return to your claim in your CER organizer.	Reread the paragraphs about the carbon and nitrogen cycles again and think about how this relates to the lab. Then return to your claim in your CER organizer.CER Add reasoning for your evidence.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		292	Texas Spotlight, title	Restoring Lacava Bay	Restoring Lavaca Bay
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		292	Mercury Bioaccumulation, paragraph 2, sentence 3	These health concerns are why the Lacava Bay fishery closed.	These health concerns are why the Lavaca Bay fishery closed.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		295	Lesson 7.2 TEKS 7.12B Review, question 4	Based on the graph and your knowledge of ecosystems, which most likely describes the cycling of matter in this ecosystem in August. TEKS 7.3A, 7.2B, 7.5E, 7.12B, Math 7.4A, 7.6C, 7.6H	Based on the graph and your knowledge of ecosystems, which most likely describes the cycling of matter in this ecosystem in August? TEKS 7.2B, 7.12B; Math 7.4A, 7.6C, 7.6H
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		296	Show What YOU Know, bullet 3	Design a solution to the problem.	Design a solution to the problem. Make a model of your solution. Evaluate your model and solution.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		296	Show What YOU Know, bullet 4	Create a model of your solution. Evaluate your model and solution. Then explain it to someone.	CER Make a claim about your solution. Provide evidence and reasoning to support the claim.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		298	Chapter TEKS Review, question 3, TEKS	TEKS 7.1G, 7.5E, 7.12A, 7.12B	TEKS 7.1G, 7.5E, 7.12A
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		299	Chapter TEKS Review, question 6, TEKS	TEKS 7.3A, 7.3B, 7.5E, 7.12A	TEKS 7.5E, 7.12A
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		262D	Stem Connection, last sentence	Students learn that insect farming can be less resource-intensive than animal farming and analyze which insect at different trophic levels in a food web can feed the most people.	Students learn that insect farming can be less resource-intensive than animal farming and analyze which insect at each trophic level in a food web can feed the most people.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		262D	Lesson 7.2, Matter Cycles in Ecosystems, paragraph 1, sentence 5	At the end of the lesson, students apply what they have learned in a STEM Connection: Restoring Lacava Bay.	At the end of the lesson, students apply what they have learned in a STEM Connection: Restoring Lavaca Bay.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		262D	Lesson 7.2, Matter Cycles in Ecosystems, Texas Spotlight, paragraph 1, sentence 1	In the 1960s, Lacava Bay was polluted with mercury, causing bioaccumulation in fish.	In the 1960s, Lavaca Bay was polluted with mercury, causing bioaccumulation in fish.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		262D	Lesson 7.2, Matter Cycles in Ecosystems, Texas Spotlight, paragraph 1, sentence 3	Students compare the ecological impact of mercury at Lacava Bay to the accumulation of microplastics in waterways in the United States.	Students compare the ecological impact of mercury at Lavaca Bay to the accumulation of microplastics in waterways in the United States.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		278	Stem Connection, Focus on Math, Edible Insects, checkmark 1	Read the Science Background to have more information and context around edible insects and energy pyramids.	Read the Science Background for more information and context about edible insects and energy pyramids.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		278	Stem Connection, Focus on Math, Edible Insects, checkmark 2	Preview the virtual field trip Dining on Bugs before sharing with the class.	Preview the virtual field trip Culinary Insects before sharing with the class.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		278	Stem Connection, Focus on Math, Edible Insects, Science Background, paragraph 1, sentence 1	In 2013, the United Nations Food and Agriculture Organization released a report that said insect farming and consumption could help alleviate world hunger and reduce pollution.	In 2013, the United Nations (UN) Food and Agriculture Organization released a report that said insect farming and consumption could help alleviate world hunger and reduce pollution.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		279	Making Connections, Apply paragraph, sentence 2	Remind students to label each level with producer, primary consumer, and tertiary consumer and to note the trophic level number for each level.	Remind students to label each level with producer, primary consumer, secondary consumer, and tertiary consumer and to note the trophic level number for each level.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		279	Making Connections, Take It Further, Identifying Misconceptions, sentence 1	Some students may consider eating insects but insects are a part of people's diets in many countries.	Some students may consider eating insects unpleasant or unsafe, but insects are a part of people's diets in many countries.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		283	Quick Launch, Carbon on the Move, TEKS	TEKS 7.1A, 7.1C, 7.1G, 7.3A, 7.3B, 7.12B	TEKS 7.1C, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.5D, 7.5E, 7.12B
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		284	TEKS Progressions, paragraph 1, sentence 1	In Grade 5, students observed how organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem TEKS 5.12A.	In Grade 5, students predicted how changes in an ecosystem affect the cycling of matter and flow of energy in a food web TEKS 5.12B.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		285	Explore Lab, Investigate Matter Cycles, TEKS	7.1.B, 7.1C, 7.1D, 7.1F, 7.1G, 7.2.B, 7.3A, 7.5E, 7.12B	7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5B, 7.5D, 7.5E, 7.12B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		286	Earth Science Connection, header	Weathering and Erosion	N/A
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		286	Earth Science Connection, paragraph 2, sentence 2	In one type of chemical weathering, rain and water forms a chemical reaction with minerals in rocks.	In one type of chemical weathering, water forms a chemical reaction with minerals in rocks.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		292	Texas Spotlight title	Restoring Lacava Bay	Restoring Lavaca Bay
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		292	Plan section, paragraph 1, sentence 1	In this section, students learn about the bioaccumulation of-mercury in Lacava Bay and how microplastics movethrough the water cycle to the Gulf of Mexico.	In this section, students learn about the bioaccumulation of-mercury in Lavaca Bay and how microplastics movethrough the water cycle to the Gulf of Mexico.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		292	Teach section, Mercury Bioaccumulation, paragraph 1, sentence 4	Mercury pollution can devastate an ecosystem, as seen at Lacava Bay.	Mercury pollution can devastate an ecosystem, as seen at Lava-ca Bay.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		293	Restoration Efforts, paragraph 1, sentences 2 and 3	This is what happened in Lacava Bay. In 1994, the Environmen-tal Protection Agency (EPA) declared Lacava Bay a Superfund site.	This is what happened in Lavaca Bay. In 1994, the Environmen-tal Protection Agency (EPA) declared Lavaca Bay a Superfund site.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		293	Restoration Efforts, paragraph 2, sentence 1	ASK: Why is it important that the EPA can afford clean up a Superfund site?	ASK: Why is it important to clean up Superfund sites?
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		293	Making Connections, paragraph 1, sentence 2	Make a connection between the cycling of mercury in the Lacava Bay ecosystem and the cycling of microplastics in wa-terways.	Make a connection between the cycling of mercury in the Lava-ca Bay ecosystem and the cycling of microplastics in waterways.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		293	Making Connections, after paragraph 3	N/A	Consider This! Encourage students to think about the many ways they use plastic on a daily basis. Have students work individually to generate ideas. Then, have them share their ideas with a partner.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		293	Differentiation Options, Reinforce, Use to Intervene, Reinforce, sentence 1	Discuss the Lacava Bay restoration efforts with students and answer any questions they may have.	Discuss the Lavaca Bay restoration efforts with students and answer any questions they may have.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		293	Differentiation Options, Reinforce, Use to Intervene, Reinforce, after last sentence	(Restoring Lacava Bay)	(Restoring Lavaca Bay)
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		293	Differentiation Options, Extend, Use to Accelerate	Work with a partner to research how much progress the restoration efforts in Lacava Bay have made. If time permits, have students share the results of their research with the class. (Restoring Lacava Bay)	Work with a partner to research how much progress the restoration efforts in Lavaca Bay have made. If time permits, have students share the results of their research with the class. (Restoring Lavaca Bay)
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		322	Explore Simulation, Compare Offspring, TEKS	7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G, 7.2B, 7.3A, 7.3B, 7.3C, 7.5A, 7.5G, 7.13C	7.1B, 7.1C, 7.1E, 7.2B, 7.3A, 7.3B, 7.3C, 7.5G, 7.13C
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		329	Lesson 8.2 TEKS 7.13C Review Question 3, Choice B	B This dog family will show less genetic variation than a population of yeast cells that reproduce asexually.	B This dog family will show less genetic variation than a population of coral that reproduce asexually.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		329	Lesson 8.2 TEKS 7.13C Review Question 4, TEKS	7.3B, 7.5G, 7.13C	7.5G, 7.13C

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		330	Quick Launch, Bug Spttong, paragraph 1, last sentence	Record your observations and ideas from the activity.	Record your observations and ideas from the activity. Be sure to ask your teacher for clarification as needed.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		333	Explore Lab, Investigate Variations of Traits, TEKS	7.1A, 7.1B, 7.3A, 7.3B, 7.5B, 7.5G, 7.13D	7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G, 7.2A, 7.2B, 7.2C, 7.3A, 7.3B, 7.3C, 7.5A, 7.5B, 7.5F, 7.5G, 7.13D
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		343	Making Connections, paragraphs 1 last sentence and paragraph 2, sentence 1	For example, the wild mustard seed has been used to create five common foods. Predict Examine the different plants that have been selected for from the wild mustard plant.	For example, the wild mustard plant has been used to produce five common foods. Predict Examine the different plants that have been produced from the wild mustard plant.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		344	Lesson 8.3 TEKS 7.13D Review Question 3, TEKS	TEKS 7.13D	TEKS 7.5G, 7.13D
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		349	Chapter TEKS Review, Question 6,TEKS	TEKS 7.5F, 7.5G, 7.13B	TEKS 7.5G, 7.13B
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		304	TEKS Progressions, sentence 1	In Grade 6, students learned that organisms are composed of one or more cells, which come from pre-existing cells and are the basic unit of structure and function TEKS 6.13A	In Grade 6, students described the hierarchical organization of organism, population, and community within an ecosystem TEKS 6.12C.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		304	Explore Lab, Model Organism Organization, TEKS	7.1B, 7.1C, 7.1D, 7.1G, 7.2A, 7.3A, 7.3B, 7.3C, 7.13B	7.1B, 7.1C, 7.1E, 7.1G, 7.2A, 7.3A, 7.3B, 7.3C, 7.5D, 7.13B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		304	Explore Lab, Model Organism Organization, Purpose	Purpose: To model the levels of organization in a multicellular organism.	Purpose: To model the levels of organization in a plants and animals.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		319	Asexual Reproduction in Animals, paragraph 3	ASK: How do the yeast in the photos reproduce?	ASK: How do the hydra in the photos reproduce?
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		319	Differentiation Options, Reinforce, Use to Intervene	Budding Babies Have students work in pairs to draw a cartoon of two yeast cells that are both starting to form a bud. They should include caption bubbles in their cartoon that contain a conversation between the yeast cells that is scientifically accurate. (Asexual Reproduction in Animals)	Budding Babies Have students work in pairs to draw a cartoon of two hydra that are both starting to form a bud. They should include caption bubbles in their cartoon that contain a conversation between the hydra that is scientifically accurate. (Asexual Reproduction in Animals)
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		319	Conversation Starters, Fun Fact	2. Have students compare the demonstration to the process of asexual reproduction. Fun Fact Yeast and Bread When yeast cells are mixed with flour, sugar, and water, they begin to reproduce. Yeast obtain energy by fermenting sugar, a process which produces carbon dioxide and alcohol. The carbon dioxide gas causes the bread dough to rise. The alcohol evaporates during baking.	2. Have students compare the demonstration to the process of asexual reproduction.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		327	Conversation Starters, Fun Fact, Deep Blue Sea, paragraph 1, sentence 1 - 3	Deep Blue Sea Did you know that 95 percent of the organisms on Earth live in oceans? Oceans are so large, and very little of oceans have been explored. Scientists estimate that 91 percent of species that exist in oceans have yet to be discovered!	Deep Blue Sea Did you know that 95 percent of the organisms on Earth live in the ocean? The ocean is so large, and the National Oceanic and Atmospheric Administration estimates that more than 80 percent of the ocean remains unexplored. Scientists estimate that 91 percent of species that exist in the ocean have yet to be discovered!
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		329	Lesson Review, Assess, question 3, answer choice B	B Incorrect The dogs reproduce sexually so they have more genetic variation than yeast cells that reproduce asexually.	B Incorrect The dogs reproduce sexually so they have more genetic variation than hydra that reproduce asexually.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		346	Chapter Wrap-Up, Assess section, First question mark, Revisit the Big Idea	Revisit this chapter's Big Idea with students: Why do these birds and their baby have different traits?	Revisit this chapter's Big Idea with students: The organization of ecological systems helps them function to support the health of organisms, and traits are inherited.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		346	Chapter Wrap-Up, Assess section, Second question mark, paragraph 1, last sentence	N/A	Due to natural selection, these variations become traits.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		346	Show What YOU Know, paragraph 1, sentence 2	Students synthesize their understandings from the chapter by planning and conducting an investigation into the organization, reproduction, and selective pressures of a plant and animal common to their Texas region.	Students synthesize their understandings from the chapter by planning and conducting an investigation into the organization, reproduction, and change in traits over time of a plant and animal common to their Texas region.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		349	Chapter Wrap-Up, TEKS Review, question 6, Table 1, Speed of Reproduction Row	Speed of Reproduction, faster, slower	Change to Population over Time, low, high
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch: Parts of A Whole, introduction paragraph, sentence 2 and 3	Check out the video Pointillism to observe an example of an art style called pointillism. This is a style of painting, or drawing, in which many dots are grouped together to form an image.	Go Online: Check out the video Get to the Point to observe an example of an art style called pointillism. This is a style of painting, or drawing, in which many tiny dots are grouped together to form an image.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		361	Explore Simulation, Model the Heart's Function, TEKS	7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G, 7.2B, 7.3A, 7.5A, 7.5D, 7.5F, 7.13A	7.1B, 7.1C, 7.1E, 7.1G, 7.3A, 7.3B, 7.5A, 7.5D, 7.5F, 7.13A
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		366	Health and Bacteria, paragraph 5, sentence 2	Most recently, doctors have looked at how a mother's diet can effect the gut microbiome of the baby to avoid NEC in newborns.	Most recently, doctors have looked at how a mother's diet can affect the gut microbiome of the baby to avoid NEC in newborns.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		369	Lesson 9.1 TEKS 7.13A Review, question 4, TEKS	7.1G, 7.2B, 7.3A, 7.13A	7.2B, 7.13A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		383	Development, sentence 5	During birth, hormones are released that cause the uterus to contract, pushing the fetus through the vagina and out of the body.	During birth, hormones are released that cause the uterus to contract, pushing the fetus through the vagina and out of the woman's body.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		383	Apply It question, table	Reproductive Parts—Function Zygote—A combination of the egg and sperm that make the first human cell Estrogen—A hormone that aids in egg maturation Embryo—This attaches to the uterus for human growth Sperm—The male gamete	Structure—Function Egg—female reproductive cell Uterus—where the baby grows Ovary—where eggs grow and mature Sperm—male reproductive cell
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		383	Apply It question, Identify question	Use the table to match the parts and functions of the reproductive system.	Use the table to match the structures and functions of the reproductive system.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		386	Lesson 9.2 TEKS 7.13A Review, question 1, TEKS	7.2B, 7.5D, 7.5F, 7.13A	7.5F, 7.13A
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		364	Second Line of Defense: Immune Response, Title	Second Line of Defense: Immune Response	Second Line of Defense: The Immune Response
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		367	Making Connections, paragraph 3	Describe Students should use their knowledge of the link between mother and fetus to consider how the mother's diet could affect a fetus in utero.	Research Students may need help with thinking of biology-related careers. As a class, brainstorm some possible careers for students to research. After they have constructed their responses, have them discuss their researched career with a partner.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		371	Quick Launch, Model a Robotic Hand	TEKS 7.1A, 7.1B, 7.1C, 7.1D, 7.1G, 7.2A, 7.3A, 7.3B, 7.13APrep: 30 min Class: 15 minPurpose: To model the function of a robotic hand which demonstrates the interaction between the muscular and skeletal system.Summary: Students observe a demonstration of how a robotic hand works. Students will observe the interaction between the muscles, bones, and skin to understand the function of the muscular and skeletal system.	TEKS 7.1A, 7.1C, 7.1E, 7.1G, 7.2A, 7.2B, 7.3A, 7.3B, 7.5C, 7.5D, 7.5F, 7.5G, 7.13APrep: 30 min Class: 20 minPurpose: To model the function of a robotic hand, which demonstrates the interaction between the muscular and skeletal system.Summary: Students observe a demonstration of how a robotic hand works using a model constructed by the teacher. Students understand how the system changes when different parts of the models change.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		372	Structure and Movement, Plan section, Explore Simulation	Explore SimulationPreview the lab Identify Muscle Tissues, in which students use a simulation to identify three types of muscle tissues in the human body.	Explore LabPreview the lab Model Muscle Function, in which students test and compare the function of voluntary and involuntary in the human body.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		375	Explore Simulation	Explore SimulationIdentify Muscle TissuesTEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.2B, 7.5A, 7.5C, 7.5D, 7.5F, 7.13APrep: 5 min Class: 45 minPurpose: To identify the structure and function of different types of muscle tissue.Summary: Students use a virtual simulation to observe the three main types of muscle tissue under a microscope.	Explore LabModel Muscle FunctionTEKS 7.1B, 7.1C, 7.1D, 7.1E, 7.1G, 7.2B, 7.2C, 7.3A, 7.5D, 7.13APrep: 5 min Class: 45 minPurpose: To compare the function of involuntary and voluntary muscle types to better understand the function of the muscular system.Summary: Students complete three trials of a ball squeeze test. They measure the number of times they can squeeze the ball with the same hand in one minute, then during a second minute.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		375	Revisit the Explore Simulation, header and title	Revisit the Explore SimulationIdentify Muscle Tissues	Revisit the Explore LabModel Muscle Function
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		375	Revisit the Explore Simulation, paragraph 1, sentence 1	In the reasoning section of their CER charts, students should include the fact that smooth muscle moves materials inside the body.	In the reasoning section of their CER charts, students should include the fact that cardiac muscles continue functioning to support the body's function.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		377	Control and Coordination, Plan section, Explain It Video	Preview the video Hormonal Humans for an explanation of how the endocrine and nervous systems work together to control the body.	Preview the video Working Together for an explanation of how the endocrine and nervous systems work together to control the body.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		379	Explore Lab, Model the Nervous System, TEKS	7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G, 7.2C, 7.3A, 7.3B, 7.13A	7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G, 7.2C, 7.3A, 7.3B, 7.3C, 7.13A
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		379	Explore Lab, Model the Nervous System, Objective	Objective: To model the functions of the nervous system and the interaction with other body systems to understand how the body controls coordination.	Purpose: To model the functions of the nervous system and its interaction with other body systems to understand how the body controls coordination.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		379	Digital Spotlight, Anytime Lab Video	Use the Model Your Senses Anytime Lab video for a step-by-step guide through the lab.	Use the Model the Nervous System Anytime Lab video for a step-by-step guide through the lab.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		381	Apply It, Explain question, sample answer	Answers should include a description of how the body systems in the chapter so far work together to respond. Students should identify that the senses receive the input, sending a message to the brain. Then the hormone cortisol is released by the endocrine system which changes heart rate, which is regulated by the nervous system. The nervous system will send a message to the muscular system to jump.	The nervous system receives stimuli, processes it, and sends signals to the body to respond. The endocrine system regulates biological processes using hormones. The senses receive input and send a message to the brain. The hormone cortisol is released by the endocrine system, which changes heart rate. Heart rate is regulated by the nervous system, so the nervous system will send a message to the muscular system to jump.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		381	Notebooking, paragraph 1, sentence 1	Have students access the video Hormonal Humans.	Have students access the video Working Together.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		381	Digital Spotlight, Explain It Video	Students observe how the endocrine system functions with other body systems in Hormonal Humans.	Students observe how the endocrine system functions with other body systems in Working Together.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		383	STEM Connection, Focus on Math, TEKS	7.2C, 7.5C, 7.5F, 7.13A, Math 7.3	7.2C, 7.5C, 7.5F, 7.13A; Math 7.3A, 7.3B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		388	Show What YOU Know, paragraph 1, sentence 1	Access the Engineering Challenge Design a Body Part.	Access the Engineering Challenge Design a Body System.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		1	Quick Launch, Model Lung Function, introduction paragraph, sentence 3.	Record your observations about how the lung works.	Record your observations about how the lungs work.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		392	Check Out the Video statement	Check out the video Diverse Ecosystems to observe this science concept in action!	Check out the video Diverse Species to observe this science concept in action!
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		407	Take It Further, paragraph 2	Visit them in their natural habitat on the virtual field trip Red Pandas.	Visit them in their natural habitat on the virtual field trip Pandas and Their Habitats.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		408	Lesson 10.1 TEKS 7.14A Review, question 1	Recall the ocean ecosystem from the beginning of the chapter. Describe the taxonomic system that would be used to classify these organisms.	Recall the ocean ecosystem from the beginning of the chapter. What trait similarities and differences are considered when these organisms are classified into different groups? Describe the taxonomic system that would be used to classify these organisms.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		409	Lesson 10.1 TEKS 7.14A Review, question 4, TEKS	7.1E, 7.1G, 7.2B, 7.14A	7.1G, 7.2B, 7.14A
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		409	Lesson 10.1 TEKS 7.14A Review, question 5, TEKS	7.2A, 7.14A	7.2B, 7.14A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		415	Under Characteristics of Archaea, Read the Table, question	Check the correct characteristics that are present in an Archaea organisms.	Check the correct characteristics that are present in organisms classified as archaea.
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		427	Lesson 10.2 TEKS 7.14B Review, question 3, TEKS	7.3A, 7.5D, 7.14B	7.5D, 7.14B
<i>McGraw Hill Texas Science Grade 7 Write-In Print Student Edition</i>	9781264902040		430	Chapter TEKS Review, question 3, TEKS	TEKS 7.2C, 7.6B	TEKS 7.3A, 7.14A
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		394	Quick Launch, check mark 4	check Short on time? The activity and video both demonstrate how organisms' similarities and differences can be used to organize them into different groups. If time is limited, choose the one that works best for your students.	N/A
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		396	TEKS Progression	In Grade 3, students explored the external structures of animals TEKS 3.13A. In Grade 4, students explored the structures of plants, such as waxy leaves and deep roots TEKS 3.13A. In Grade 5, students analyzed the structures of different species TEKS 5.13A.	In Grade 6, students identified and compared the basic characteristics of organisms, including prokaryotic, eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic TEKS 6.13B.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		403	Explore Simulation, Describe a Phylogeny, TEKS	7.1A, 7.1B, 7.1D, 7.1E, 7.1F, 7.5A, 7.14A	7.1B, 7.1C, 7.1E, 7.1G, 7.3A, 7.3B, 7.5A, 7.14A
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		403	EB/EL Tip, Provide Specialized Instruction	Provide students a three-column graphic organizer so they can write notes or draw images about the three classification tools that can be used to identify organisms (dichotomous keys, phylogenetic keys, cladograms).	Provide students a three-column graphic organizer so they can write notes or draw images about the three classification tools that can be used to identify organisms (dichotomous trees, phylogenetic trees, cladograms).

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		406	21st Century Taxonomy, Plan section, second paragraph	Preview the virtual field trip Red Pandas before sharing with the class.	Preview the virtual field trip Pandas and Their Habitats before sharing with the class.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		407	Digital Spotlight, Virtual Field Trip	Students extend their knowledge and understanding of red pandas and their habitat with the virtual field trip Red Pandas.	Students extend their knowledge and understanding of red pandas and their habitat with the virtual field trip Pandas and Their Habitats.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		407	Take It Further, paragraph 1, sentence 1	Observe red pandas in their natural habitat by accessing the virtual field trip Red Pandas.	Observe red pandas in their natural habitat by accessing the virtual field trip Pandas and Their Habitats.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		411	Quick Launch, Kingdoms of the World, TEKS	7.1G, 7.2B, 7.3B, 7.5A, 7.14B	7.1B, 7.1C, 7.3A, 7.3B, 7.5A, 7.14B
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		411	Quick Launch, Kingdoms of the World, Summary	Students identify organisms in an ecosystem and what kingdom they belong.	Students identify organisms in an ecosystem and infer to which kingdom they belong.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		411	Assess, Kingdoms, paragraph 1, sentence 1 and 2	This probe uncovers students' initial ideas about characteristics of the six kingdoms. The probe reveals which kingdoms students think include multicellular organisms.	Use this probe to assess students' prior knowledge of the lesson content and to identify possible misconceptions. This probe works well with the Think-Pair-Share strategy.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		412	TEKS Progression	In Grade 3, students explored the external structures of animals TEKS 3.13A. In Grade 4, students explored the structures of plants, such as waxy leaves and deep roots TEKS 3.13A. In Grade 5, students analyzed the structures of different species TEKS 5.13A.	In Grade 6, students identified and compared the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic TEKS 6.13B.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		415	Archaea, Plan Section, Explore Simulation	Explore Simulation- Preview the activity in which students design an Archaea for an extreme environment.	Visual Literacy- Preview the activity in which students use a table to identify the characteristics of archaea organisms.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		415	Visual Literacy, Read the Table, ASK question, answer	The different types of characteristics that might be found in different organisms.	The different types of characteristics that might be found in different archaea.
<i>McGraw Hill Texas Science Grade 7 Digital Teacher Edition</i>	9781265566210		420	History Connection	Scottish bacteriologist Alexander Fleming’s accidental discovery involved the Penicillium notatum green mold, a type of fungus. Although he tried for a decade, Fleming was unable to translate his discovery into a medicine suitable for human use. Ultimately, Australian pathologist Howard Florey and British biochemist Ernst Boris Chain were credited with translating Fleming’s discovery into a therapeutic compound.	Scottish bacteriologist Alexander Fleming’s accidental discovery in 1928 involved the Penicillium notatum green mold, a type of fungus. Although he tried for a decade, Fleming was unable to translate his discovery into a medicine suitable for human use. Ultimately, in the late 1930s, Australian pathologist Howard Florey and British biochemist Ernst Boris Chain were credited with translating Fleming’s discovery into a therapeutic compound known as penicillin, one of the first and most widely used antibiotics.

Publisher: Savvas Learning

Science, Grade 7

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Grade 7 Student Activity Companion</i>	9781418398637	View Link	63	Question 4 on page 119	SEP Engage in Argumnet	SEP Engage in Argument
<i>Grade 7 Student Activity Companion</i>	9781418398637	View Link	350	Second sentence under image	busses	buses
<i>Grade 7 Digital Components</i>	9781428553897		Worksheet (Student version, p. 1)	Second sentence under image	busses	buses
<i>Grade 7 Digital Components</i>	9781428553897		Worksheet (Teacher version, p. 1)	Second sentence under image	busses	buses

Publisher: Summit K12 Holdings

Science, Grade 7

Dynamic Science 7th Grade: ELPS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science 7th Grade</i>	9781433409509			7.6C Formative Assessment 2 Q10	N/A	Fixed a technical issue that resulted in a broken image link
<i>Dynamic Science 7th Grade</i>	9781433409509			7.7C Formative Assessment 1 Q6	The graph describes the motion of of a bicyclist.	The graph describes the motion of a bicyclist.

Publisher: Accelerate Learning Inc.

Science, Grade 8

STEMscopes Science TX - Grade 8: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	View Link	5	top of slide 5	typo missing word in first sentence	Will be updated
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	View Link	page 6	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 different types of investigations	line one; processed to processes	Changed processed to processes.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	View Link	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 read about using repeated trials to collect data	In the first scenario, there is a typo. It should be "they."	will be updated

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	View Link	page 27	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 analyzing and interpreting data	Typo: "After a trend or pattern is discovered, scientists decides what it could mean."	Typo will be corrected
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	View Link	page 36	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 relate past and current research on scientific thought including the process of science	type paragraph 2 sentence 1 missing work	Change will be made
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946		6	Narrative - New ContentSee the document titled "Grade 8 1.B.iii, 1.B.v, 1.B.vi Narrative and Activity". On page 6, students will read about the different types of investigations.	We originally rejected this in part because it contained an error and the error is still there.In https://www.texasgateway.org/resource/scientific-reasoning-planning-descriptive-and-comparative-investigations comparative investigations are two OR MOREIn page 6 of "What scientists and engineers do" it states that comparative ONLY TWO:"Comparative investigations involve making observations and collecting data qualitative and/or quantitative as evidence to compare two objects or phenomena."	Update will be made
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	View Link	13	See document titled: Grade 8 13.C.iii, v, vi Narrative and Activity 1.pdfUpdated text	Quote: "Within this population, some species possess a thick-waxy coating on their leaves, while others possess a thinner waxy coating but are better able to absorbwater."Population and species appear to be switched (according to the definitions presented in pgs 2 and 3 of their STEMScopedia. It should say that within this cacti species...and then go on to describe the populations.This issue is also present in all three narrative citations presented within the physiology breakouts. If this sort of issue is fixed, the narratives would be fine.	Update will be made

Publisher: Carolina Biological Supply Company

Science, Grade 8

Science Bits, Grade 8 program: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
-----------------	----------------	-------------	-------------	-------------------	----------------------	---------------------

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Bits, Grade 8</i>	9781435029989	View Link	See DescriptionOfLocation	2nd selection choice	"??" added into the text	The ?? was a typo and will be removed.
<i>Science Bits, Grade 8</i>	9781435029989	View Link	See DescriptionOfLocation	last paragraph	"??" added into text	The ?? will be removed so the text will read, " The world's temperate forest..."

Science, Grade 8

Science Bits, Grade 8 program: ELPS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Bits Grade 8</i>	9781435029989	View Link	slide 5	question e	Could the loss of such a large area of ?? forest affect...	Could the loss of such a large area of forest affect...
<i>Science Bits Grade 8</i>	9781435029989	View Link	slide 3	The first answer choice	It must occupy an area of ?? at least...	It must occupy an area of at least...

Publisher: Discovery Education Inc

Science, Grade 8

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition</i>	9781616292591		126	Predict	A water molecule is made of one oxygen and two hydrogen molecules.	A water molecule is made of one oxygen and two hydrogen atoms.
<i>Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition</i>	9781616292591		126	Item: Initial Prediction	Student sketches may show two water molecules yielding two hydrogen molecules and two oxygen molecules.	Student sketches may show two water molecules yielding two hydrogen molecules and one oxygen molecule.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Tech-book for Texas by Discovery Education: Grade 8</i>	9781616291501		https://app.discoveryeducation.com/learn/player/78655149-1116-4b3b-9f5c-fa784fc29623	Unit 3 > Concept 2 > Lesson 5: Ocean Currents and Cyclones > Lesson Planning > Gather Information > Ocean Currents	unequal heating at Earth's equator	uneven heating of Earth's surface
<i>Science Tech-book for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition</i>	9781616292614		71	Gather Information > Ocean Currents	unequal heating at Earth's equator	uneven heating of Earth's surface
<i>Science Tech-book for Texas by Discovery Education: Grade 8</i>	9781616291501		https://app.discoveryeducation.com/learn/player/78655149-1116-4b3b-9f5c-fa784fc29623	Unit 3 > Concept 2 > Lesson 5: Ocean Currents and Cyclones > Lesson Planning > Analyze	unequal heating at Earth's equator	uneven heating of Earth's surface
<i>Science Tech-book for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition</i>	9781616292614		72	Analyze	unequal heating at Earth's equator	uneven heating of Earth's surface
<i>Science Tech-book for Texas by Discovery Education: Grade 8</i>	9781616291501		https://app.discoveryeducation.com/learn/player/78655149-1116-4b3b-9f5c-fa784fc29623	Unit 3 > Concept 2 > Lesson 5: Ocean Currents and Cyclones > Gather Information	unequal heating at Earth's equator	uneven heating of Earth's surface

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Tech-book for Texas by Discovery Education: Grade 8 Unit 3 Student Edition</i>	9781616292621		77	Gather Information	unequal heating at Earth's equator	uneven heating of Earth's surface
<i>Science Tech-book for Texas by Discovery Education: Grade 8</i>	9781616291501		https://app.discoveryeducation.com/learn/assessment//preview	Unit 2 > Concept 2 > Classifying Matter Concept Summative Assessment > Item 4	A student in science class is creating a key to classify different types of matter. Follow the statements, and use the tiles to complete the key.1. The sample is a pure substance made of one type of atom. element2. It is a pure substance with more than one type of atom. compound3. It is NOT a pure substance, and it is uniform in composition and properties. heterogenous mixture 4. It is NOT a pure substance, and it is NOT uniform in composition and properties. homogeneous mixture	A student in science class is creating a key to classify different types of matter. Read each statement and use the tiles to complete the key.1. The sample is a pure substance made of one type of atom. element2. It is a pure substance with more than one type of atom. compound3. It is NOT a pure substance, and it is uniform in composition and properties. homogeneous mixture 4. It is NOT a pure substance, and it is NOT uniform in composition and properties. heterogenous mixture
<i>Science Tech-book for Texas by Discovery Education: Grade 8</i>	9781616291501		https://app.discoveryeducation.com/learn/assessment/19abd809-78c7-4b81-821e-c1ec0104fefd/preview	Unit 4 > Concept 2 > Genes and Variation Concept Summative Assessment > Item 1	This question has two parts. First answer Part A. Then, answer Part B.Part AResearchers studying dogs found that a region of DNA on chromosome 10 is shared between several species of dogs with floppy ears. What is likely true about this region of DNA?A. It is an inherited protein that codes for ear shape.B. It is an inherited gene that codes for ear shape.C. It is a nonhereditary protein that codes for ear shape.D. It is a nonhereditary gene that codes for ear shape.	This question has two parts. First, answer Part A. Then answer Part B.Part AResearchers studying dogs found that a region of DNA on chromosome 10 is shared between several species of dogs with floppy ears. What is likely true about this region of DNA?A. Natural selection favored this trait in most dogs.B. It is an inherited gene that codes for ear shape.C. The region houses all dominant genes found in dogs.D. It is the region that controls hearing sensitivity.
<i>Science Tech-book for Texas by Discovery Education: Grade 8</i>	9781616291501		https://app.discoveryeducation.com/learn/assessment/19abd809-78c7-4b81-821e-c1ec0104fefd/preview	Unit 4 > Concept 2 > Genes and Variation Concept Summative Assessment > Item 2	Part BWhich statement supports the answer to Part A?A. Inherited genes are what determines ear shape in dogs.B. Inherited proteins are what determines ear shape in dogs.C. Nonhereditary genes interact with the environment to control ear shape in dogs.D. Nonhereditary proteins interact with the environment to control ear shape in dogs.	Part BWhich statement supports the answer to Part A?A. Many dogs have the trait, so it must have contributed to their survival.B. The gene is shared amongst several dog species that have the same trait.C. The gene must be dominant since records show that most dogs share them.D. Floppy ears cover the dog's ear canal to lessen the effect of loud noises.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Tech-book for Texas by Discovery Education: Grade 8</i>	9781616291501		https://app.discoveyeducation.com/learn/assessment/8625daf0-9fc6-4548-ae8a-dfe8fb08d823/preview	Unit 4 > Concept 3 > Ecosystem Changes Concept Summative Assessment > Item 1	C. Energy transfer to higher trophic levels would decrease because herbivores would eat more grass.D. Energy transfer to higher trophic levels would decrease because grasses would not grow as tall or thick.	C. Energy transfer to higher trophic levels would decrease because herbivores would no longer eat the grasses.D. Energy transfer to higher trophic levels would decrease because herbivores would eat more grass.
<i>Science Tech-book for Texas by Discovery Education: Grade 8</i>	9781616291501		https://app.discoveyeducation.com/learn/assessment/8625daf0-9fc6-4548-ae8a-dfe8fb08d823/preview	Unit 3 > Concept 1 > Energy in the Atmosphere Concept Summative Assessment > Item 9	How do ocean currents and air masses interact to produce typhoons?A. Water condenses in the ocean and the cool, dense air sinks.B. Water evaporates from the ocean and the warm, humid air rises.C. Water condenses in the ocean and the cool water produces low pressure.D. Water evaporates from the ocean and the warm water produces high pressure.	remove item from assessment
<i>Science Tech-book for Texas by Discovery Education: Grade 8</i>	9781616291501		https://app.discoveyeducation.com/learn/assessment/8625daf0-9fc6-4548-ae8a-dfe8fb08d823/preview	Unit 3 > Concept 1 > Energy in the Atmosphere Concept Summative Assessment > Item 10	Categorize the conditions required for the formation of typhoons and hurricanes by dragging the tiles into the appropriate columns of the table. Tiles may be used more than once or not at all.WORD BANK: light winds, strong winds, warm ocean currents, cold ocean currents, dry air mass, moist air mass, Atlantic and Northeast Pacific Oceans, Northwest Pacific Ocean	remove item from assessment
<i>Science Tech-book for Texas by Discovery Education: Grade 8</i>	9781616291501		https://app.discoveyeducation.com/learn/assessment/8625daf0-9fc6-4548-ae8a-dfe8fb08d823/preview	Unit 3 > Concept 1 > Energy in the Atmosphere Concept Summative Assessment > Item 11	How do ocean currents and air masses interact to produce hurricanes?A. Water evaporates from cold ocean currents, leading to humid air masses that fall, generating wind by convection.B. Water evaporates from cold ocean currents, leading to humid air masses that rise, generating wind by convection.C. Water evaporates from warm ocean currents, leading to humid air masses that fall, generating wind by convection.D. Water evaporates from warm ocean currents, leading to humid air masses that rise, generating wind by convection.	remove item from assessment

Publisher: EduSmart

Science, Grade 8

2024 EduSmart Science Grade 8: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
2024 EduSmart Science Grade 8	9781939511249 G8	View Link	7	Last sentence (3) under Safety.	Remi9nd	We have made the change in the document. https://drive.google.com/file/d/1USEkKhb-n8OtbS_fiFG-1rqOR1MoGyG7/view?usp=drive_link
2024 EduSmart Science Grade 8	9781939511249 G8	View Link	6	Page 6- Extension (in its entirety)	"Find about scientists" should read "Find out about scientists" There is also a random capitalized S after the period at the end of the sentence.	We have made these change in the document. https://drive.google.com/file/d/17oUuJHFhJOEx7vFYjkw174eYc3zqQgR/view?usp=drive_link
2024 EduSmart Science Grade 8	9781939511249 G8	View Link	Page 1-8	Page 2-3- Carbon Cycle Page 3-5- PhotosynthesisPage 5- Cellular RespirationPage 5- CombustionPage 6- Cycling of Carbon in the OceanPage 7-8 Dissolving	"They show where energy is responsible for the movement of carbon,Human activity is disrupting this cycle."There is a comma after carbon instead of a period	We have made the change in the document. https://drive.google.com/file/d/1Ah0knQE-jTODIdFbZSlqTvl6CqrsOGMr/view?usp=drive_link

Publisher: Green Ninja

Science, Grade 8

Green Ninja Middle School Science - Texas: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Online Lesson Plans	9781948845687	View Link	N/A	Refer to: Grade 8, Unit 4, Lesson 22, Section 3 (Does Mass Change?) of the Lesson Plan	The tool used for finding mass is a balance, not a scale. Changing this term will correct the factual information and match the image shown in the example diagram.	Thanks - all references to a 'scale' have been changed to 'balance.' See changes to the lesson on our mirror curriculum website, https://tx2.greenninja.org/lesson/19/67/938/4/22
Online Lesson Plans	9781948845687	View Link	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	The following sentence uses wrong terms: Weight the items on a scale and record the total weight on the board. Weight is measured with a sprig scale and mass is measured using a balance. The lab is investigating conservation of mass, Possible sentence to use instead -"Place items on balance and record the total mass"	Thanks - we have made the requested changes on the document, a-investigate-conservation-of-mass-teacher-demonstration, on our mirror curriculum site: https://tx2.greenninja.org/lessons/getWorksheetsNoPdf?path=/uploads/lessons/a-investigate-conservation-of-mass-teacher-demonstration-zbnYGeOSG8iKx1AgIVXTF.pdf&unit=4&lesson=24&modelId=19
Online Lesson Plans	9781948845687	View Link		Lesson 4.19 Materials section	For the teacher6 - Balloons 3 41 1 - Black Bean1 1 - White Bean	For the teacher6 - Balloons 3 41 bean - Black Bean1 bean - White Bean

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Online Lesson Plans	9781948845687	View Link		Lesson 4.24 Materials section	2 bottles - Dish/hand soap (16 oz.)Notes: tbs4 bottles - Food coloring (0.75 oz.) 3 4Notes: drops1 1 - Lemon1 1 - KnifeFor each group of 4 students1 bottle - Glue (4 oz.) 2Notes: 1/4 C per station 11 - Plastic water bottleNotes: for stations 2 & 31 - Paper bowl 3 4Notes: for stations 2 & 31 cup - Hydrogen peroxide 3 4Notes: for stations 2 & 31 teaspoon - Active dry yeast 3 4Notes: for stations 2 & 31 cup - Water (warm)Notes: for stations 2 & 32 each - Trays (12 x 16 x 1 null)	1 bottle - Dish/hand soap (16 oz.)Notes: tbs1 1 - Tray (12 x 16 x 1 null)1 - Lemon1 - KnifeFor each group of 4 students1 bottle - Food coloring (0.75 oz.) 3 4Notes: 3 drops per station 11 bottle - Glue (4 oz.) 2Notes: 1/4 C per station 11 - Plastic water bottleNotes: for stations 2 & 31 - Paper bowl 3 4Notes: for stations 2 & 31 cup - Hydrogen peroxide 3 4Notes: for stations 2 & 31 teaspoon - Active dry yeast 3 4Notes: for stations 2 & 31 cup - Water (warm)Notes: for stations 2 & 31 bottle - Dish/hand soap (16 oz.)Notes: for station 21 1 - Tray (12 x 16 x 1 null)
Online Lesson Plans	9781948845687	View Link		Lesson 1.6 Materials section	6 - Textbooks1 - Ruler	6 - TextbooksAlternative: Any materials that can be used to prop up the ramp1 - Ruler
Online Lesson Plans	9781948845687	View Link		Lesson 2.12 Materials section	2 - Packets of salt (0.75 g) 3 4 1 1 - Red Litmus Paper 2 4 1 1 - Blue Litmus Paper 4 1 1 - Laundry Detergent 1 1 - Lemon Juice 1 1 - Ginger Ale 1 - Clear plastic cup (5 oz.) 3 4 2 — items that will run out eventually 3 — replacement items in Green Ninja kit 4 — items included in Green Ninja kit	2 - Salt packets 3 4 1 packet - Red Litmus Paper 2 4 1 packet - Blue Litmus Paper 2 4 1 cup - Laundry Detergent 1 cup - Lemon Juice 1 cup - Ginger Ale 1 - Clear plastic cup (5 oz.) 3 4 2 — items that will run out eventually 3 — replacement items in Green Ninja kit 4 — items included in Green Ninja kit
Online Lesson Plans	9781948845687	View Link		Lesson 1.13 Materials section	3 - Foam tubes (6 ft. long, 1/2 in. pipe insulation; cut in half lengthwise. One cut tube is sufficient for two groups) 2 3 41 roll - Masking tape (0.75 in x 60 yds) 3 4For each group of 4 students1 - Marble (small, 0.5 in. diameter) 4Alternative: Different-sized marbles may also be used.1 - Paper cup (6 oz.) 3 41 - Ruler1 box - Colored pencils (12 ct.) 22 — items that will run out eventually3 — replacement items in Green Ninja kit4 — items included in Green Ninja kit	4 - Foam tubes (6 ft. long, 1/2 in. pipe insulation; cut in half lengthwise. One cut tube is sufficient for two groups) 2 41 roll - Masking tape (0.75 in x 60 yds) 3 4For each group of 4 students1 - Marble (small, 0.5 in. diameter) 4Alternative: Different-sized marbles may also be used.1 - Paper cup (6 oz.) 3 41 - Ruler1 box - Colored pencils (12 ct.) 22 — items that will run out eventually3 — replacement items in Green Ninja kit4 — items included in Green Ninja kit
Online Lesson Plans	9781948845687	View Link		Lesson 2.6 Materials section	1 piece - Pony bead (type 3) 4Notes: at least 6 colorsFor each student	24 pieces - Pony beads (type 3) 4Notes: at least 6 colorsFor each student

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Online Lesson Plans</i>	9781948845687	View Link		Lesson 1.10 Materials section	<p>MaterialsFor the class1 pack - Index cards (3 x 5 in.) 3 41 roll - Masking tape (0.75 in x 60 yds) 3 41 - Digital scale 412 pieces - Assorted weights 1Notes: weights ranging from 50-500g10 - PocketLab Voyager devices 510 - Computers (student) 5Alternative: smartphones or tabletsNotes: To connect PocketLab device (bluetooth connection needed)For each group of 3 students1 - Wooden block (2 x 2 x 3 in.) 3 4Notes: any size will work as long as they are all the same size2 - Straws 1 3 44 - Flat washers (consumable, 0.75 in. diameter) 3 44 - Wooden beverage stirrers 3 46 - Paperclips (plain) 3 41 pair - Scissors2 pieces - String (6 ft.) 3 41 — items that students are encouraged to bring in from home3 — replacement items in Green Ninja kit4 — items included in Green Ninja kit5 — optional materials</p>	<p>MaterialsFor the teacher2 - Paperclips (plain) 3 41 piece - String (6 ft.) 3 41 - Wooden block (2 x 2 x 3 in.) 4For the class1 pack - Index cards (3 x 5 in.) 3 41 roll - Masking tape (0.75 in x 60 yds) 3 41 - Digital scale 412 pieces - Assorted weights 1Notes: weights ranging from 50-500g10 - PocketLab Voyager devices 510 - Computers (student) 5Alternative: smartphones or tabletsNotes: To connect PocketLab device (bluetooth connection needed)For each group of 3 students2 - Straws 1 3 44 - Wooden beverage stirrers 3 44 - Paperclips (plain) 3 41 pair - Scissors1 piece - String (6 ft.) 3 44 - Flat washers (non-consumable, 0.75 in diameter) 41 - Wooden block (2 x 2 x 3 in.) 4Notes: any size will work as long as they are all the same size1 — items that students are encouraged to bring in from home3 — replacement items in Green Ninja kit4 — items included in Green Ninja kit5 — optional materials</p>

Publisher: Houghton Mifflin Harcourt

Science, Grade 8

HMH Into Science Texas Hybrid Classroom Package Grade 8: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher License Digital Grade 8</i>	9780358860921	View Link	Properties and Systems of Matter (TEKS 8.6) Test A, p. 3	Item 12, Answer Choices	"A. The mass of the reactants is equal to the mass of the products. B. The mass of molecules in the product differs from the mass of chlorine. C. The number of chlorine molecules is equal to that of sodium molecules. D. The amount of salt molecules is equal to the amount of sodium molecules." "A. If students miss this items, they may need to review how to relate conservation of mass to the rearrangement of atoms using chemical equations. Give students examples of balanced and unbalanced equations to practice identifying which equations show a conservation of mass. B. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation. C. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation. D. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation."	"A. The mass of salt molecules is equal to the mass of chlorine molecules. B. The mass of molecules in the product differs from the mass of chlorine. C. The number of reactant molecules equals the number of product molecules. D. The number of chlorine and sodium atoms on both sides of the reaction are equal." "A. This is incorrect because the salt molecules include sodium atoms, which means they have more mass than the chlorine atoms alone. B. This is incorrect because even though it is a true statement, it does not support conservation of mass in the reaction. C. This is incorrect because there is one molecule on the reactant side but two molecules on the product side. D. If students miss this items, they may need to review how to relate conservation of mass to the rearrangement of atoms using chemical equations. Give students examples of balanced and unbalanced equations to practice identifying which equations show a conservation of mass."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher License Digital Grade 8</i>	9780358860921	View Link	Assessment Guide Answer Key, TEKS 8.6 tab	Test, Properties and Systems of Matter (TEKS 8.6) Test A, Question 12, Rationale for Answer Choice A column, Rationale for Answer Choice B column, Rationale for Answer Choice C column, Rationale for Answer Choice D column	"A. If students miss this items, they may need to review how to relate conservation of mass to the rearrangement of atoms using chemical equations. Give students examples of balanced and unbalanced equations to practice identifying which equations show a conservation of mass.B. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation.C. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation.D. This is incorrect because an equation that shows a conservation of mass will show a balance of sodium and chlorine molecules on the reactants side of the equation with the amount of sodium chloride molecules on the product side of the equation."	"A. This is incorrect because the salt molecules include sodium atoms, which means they have more mass than the chlorine atoms alone.B. This is incorrect because even though it is a true statement, it does not support conservation of mass in the reaction.C. This is incorrect because there is one molecule on the reactant side but two molecules on the product side.D. If students miss this items, they may need to review how to relate conservation of mass to the rearrangement of atoms using chemical equations. Give students examples of balanced and unbalanced equations to practice identifying which equations show a conservation of mass."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 7	Column 2, Elicit Prior Knowledge, Support for Student Answers, Tell, Sample answer	"Borax: borax in laundry detergent or in boric acid for eye wash or insecticide"	"Boron: borax in laundry detergent or in boric acid for eye wash or insecticide"
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 9	Column 2, Support for Student Answers, DESCRIBE, answer	"Students may say that desalination needs not only to remove salt, but also make water safe to drink. Also, since the need for fresh water is great, desalination must be able to occur on a large scale."	"A desalination system addresses a need for providing safe drinking water to those who may have limited fresh water resources."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 16	Column 1, Check Your Learning, Support for Students Answers, EXPLAIN, answer	"Compounds are pure substances made of two or more different atoms of elements that are chemically combined."	"Compounds are pure substances made of atoms of two or more different elements that are chemically combined."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 21	Column 2, Gather Data, Sample answer	"Water and salt are compounds. They contain the elements hydrogen, oxygen, sodium, and chlorine. Sea water is a heterogeneous mixture, and salt water is a homogenous mixture."	"Water and salt are compounds. They contain the elements hydrogen, oxygen, sodium, and chlorine. Salt water is a homogeneous mixture."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 26	Column 2, Support for Student Answers, Develop a Claim, Sample answer	"Engineers use models of elements, compounds, and mixtures to develop processes to separate salt from ocean water."	"Models show engineers which components of ocean water can be removed by methods such as filtration or evaporation."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 8</i>	9780358860686	View Link	TEKS Lesson 8.6.C, Exploration 3, Screen 5	Drop Down Interactivity, EXPLAIN question, 3rd drop down options	"soap" "oil"	"soap" "salt"
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 8</i>	9780358861713	View Link	p. 64	Exploration 5 Lab Title	"Neutralizing Solutions"	"Neutralization Reactions"
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 62	Column 2, Teacher Background, Paragraph 2, Sentence 6	"pH values from 0 to 7 show that the solutions are acidic."	"pH values less than 7 show that the solutions are acidic."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 67	Column 1, Differentiation: Extra Support, first paragraph, Sentences 1–2	"Explain to students that some acids, such as citric acid, and bases, such as sodium hydroxide (lye), are not liquids. These acids and bases must be in solution to check with litmus paper."	"Explain to students that, when we speak about acids and bases, we are talking about substances that are in solution with water."
<i>HMH Into Science Texas Teacher License Digital Grade 8</i>	9780358860921	View Link	Chemical Reactions (TEKS 8.6.B & 8.6.E) Quiz p. 1	Chemical Reactions (TEKS 8.6.B & 8.6.E) Quiz p. 1	"After some time, rust (Fe3O2) forms on the nail."	"After some time, rust (Fe2O3) forms on the nail."
<i>HMH Into Science Texas Teacher License Digital Grade 8</i>	9780358860921	View Link	Chemical Reactions (TEKS 8.6.B_E) Quiz A p. 4	Item 9, prompt	"The periodic table is arranged in a pattern related to an element's mass number. An atom of beryllium has 4 protons, 4 electrons, and 5 neutrons. What is the mass number of this atom?"	"An atom of beryllium has 4 protons, 4 electrons, and 5 neutrons. What is the mass number of this atom?"
<i>HMH Into Science Texas Teacher License Digital Grade 8</i>	9780358860921	View Link	Assessment Guide Answer Key, TEKS 8.7 tab	TEST, Force and Motion in Systems (TEKS 8.7) Question 2	[Answer is missing; Correct is D]	Add "D" to column J of Answer Key: Move cells to right, cols NOPQR.
<i>HMH Into Science Texas Teacher License Digital Grade 8</i>	9780358860921	View Link	Assessment Guide Answer Key, TEKS 8.12 tab	Row 4 in TEKS 8.12 tab	[Row 4 entry for TEKS 8.7.A Quiz currently in the tab for TEKS 8.12]	[Move Row 4 content from TEKS 8.12 tab to the TEKS 8.7 tab, after current row 3]

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 135	Column 2, Art showing Half-Atwood machine	Arrows on force diagram show wrong relative lengths	Art with correct lengths of arrows on force diagram
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 136	Column 2, Photo of lab setup	Photo with incorrect lab apparatus with protractor	Photo of lab setup without protractor accelerometer device
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 8</i>	9780358861713	View Link	p. 94	Photo of lab setup	Photo with incorrect lab apparatus with protractor	Photo of lab setup without protractor accelerometer device
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 8</i>	9780358861713	View Link	p. 97	Photo of lab setup	Photo with incorrect lab apparatus with protractor	Photo of lab setup without protractor accelerometer device
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 160	Column 2, Differentiation: Extra Support, Sentence 1	"...calculate the unbalanced force."	"...calculate the forces acting on the system."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 177	Column 1, Support for Student Answers, MODEL, Sample answer, add to end	"... against the seat."	"... against the seat. Force from the restraint in this scenario depends on the type of restraint."
<i>HMH Into Science Texas Teacher License Digital Grade 8</i>	9780358860921	View Link	Properties of Waves (TEKS 8.8.A) Quiz A, p. 2	Item 5, prompt	"Compare the models of Wave A and Wave B after 1 second."	"Compare the models of one second of each Wave A and Wave B."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 193	Column 1, Properties of Waves Can Be Modeled, Graph image	Line graph of transverse wave with trough and crest arrows.	Line graph of transverse wave with trough and crest arrows and amplitude and wavelength labeled.
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 215	Column 1, Lesson vocabulary, bullet 1	"amplitude: the vertical distance of a wave from its baseline to its crest or trough"	N/A
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 232	Column 2, 1st DESCRIBE, answer Sentence 3	"Furthermore, microwaves create less of a mess as only certain heat-resistant materials can be used to cook on a stove or oven."	N/A
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 235	Column 1, Support for Student Answers, STEP 3, answer, Sentence 3	"...Radio waves do not harm matter and can bend around matter."	"...Radio waves do not harm matter."
<i>HMH Into Science Texas Teacher License Digital Grade 8</i>	9780358860921	View Link	Stars (TEKS 8.9.A) Quiz A, p. 1	Graph	Graph axes labels missing	Add labels to graph axes
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 267	Column 2, STEP 3 text	"Add 1–2 drops of milk in the water and stir. Keeping the flashlight in the same location. Observe ..."	"Add two droppers full of milk to the water and stir. Keeping the flashlight in the same location, observe ..."
<i>HMH Into Science Texas Student License Digital Grade 8</i>	9780358860686	View Link	TEKS Lesson 8.9.A, Elaborate, Screen 9	STEP 3 interactivity text	"Add 1–2 drops of milk in the water and stir. Keeping the flashlight in the same location. Observe ..."	"Add two droppers full of milk to the water and stir. Keeping the flashlight in the same location, observe ..."
<i>HMH Into Science Texas Student License Digital Grade 8</i>	9780358860686	View Link	TEKS lesson 8.9.B, Exploration 1, Screen 8	DESCRIBE interactivity, sentence 4	"... This method allowed astronomers to create a map of globular clusters showing that they were distributed in a [disk spherical region]. ..."	"... This method allowed astronomers to create a map of globular clusters showing that they were distributed in a disk. ..."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 8</i>	9780358860686	View Link	TEKS lesson 8.9.B, Exploration 4, Screen 8	EVALUATE interactivity, feedback for an incorrect answer	"Divide 300,000 by 150,000,000 to find seconds, then divide by 60 to convert to minutes."	"Divide 150,000,000 by 300,000 to find seconds, then divide by 60 to convert to minutes."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 295	Column 1, Differentiation: Extra Support	"For students who struggled to answer the EVALUATE question, help them find the answer by dividing 300,000 by 150,000,000 to find seconds, and then dividing by 60 to convert to minutes."	"For students who struggled to answer the EVALUATE question, help them find the answer by dividing 150,000,000 by 300,000 to find seconds, and then dividing by 60 to convert to minutes."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 290	Column 1, CATEGORIZE, answers	N/A	Add labels to corresponding images. Top left: "spiral"; Top right: "irregular"; Bottom left: "elliptical"; Bottom right: "spiral"
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 406	Column 2, between Support for Student Answers and STEP 3	N/A	"STEP 2: Label one beaker Beaker 1 and the other Beaker 2. Take the mass of each beaker and record your data.[answer] Beaker masses should be measured in grams. A 500 mL beaker has a mass of approximately 150 g. "
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 406	Column 2, STEP 4, answer	"The vinegar should have a mass of approximately 10 g."	"The vinegar should have a mass of approximately 50 g."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 413	Column 2, Support for Student Answers, RESEARCH, answer	"Students might mention using less energy in the home and finding ways to use non-carbon-producing energy sources."	"Students could list natural or artificial methods to capture carbon. Sample answer: A carbon sink is one form of carbon capture technology. For example, a forest captures carbon through the natural process of photosynthesis, during which trees use sunlight to make food from carbon dioxide and water."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 413	Column 2, Support for Student Answers, EVALUATE, answer	"Remind students that the removed carbon does not disappear, but it is stored in another form and place. Students should recognize that most methods require implementation"	"Student evidence should be gathered during the course of their research. Sample answer: During my research, I learned that forests absorbed twice as much carbon as they produced between 2001 and 2019, according to an article in the science journal Nature. This provides evidence that forests are effective at storing carbon."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 413	Column 2, Support for Student Answers, MAKE INFORMED DECISIONS, answer	"Sample answer: In general, methods successful in an urban environment need to be efficient in removing carbon products from manufacturing and vehicles. In rural areas, methods need to be efficient in removing products produced by decomposition."	"Student decisions will be based on the types of carbon storage technology researched. Sample answer: My partner researched an artificial method of carbon capture technology, similar to the artificial trees. It was just as effective as the forest carbon sink at capturing carbon. Since it takes up less space we believe this technology is better suited for a city environment. Our sources are credible because they are peer-reviewed scientific journals."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 416	Column 1, MEASURE, answer	"Results should be the number of breaths taken divided by the number of minutes breaths were counted. Results can be averaged from among all students tested in the class."	"Results ... class. Young adults take an average of 12 to 16 breaths per minute while at rest."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 416	Column 1, first CALCULATE, answer	"results. In the Average number of breaths column, answers should be, top to bottom, the calculated number of breaths (N), $N \times 60$, and $N \times 60 \times 24$. In each row of the Average amount of carbon dioxide released (grams) column, answers should equal the product of the first column and 0.04 grams of carbon dioxide per breath. If the average number of breaths per minute is 13, a person would release: $13 \text{ breath/minute} \times 0.04 \text{ g CO}_2/\text{breath} = 0.52 \text{ g CO}_2 \text{ per minute or } 31.2 \text{ g CO}_2 \text{ per hour.}$ "	"Sample answers: Average number of breaths: 1 minute – 13, 1 hour (60 minutes) – $13 \times 60 = 780$, 1 day (24 hours) – $780 \times 24 = 18,720$ Average amount of carbon dioxide released (grams): 1 minute – $13 \times 0.04 \text{ g} = 0.52 \text{ g}$, 1 hour (60 minutes) – $0.52 \text{ g} \times 60 = 31.2 \text{ g}$, 1 day (24 hours) = $31.2 \text{ g} \times 24 = 768.8 \text{ g.}$ "
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 416	Column 1, ESTIMATE, answer	"Answers will vary."	"Sample answer: I ride in an average car for about 60 minutes each day."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 416	Column 2, ANALYZE, answer	"Answers will vary, but most commonly, the amount from transportation will be considerably greater. Call students' attention to the amounts being measure in grams for breathing and kilograms for car emissions."	"Sample answer: In one day I produce less than 1 kg of carbon dioxide from breathing. Riding in a car produces 30 kg an hour. "
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 437	Column 2, ASK QUESTIONS, answer, last 4 sentences	"How big was the meteor that hit Earth? What happened in the atmosphere after the meteor struck Earth? What happened to the immediate area affected by the meteor impact? How might dinosaurs that lived across the world from the impact site have been affected by the meteor?"	N/A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 499	Column 1, Differentiation: Extra Support, bullet 2	"If you start with 10 wolves and roll a 1, then you need to subtract 4. Ten minus four equals six. Where do you put the 6 in the data table? (It goes in column 5: Ending Number of Wolves.)"	N/A
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 499	Column 1, Differentiation: Extra Support, bullet 3	"What number goes in the next row, column 2: Starting Number of Wolves? (The 6, or whatever number is in the last column of the previous row, is also written in the second column of the next row because it is the new starting number of wolves for that generation.)"	"What number goes in the next row, column 2: Starting Number of Wolves? (The Ending Number of Wolves from the previous year plus five for new pups that were born if there wasn't a food shortage in the last year.)"
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 516	Column 2, Quick Lab Facilitation, Stage 1, sentence 2	"As the rock breaks apart over time, it releases nutrients producing extremely fertile soil."	"As the rock breaks apart over time, it releases nutrients and minerals and mixes with organic matter to form soil."
<i>HMH Into Science Texas Student License Digital Grade 8</i>	9780358860686	View Link	TEKS Lesson 8.12.B, Exploration 4, Screen 4	Describe, correct feedback	"It takes a long time for primary succession to occur, because lichens and mosses must break down cement and asphalt to form soil,..."	"It takes a long time for primary succession to occur, because lichens and mosses must be established first,..."
<i>HMH Into Science Texas Student License Digital Grade 8</i>	9780358860686	View Link	TEKS Lesson 8.12.B, Engage, Screen 3	Paragraph 1, sentence 4	"First, physical and chemical changes release nutrients and slowly turn rock into soil."	"First, physical and chemical changes slowly break down rock. Organic matter combines with the rock and mineral fragments. This forms soil over thousands of years."
<i>HMH Into Science Texas Student Activity Guide Print Consumable Grade 8</i>	9780358861713	View Link	p. 337	Paragraph 1, sentence 4	"First, physical and chemical changes release nutrients and slowly turn rock into soil."	"First, physical and chemical changes slowly break down rock. Organic matter combines with the rock and mineral fragments. This forms soil over thousands of years."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 540	Column 1, Addressing Misconceptions, sentence 3	"...; it is measured as the number of species within a given area."	"...; it is measured as the number and variety of organisms within a given area."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 548	Column 2, Stability, sentence 2	"...primary consumers (rabbits, gophers, armadillos, lizards),..."	"...primary and secondary consumers (rabbits, gophers, armadillos, lizards),..."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 559	Column 2, Design, question text, sentence 1	"Identify positive or negative impacts on biodiversity by dragging a plus (+) or a minus (-) sign into the "Impact" column next to each activity."	"Identify positive or negative impacts on biodiversity by labeling each Action with a plus (+) or minus (-) in the Impact column."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 561	Column 2, Analyze, question and option text	"When human activities threaten ecosystem services, why is monitoring needed to design successful solutions? Select all that apply.A. to determine the severity of the problemC. to correctly identify causes of declines in ecosystem servicesD. to prioritize criteria for conservation efforts"	"How does biodiversity support sustainability?D. Greater biodiversity provides more opportunities for human needs to be met indefinitely."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 552	Column 2, Step 6, Sample answer, sentences 1-2	"The class species richness may be higher than the species richness of individual groups. This is because each group might not have gotten all 6 species in their sample."	"Students should take the number of each species (the species abundance) and divide by the total number of bumblebees in the sample. This gives a measure of relative abundance, or the percentage of the overall bumblebee population that each species accounts for."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 552	Column 2, Step 7, Sample answer, sentences 1-2	"Sample answer: My sample had lower species richness than the class data, but it had higher relative abundance for two species of bumblebees. The differences are because the small scoop representing the sample area surveyed may not match the characteristics of the larger ecosystem."	"The class species richness may be higher than the species richness of individual groups. This is because each group might not have gotten all six species in their sample."
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 552	Column 2, Step 9, Sample answer, sentences 3-4	"Sample answer: A single scoop may have only four species, while the class total had six species. Calculations of abundance are more accurate with larger samples of data."	"My sample had lower species richness than the class data, but it had higher relative abundance for two species of bumblebees. The differences are because the small scoop representing the sample area surveyed may not match the characteristics of the larger ecosystem."
<i>HMH Into Science Texas Student License Digital Grade 8</i>	9780358860686	View Link	TEKS Lesson 8.12.C, Exploration 4, Screen 3	Design, question text, sentence 1	"Identify positive or negative impacts on biodiversity by dragging a plus (+) or a minus (-) sign into the "Impact" column next to each activity."	"Identify positive or negative impacts on biodiversity by labeling each Action with a plus (+) or minus (-) in the Impact column."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH Into Science Texas Student License Digital Grade 8</i>	9780358860686	View Link	TEKS Lesson 8.12.C, Exploration 4, Screen 6	Analyze, question and option text	"When human activities threaten ecosystem services, why is monitoring needed to design successful solutions? Select all that apply.A. to determine the severity of the problemB. to decrease biodiversity in the ecosystemC. to correctly identify causes of declines in ecosystem servicesD. to prioritize criteria for conservation efforts"	"How does biodiversity support sustainability?A. Biodiversity and sustainability or not related.B. Less biodiverse ecosystems are more sustainable because there are fewer organisms to take care of.C. Greater biodiversity helps an ecosystem maintain a relatively constant structure.D. Greater biodiversity provides more opportunities for human needs to be met indefinitely.[Feedback][A.] Biodiversity and sustainability are related through ecosystem services.[B.] Lower biodiversity is less sustainable because there are fewer species to help an ecosystem recover after a disturbance.[C.] This explains how biodiversity helps ecosystem stability, not sustainability. [D/correct.] Sustainability is the condition in which human needs are met in such a way that a human population can survive indefinitely. Maintaining ecosystems with high biodiversity provides more opportunities for human needs to be met.
<i>HMH Into Science Texas Teacher Guide Grade 8</i>	9780358841616	View Link	p. 639	Column 2, STEP 3, Sample Answer	"Sample answer: My organism is a skunk. It has scent glands that produce a foul-smelling liquid (physiological), it sprays potential predators to keep them away (behavioral), and it has a white stripe of fur down its back to warn predators to stay away (structural)."	"Sample answer: The scent glands produce a foul smelling liquid that deters predators. The spray behavior helps the skunk survive because it projects the foul liquid onto the predator. The white stripe increases survival because it warns predators to stay away."

Publisher: Kiddom

Science, Grade 8

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	View Link	[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	Use all the work you have done and the resources you have, to put together a written design pitch that includesComma needed in sentence. See above fix.	We will ensure a comma is added in the final content version.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	View Link	[50]	Unit 8.3 Forces at a Distance > Lesson 11 What else determines the strength of the force pairs between two magnets in a magnetic field? > 8.3.11 Conduct an Investigation and Graph Results	We use the metric system in science not standard measurements	We have adjusted the content to reflect grams, which is a standard science measurement.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	View Link	[46]	Unit 8.1 Contact Forces>Lesson 12: What materials best reduce the peak forces in a collision?>8.1.12 Materials Testing	Used inches; needs to be centimeter or meters. Use the metric system.	Content has been adjusted to centimeters.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	View Link	[46]	Unit 8.1 Contact Forces>Lesson 12: What materials best reduce the peak forces in a collision?>8.1.12 Materials Testing	Used weight; needs to be grams. Use the metric system.	This content has been adjusted to grams.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	View Link	[1]	Unit 8.1 Contact Forces > Setting the Stage for Learning > How do we identify advantages and limitations of models? > Teacher Directions	The teacher will allow time for students to read the article and learn about identify the advantages and limitations in models such as their size, scale, properties, and materialsThis sentence needs to be revised to either "learn to identify" or learn about identifying	We will ensure the word "identify" is changed to "identifying" in the final content version.
<i>OpenSciEd 8th grade Science powered by Kiddom</i>	9781960634559	View Link	[46]	Unit 8.3 Forces at a Distance > Lesson 10 How does distance affect the strength of force pairs in a magnetic field? > 8.3.10 Conduct an Investigation and Graph Results > Question #2 Part G, Question #3	lab uses ounces and not grams	The language has been changed to grams not ounces for question #2 and #3.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<p><i>OpenSciEd 8th grade Science powered by Kiddom - Online and Print</i></p>	<p>9781960634559</p>	<p>View Link</p>		<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing</p> <p>Omission: Please include the following as evidence found in the teacher handbook located on the Course Unit Storylines and Teacher Guide section of the course.</p> <p>https://app.kiddom.co/curriculum/718796/node/280db6afb87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:40899188-d96e-11ed-a00a-06dee69fc1b2</p> <p>The teacher handbook provides a safety acknowledgement to send home with students to share with parents and/or caregivers. The acknowledgement encourages students to go through the safety practices with their parents/caregivers to help create a safe learning environment in science class. The following is a direct quote from the handbook, "Prior to the first science investigation of the year, a safety acknowledgement form for students and parents orguardians should be provided and signed. You can access a model safety acknowledgement form for middle school activities at the following location: http://static.nsta.org/pdfs/SafetyAcknowledgmentForm-MiddleSchool.pdf "</p> <p>Since the above evidence shows information to be shared with parents and caregivers, the score should be changed from PM to M.</p>	<p>Omission: Please include the following as evidence found in the teacher handbook located on the Course Unit Storylines and Teacher Guide section of the course.</p> <p>https://app.kiddom.co/curriculum/718796/node/280db6afb87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:40899188-d96e-11ed-a00a-06dee69fc1b2</p> <p>The teacher handbook provides a safety acknowledgement to send home with students to share with parents and/or caregivers. The acknowledgement encourages students to go through the safety practices with their parents/caregivers to help create a safe learning environment in science class. The following is a direct quote from the handbook, "Prior to the first science investigation of the year, a safety acknowledgement form for students and parents orguardians should be provided and signed. You can access a model safety acknowledgement form for middle school activities at the following location: http://static.nsta.org/pdfs/SafetyAcknowledgmentForm-MiddleSchool.pdf "</p> <p>Since the above evidence shows information to be shared with parents and caregivers, the score should be changed from PM to M.</p>	<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing</p> <p>Omission: Please include the following as evidence found in the teacher handbook located on the Course Unit Storylines and Teacher Guide section of the course.</p> <p>https://app.kiddom.co/curriculum/718796/node/280db6afb87-4737-b391-e04da7e6b433:d0c2778c-d974-11ed-9acf-065b003d8a30:40899188-d96e-11ed-a00a-06dee69fc1b2</p> <p>The teacher handbook provides a safety acknowledgement to send home with students to share with parents and/or caregivers. The acknowledgement encourages students to go through the safety practices with their parents/caregivers to help create a safe learning environment in science class. The following is a direct quote from the handbook, "Prior to the first science investigation of the year, a safety acknowledgement form for students and parents orguardians should be provided and signed. You can access a model safety acknowledgement form for middle school activities at the following location: http://static.nsta.org/pdfs/SafetyAcknowledgmentForm-MiddleSchool.pdf "</p> <p>Since the above evidence shows information to be shared with parents and caregivers, the score should be changed from PM to M.</p>

Publisher: McGraw Hill

Science, Grade 8

McGraw Hill Texas Science, Grade 8: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Teacher Edition</i>	9781265571795	View Link	1–4	Explore Lab: Engineer a Cell - entire lab, particularly under "Procedure" step 5 (on page 2)	Sentence 2 says "or" but should be "of"	Thank you for your feedback. This correction has been made to the Explore Lab: Engineer a Cell.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		SEP 15	Mathematical Calculations, paragraph 1, sentence 1	Sometimes a question cannot be directly measured, so scientists use mathematical relationships to derive it.	Sometimes a quantity cannot be directly measured, so scientists use mathematical relationships to derive it.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		SEP 18	Advantages of Models, paragraph 2, sentence 6	In addition to the information in the drawing, this model would also be able to provide a more accurate understanding of the molecule's three dimensional shape.	In addition to the information in the drawing, this model would also be able to provide a more accurate representation of the molecule's three-dimensional shape.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		SEP 18	Limitation of Models, paragraph 1, sentence 5	That is why it is always important to know the limitations of a model that is being used to understand a system or a phenomenon.	That is why it is always important to know the limitations of a model that is being used to investigate a system or a phenomenon.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		SEP 22	TEKS Focus in this Lesson	TEKS 8.4B make informed decisions by evaluating evidence from multiple appropriate sources to assess the credibility, accuracy, cost-effectiveness, and methods used	TEKS 8.4A relate the impact of past and current research on scientific thought and society, including the process of science, cost-benefit analysis, and contributions of diverse scientists as related to the content
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		SEP 33	The History of Science, paragraph 1, sentence 3	The scientific inquiry process that was used to figure out what caused the bridge to fail has also been a work of time.	The scientific inquiry process that was used to figure out what caused the bridge to fail has also developed over time.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		SEP 35	Life Science, paragraph 1	Investigations of how the human body works began in the 1600s by William Harvey. People use to think that blood was consumed by the body. Harvey proved blood continuously circulates through the body in one circulatory system. His work not only led to the field of physiology, but it also introduced experimentation into the field of medicine.	A major development in life science was made by William Harvey in the 1600s. Prior to his research people thought that blood was consumed by the body. Through experiments, he was able to estimate the capacity of the heart. He was also able to prove that the blood circulates through the body in one system composed of two loops. His work led to the field of physiology.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		SEP 36	Emmett Chappelle (1925–2019), paragraph 1, sentences 2–3	His early research helped better understand red blood cells and proteins. During his later research, he discovered that sending plants into space with astronauts could keep them safe.	His early research led to a better understanding of red blood cells and proteins. Later he discovered that plants can protect astronauts from carbon monoxide poisoning.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		SEP 43	Chapter TEKS Review, question 1, sentences 2 and 3	They place a sugar cube in a jar and shake it for ten minutes. Then the students make observations of how the sugar cube changed.	They place a sugar cube in an empty jar and cover the jar with a lid. Then they shake the jar for ten minutes. After ten minutes, the students make observations of how the sugar cube changed.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		SEP 43	Chapter TEKS Review, question 1, TEKS	8.2A, 8.5C	8.2A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		SEP 43	Chapter TEKS Review, Question 2, image of 3 jars	Image labels First jar: Unsealed Second jar: Sealed Third jar: Gauze cover	New image labels: First jar: Open Second jar: Sealed Third jar: Gauze-covered
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Collision Course, TEKS	8.1B, 8.1C, 8.1E, 8.1G, 8.2A, 8.5D	8.1B, 8.1C, 8.1E, 8.1G, 8.2A, 8.5E
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		4	Quick Launch: Model Matter, paragraph 2	Now check out the video Close Up of Matter to see how closely your models match the real deal.	Now check out the video Close Up of Matter to see how closely your models match the real structure of these substances.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		5	Page Keeley Science Probes, paragraph 2, last sentence	Explain your thinking.	Explain your thinking. Record your answer in your Science Notebook.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		7	Explore Lab: Model a Substance, TEKS	8.1A, 8.1D, 8.3A, 8.6A	8.1B, 8.1C, 8.1E, 8.1G, 8.2A, 8.3A, 8.3B, 8.5D, 8.6A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		7	Compounds, paragraph 1, sentence 3	Most matter in the universe exist in the form of compounds.	Most matter in the universe exists in the form of compounds.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		7	Compounds, paragraph 1, sentence 4	Currently there are more than 50 million known compounds and new compounds continue to be developed and discovered.	Currently there are more than 50 million known compounds, and new compounds continue to be developed and discovered.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		8	Compounds, paragraph 2, sentence 3	For example, with the compound CH ₄ the sphere that represents carbon will be larger than the four hydrogen spheres that are connected to the larger carbon sphere.	For example, with the compound CH ₄ , the sphere that represents carbon is larger than the four hydrogen spheres that are connected to the larger carbon sphere.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		8	Compounds, paragraph 2, sentence 4	These models also show the different atoms fused or attached.	These models also show the different atoms fused or attached to each other.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		8	Compounds, paragraph 4	Building models gives scientists a better idea of the connections made between atoms and makes it easier to create new combinations.	Building models gives scientists a better idea of the connections between atoms and makes it easier to develop new combinations.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		9	Modeling Mixtures, paragraph 1, sentence 3	A copper bowl is just made of copper, NaCl or salt isonly salt.	A copper bowl is just made of copper; NaCl, or salt, isonly salt.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		9	Modeling Mixtures, paragraph 1, sentences 6-8	While compounds are connected, element to element, mixtures do not connect. They are just stirred up together. The structure of mixtures can change, and the number of mixtures that can be created by combining substances is infinite.	Compounds are made of atoms that are connected. In a mixture, the atoms of different elements and compounds are not connected. They are just stirred together. The structure of mixtures can change which means the number of mixtures that can be created is infinite.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		10	Homogeneous Mixture, title	Homogeneous Mixture	Homogeneous Mixtures
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		11	Relate, paragraph 1, sentence 2	Read the paragraphs about Modeling Mixture again.	Read the paragraphs about Modeling Mixtures again.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		11	Heterogeneous Mixtures, paragraph 1, sentence 2	A heterogeneous [he tuh roh JEE nee us] mixture is a mixture in which two or more pure substances are not evenly mixed.	A heterogeneous (HE tuh ruh jee nee us) mixture is a mixture in which two or more pure substances are not evenly mixed.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		11	Heterogeneous Mixtures, paragraph 1, sentence 3	This means that it is not blended smoothly throughout and the individual substances remain separate.	This means that the mixture is not blended smoothly throughout, and the individual substances remain separate.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		11	Apply It, Art, circle 1	7 compounds of 2 orange and 1 bigger blue	7 compounds of 2 orange and 1 bigger blue and 7 green atoms mixed evenly throughout

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		11	Apply It, Art, circle 3	7 sets of paired up yellow atoms	4 sets of paired up yellow atoms and 4 orange atoms evenly mixed with the yellow pairs of atoms
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		11	Apply It, Art, circle 4	10 orange atoms	10 orange atoms and 9 green atoms not evenly mixed
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		14	Lesson 1.1 TEKS 8.6A Review, question 1, TEKS	8.1G, 8.2A, 8.3B, 8.6A	8.1G, 8.6A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		15	Lesson 1.1 TEKS 8.6A Review, question 4, TEKS	8.2D, 8.6A	8.6A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		15	Lesson 1.1 TEKS 8.6A Review, question 5	Which model(s) show elements only? TEKS 8.2D, 8.6A	Which of the following models show elements only? TEKS 8.6A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		15	Lesson 1.1 TEKS 8.6A Review, question 6, TEKS	8.2D, 8.6A	8.6A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		16	Quick Launch: Wonders of Water, paragraph 1, sentence 3	Make sure to create a hypothesis and record your observations.	Record your observations.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		16	Quick Launch: Wonders of Water, paragraph 2	Now check out the video Ways of Water to see some of the water around you.	Now check out the video Ways of Water to observe another property of water.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		18	Properties of Water, paragraph 1, last sentence	Unlike most pure substances, water has special properties that behave differently from other liquids.	Unlike most pure substances, water has special properties that make it behave differently from other liquids.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		18	Explore Lab: Investigate Water Properties, TEKS	8.1A, 8.1B, 8.1E, 8.2D, 8.3A, 8.6A	8.1B, 8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5B, 8.6C
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		19	Unseen Adhesion, paragraph 1, sentences 1 and 2	Adhesion also takes place in places we cannot see, like inside plants. Adhesion forces cause something called capillary action to occur.	Adhesion also occurs in places we cannot see, likeinside plants. Adhesion forces cause something called capillary action.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		20	Connections, paragraph 1, sentence 1	When you think of the surface water on a pond or even the surface water in a glass, the water molecules at the top do not have water molecules surrounding them like the ones below do.	When you think of the water on the surface of a pond, or even the surface water in a glass, the water molecules at the top do not have water molecules surrounding them like the ones below do.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		21	Examples, paragraph 1, sentence 3	Due to the strong connections between the surface water molecules, the insect is held on top of the water, giving the appearance that it is walking on the water.	Due to the strong connections between the molecules on the surface of the water, the insect is held on top of the water, giving the appearance that it is walking on the water.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		21	Apply It, Identify question	On the images, label all places where cohesion, adhesion, and surface tension are taking place.	On the images, label the property of water—adhesion, cohesion, or surface tension—shown near each write-in box.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		23	Making Connections, paragraph 1, sentences 2 and 3	Recall that adhesion is the attraction and connection of non-like molecules. Without adhesion the water would not move!	Recall that adhesion is the attraction and connection of molecules that are not alike. Without adhesion, the water would not move!
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		23	Under Making Connections, Explain question, sentence 2	Does this make a difference in adhesions part in transport in plants?	Does this affect the way adhesion helps transport water throughout plants?
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		25	Lesson 1.2 TEKS 8.6C Review, question 4, TEKS	8.6C, 8.3A	8.6C
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		25	Lesson 1.2 TEKS 8.6C Review, question 5	Analyze Which process is beneficial to living organisms, such as the insect on water?	Analyze Which process is depicted in the image of an insect on water?
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		30	STEM Connection, paragraph 1, last sentence	The difference in acidity or basicity between two solutions is represented by 10^n , where n is the difference between the two pH values.	The difference in acidity or basicity between two solutions is represented by 10^n , where n is the difference between the two pH values.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		30	STEM Connection, paragraph 2, sentence 3	Then use the formula, 10^n , to calculate the difference in acidity: $10^2 = 100$.	Then use the formula, 10^n , to calculate the difference in acidity: $10^2 = 100$.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		30	STEM Connection, Evaluate question	Using the example, how many times more basic is a solution with a pH of 8 than a solution with a pH of 11?	Using the example, how many times more basic is a solution with a pH of 11 than a solution with a pH of 8?

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		35	Lesson 1.3 TEKS 8.6D Review, question 4, TEKS	8.1B, 8.1E, 8.2D, 8.3A, 8.6D	8.1E, 8.6D
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		35	Lesson 1.3 TEKS 8.6D Review, question 5, TEKS	8.2C, 8.6D	8.6D
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		35	Lesson 1.3 TEKS 8.6D Review, question 6, TEKS	8.1A, 8.1E, 8.2D, 8.3A, 8.6D	8.6D
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		36	Lesson Essential Question	How does a chemical reaction conserve mass and how does it relate to the rearrangement of atoms?	How is mass conserved in a chemical reaction and how does it relate to the rearrangement of atoms?
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		36	Quick Launch: Before and After the Mass, paragraph 2	Now check out the video Conserving Bubbles to get another look at this real-life phenomena in action.	Now check out the video Conserving Bubbles to get another look at this real-life phenomenon in action.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		37	Page Keeley Science Probes, Plant in a Jar, image	Seed in open jar and seed with stem, leaves and roots in open jar growing out the top.	Imaged changed from photo to art, shows seed in a closed jar and seed growing with stem, leaves and roots in a closed jar.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		44	Under Balancing Equations, Evaluate question, diagram text, sentence beginning with "The hydrogen atoms are..."	The hydrogen atoms are balanced with 2 atoms of each on reactant and product sides, but the oxygen atoms are not. If atoms are not even this means the equation is unbalanced.	The hydrogen atoms are balanced with 2 atoms of each on the reactant and product sides. However, the oxygen atoms are not balanced. If the number of atoms on each side are not equal, this means the equation is unbalanced.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		48	Lesson Essential Question	How does a chemical reaction conserve mass and how does it relate to the rearrangement of atoms?	How is mass conserved in a chemical reaction and how does it relate to the rearrangement of atoms?
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		49	Lesson 1.4, TEKS 8.6B, 8.6E Review, question 4, TEKS	8.1A, 8.6B	8.6B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		50	Show What YOU Know, bullet 2	Plan an investigation to determine how the pH will change with your method.	Design a solution to adjust the pH of the swimming pool to safe swimming levels.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		50	Show What YOU Know, bullet 3	Conduct your investigation.	Test your solution.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		50	Show What YOU Know, CER, sentence 1	Make a claim about your method.	Make a claim about the effectiveness of your solution.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		51	Chapter TEKS Review, question 1, TEKS	8.2D, 8.3A, 8.6E	8.3A, 8.6E
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		51	Chapter TEKS Review, question 2, TEKS	8.1A, 8.1E, 8.2D, 8.3A, 8.6D	8.1E, 8.3A, 8.6D

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		53	Chapter TEKS Review, question 5, TEKS	8.2D, 8.3A, 8.6B, 8.6D	8.3A, 8.6B, 8.6D
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		53	Chapter TEKS Review, question 6, TEKS	8.1A, 8.6A	8.6A
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		2D	Lesson 1.4 Essential Question	How does a chemical reaction conserve mass and how does it relate to the rearrangement of atoms?	How is mass conserved in a chemical reaction and how does it relate to the rearrangement of atoms?
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		4B	Connect to the Big Idea, paragraph 2	Lesson 1 focuses on the differences between pure substances and mixtures and how modeling can be used to explain the differences in properties of these substances.	Lesson 1 focuses on the differences between pure substances and mixtures and explains how modeling can be used to compare and contrast the properties of these substances. Any substance, such as the chlorine tablet from the chapter opener, can be modeled if the chemical composition is known. A chlorine tablet is made up of the elements calcium, chlorine, and oxygen. Because these elements are chemically combined, they form a compound rather than a mixture. In Lesson 1, students will focus on how matter can be classified as elements, compounds, homogeneous mixtures, or heterogeneous mixtures using models.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		8	Under Compounds, Explain question, Answer	The spheres are all touching; some spheres seem bigger than others; the spheres are different colors.	The spheres are all touching; one sphere seems bigger than the others; the spheres are different colors.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		10	STEM Connection, Evaluate question, answer	atoms of C and Zn	atoms of Cu and Zn

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		12	Who are they?, title	Who are they?	Who Are They?
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		13	What do they do?, title	What do they do?	What Do They Do?
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		13	Making Connections, Predict paragraph, sentence 1	Students should use their knowledge from the types of models used in the lesson to identify ball-and-stick and space-filling.	Students should use what they learned in the lesson to determine that computational chemists might use the ball-and-stick and space-filling models.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		13	Consider This! Paragraph 1	Consider This! Students should use their knowledge about computational chemistry gained in the reading to suggest other careers in which modeling would be of benefit. For example, automotive engineers use modeling to design more aerodynamic automobiles.	Consider This! Students should use what they learned about computational chemistry to suggest other careers in which modeling might be useful.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		13	Under Take It Further, paragraph 1	N/A	Write About It Have students work with a partner to discuss what they observed in the virtual career fair. Have them write their reflections in their Science Notebooks.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		16B	Properties of Water, paragraph 1	This section of the lesson addresses the following aspects of TEKS 8.6C: Describe the properties of cohesion, adhesion, and surface tension in water as they are related to observable phenomena such as the formation of droplets, transport in plants, and insects walking on water.	This section of the lesson addresses the following aspects of TEKS 8.6C: Describe the properties of cohesion, adhesion, and surface tension in water as they relate to observable phenomena such as the formation of droplets, transport in plants, and insects walking on water.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		16B	Connect to the Big Idea, paragraph 2	Lesson 2 focuses on the unusual properties of water such as cohesion, adhesion, and surface tension that result from the unusually strong intermolecular attractions that water forms.	Lesson 2 focuses on the unusual properties of water, such as cohesion, adhesion, and surface tension, that result from the unusually strong intermolecular attractions that water forms. These properties of water can explain many observable phenomena, such as insects being able to walk along the surface of the water of a pool and the ability of water to dissolve substances, such as the chlorine tablet in the chapter opener. In Lesson 2, students will focus on the properties of water and how they relate to observable phenomena.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		18	Under Cohesion, Explain question, answer	The shape is a droplet due to gravity otherwise it would be a sphere.	The droplet is mostly spherical, but due to gravity, one side is flatter.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		18	TEKS Progressions, sentence 2	In this lesson, students expand on this knowledge to understand about an aqueous solution and the properties of water.	In this lesson, students expand on this knowledge to describe the properties of water, including cohesion, adhesion, and surface tension.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		18	Explore Lab: Investigate Water Properties, TEKS	8.1A, 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.1G, 8.3A, 8.5B	8.1B, 8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5B, 8.6C
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		18	Explore Lab: Investigate Water Properties, Purpose and Summary	Purpose: To use a series of simple investigations to observe cohesion, adhesion, and surface tension in water. Summary: Students use models to investigate water droplet formation, water transport, and surface tension.	Purpose: To describe the properties of cohesion, adhesion, and surface tension in water. Summary: Students conduct three investigations to analyze observable phenomena, including water droplet formation, water transport, and surface tension.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		19	Under Unseen Adhesion, Read the Diagram question, sample answer	Answers may vary, but should cover the idea that capillary action and adhesion are the reason that water moves throughout the plant.	Answers should include that capillary action and adhesion allow water in the ground to travel from the plant's roots to its stem and leaves.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		19	Notebooking, paragraph 1, sentences 1 and 2	After watching the video have students identify the processes that allow water to rise great distances against gravity in plants. Then have them reflect the impact and importance of these processes not only to plants but to the ecosystem in which they live.	After watching the video, have students identify the processes that allow water to overcome gravity and rise great distances in plants. Then have them reflect on the impact and importance of these processes not only to plants but to the ecosystem in which they live.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		19	Interactive Word Wall Word Strategies, sentences 2 and 3	The cohesion of water results from that attraction of a water molecule with its neighbors. Adhesion is an attraction of a water molecule toward another substance.	The cohesion of water results from the attraction of a water molecule with its neighbors. Adhesion is the attraction of a water molecule toward another substance.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		19	Digital Spotlight, Word Lab	Word Lab Encourage students to use this interactive tool to observe, examine, and practice lesson vocabulary. [Word Lab icon]	Explain It Video Students will explore how water is transported in plants in the video Water's Journey. [Explain It Video icon]

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		19	Differentiation Options, Reinforce, Use to Intervene, How Does It Feel?, sentence 1 and 2	Have students write a comic strip about what it feels like to be a water molecule. Students should describe the attractive forces between it and other water molecules.	Have students write a comic strip from the perspective of a water molecule. Students should describe the attractive forces between them and other water molecules.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		19	EB/EL Leveled Support, ELPS	3E	3H
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		21	Apply It, Explain question, Adhesion and Surface Tension answers	Adhesion: The connection of the web molecules and water molecules is shown over the droplets on the small droplets on the web. Surface Tension: The needle on the water shows that the connection of the water molecules is very strong, creating a barrier on the needle in the cup.	Adhesion: The connection of the web molecules and water molecules is shown where the droplets sit on the web. Surface Tension: The "floating" needle shows that the connection of water molecules is strong, creating a barrier that keeps the needle from sinking.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		21	Examples, paragraph 1	Inform students that the pin laying across the surface of the water is not actually floating on the water. Instead, it is being held up by the surface tension of the water. In fact, the pin should sink because its density is greater than the density of water. A slight downward push on the pin breaks through the water's surface tension and allows the pin to sink.	Inform students that the needle laying across the surface of the water is not actually floating on the water. Instead, it is being held up by the surface tension of the water. In fact, the needle should sink because its density is greater than the density of water. A slight downward push on the needle breaks through the water's surface tension and allows the needle to sink.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		25	Lesson Review, question 4, choice A	Correct Capillary action, or the movement of water across a solid surface requires the connection of stem molecules to water molecules.	Correct Capillary action, or the movement of water across a solid surface, requires a connection between the molecules of a plant's stem and water molecules.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		25	Lesson Review, question 4, choice C	Incorrect Cohesion is the attraction between water molecules. Capillary action relies on the attractions of water molecules with other substances.	Incorrect Cohesion is the attraction between water molecules. Capillary action relies on the attraction between water molecules and the molecules of other substances.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		25	Lesson Review, question 5, choices B, C and D	B Incorrect Adhesion is the attraction of water to other substances. Adhesion does not prevent the insect from sinking. C Incorrect Cohesion refers to the attractions between water molecules. But cohesion between water molecules can exist anywhere in the liquid, not just at the surface. D Correct Surface tension allows the insect in the picture to walk across water without falling in.	B Incorrect Adhesion is the attraction between water molecules and the molecules of other substances. Adhesion does not prevent the insect from sinking. C Incorrect Cohesion refers to the attraction between water molecules. But cohesion between water molecules can exist anywhere in the liquid, not just at the surface. D Correct Surface tension allows the insect in the picture to walk across the water without falling in.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		25	Lesson Review, question 6, choice A and B	Incorrect Water may form attractions to the leaf, but these attractions would be too weak to hold up the leaf against gravity. Correct The connection between the water molecules and the other water molecules allows a sort of barrier to form holding the leaf up. DOK 4	Incorrect Water molecules may form attractions to the leaf molecules, but these attractions would be too weak to resist gravity and keep the leaf from sinking. Correct The connection between the water molecules and the other water molecules allows a sort of barrier to form, holding the leaf up. DOK 4
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		26B	Connect to the Big Idea, paragraph 2	Lesson 3 focuses on the characteristic properties of acidic and basic solutions, including pH.	Lesson 3 focuses on the characteristic properties of acidic and basic solutions, including pH. When a substance is dissolved in water, such as the chlorine tablet from the chapter opener, it forms an aqueous solution. This aqueous solution could be an acid, base, or neutral. To classify the solution, the pH can be measured using pH test strips, a pH indicator, or a pH meter. If the pH of the pool after adding the tablet is not safe for swimming, an acid or a base can be added to the water to adjust the pH. That is because acids and bases neutralize each other when they react. In Lesson 3, students will focus on the properties of acids and bases, including their pH and the pH of water.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		29	Visual Literacy, paragraphs 1-4	Read the Photo Explain that this statue is made of a type of rock, such as marble, that reacts readily with acids. Make sure students understand that the statue is very old and the damage shown occurred over many years. ASK: How old do you think the statue is? Students might suggest that the statue is hundreds of years old or more. ASK: Do you think the statue is most likely in a city or in the country? Students might suggest that it is most likely in a city since there is more pollution in cities than in the country. ASK: What do you think might happen to the statue if it continues to be affected by acid rain? Students might suggest the marks on the statue would become bigger or that the statue might crumble apart.	Read the Photo Explain that this structure is made of a type of rock, such as marble, that reacts readily with acids. Make sure students understand that the structure is very old and the damage shown occurred over many years. ASK: How old do you think the structure is? Students might suggest that the structure is hundreds of years old or more. ASK: Do you think the structure is most likely in a city or in the country? Students might suggest that it is most likely in a city since there is more pollution in cities than in the country. ASK: What do you think might happen to the structure if it continues to be affected by acid rain? Students might suggest the marks on the structure would become bigger or that the structure might crumble apart.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		29	Explore Lab: Investigate pH of Acids, Bases, and Water, TEKS	8.1B, 8.1C, 8.1D, 8.1E, 8.2B, 8.3B, 8.5B, 8.6D	8.1B, 8.1C, 8.1D, 8.1E, 8.2B, 8.3A, 8.3B, 8.5A, 8.6D
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		29	Explore Lab: Investigate pH of Acids, Bases, and Water, Summary	Summary: Students combine an acid and a base and observe what the reaction is and the individual acid and base on their own prior to the reaction.	Summary: Students examine the physical properties of various substances, test their pH, and classify them as an acid, a base, or neutral.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		36B	Connect to the Big Idea, paragraph 2, sentences 3-5	The model of the atom as a small hard sphere is a useful tool to explain why mass is conserved in chemical reactions. This model assumes that the atoms of each element are identical and different from the atoms of other elements. It also assumes that the atoms are neither created nor destroyed during chemical reactions. Therefore, the total mass of reactants equals the total mass of the products.	When two substances combine, such as the chlorine tablet and the pool water in the chapter opener, they can react to form new substances. When a chemical reaction occurs, the number of atoms of each element present before the reaction is the same as the number of atoms of each element present after the reaction. The rearrangement of the atoms during a chemical reaction can be communicated using a chemical equation. In Lesson 4, students will focus on how mass is conserved during a chemical reaction and how this conservation of mass can be represented using a balanced chemical equation.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		37	Page Keeley Science Probe, sentence 1	Preview the Sticky Bars video to use this teaching strategy with the Page Keeley Science Probe.	Preview the Sticky Bar Graphs video to use this teaching strategy with the Page Keeley Science Probe.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		37	Quick Launch, Before and After the Mass	TEKS 8.1C, 8.1G, 8.2A, 8.3APrep: 5 min Class: 10 minPurpose: To explain by modeling how two types of matter are different.Summary: Students draw models of two substances to illustrate how they are different.	TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5E, 8.6B, 8.6EPrep: 5 min Class: 15 minPurpose: To investigate how mass is conserved during a chemical reaction.Summary: Students compare the mass of an egg before and after it is boiled.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		37	Lesson Essential Question	How does a chemical reaction conserve mass and how does it relate to the rearrangement of atoms?	How is mass conserved in a chemical reaction and how does it relate to the rearrangement of atoms?
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		37	Pant in a Jar, paragraph 1, sentence	This probe works well with the Stickey Bars strategy.	This probe works well with the Sticky Bar Graphs strategy.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		37	Page Keeley Science Probe, sentence 1	Learn more about how to use the Sticky Bars strategy.	Learn more about how to use the Sticky Bar Graphs strategy.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		39	Interactive Word Wall, sentence 2	Then challenge students to write one sentence that incorporates all three of the lesson vocabulary words.	Then challenge students to write one sentence that incorporates both of the lesson vocabulary words.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		39	Visual Literacy, paragraph 4, sentence 1 and 2	ASK: What is the difference between the regular and subscript 2 in 2H ₂ O in the second equation? The upper case 2 implies that there are two water molecules involved in the equation.	ASK: What is the difference between the coefficient and subscript 2 in 2H ₂ O in the second equation? The coefficient 2 implies that there are two water molecules involved in the equation.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		41	Conversation Starters, Fun Fact, The First Fireworks, paragraph 1, sentence 2	The first “firecrackers” were thought to be bamboo stalks that were thrown into a fire.	The first “firecrackers” were thought to be bamboo stalks that were thrown into a fire.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		41	Conversation Starters, Fun Fact, The First Fireworks, paragraph 1, sentences 5 and 6	Alchemists at this time were thought to be the first to combine potassium nitrate, sulfur, and charcoal to make the first “gunpowder”. This mixture was then added to hollowed bamboo sticks to make the first chemical firecrackers.	Alchemists at this time were thought to be the first to combine potassium nitrate, sulfur, and charcoal to make the first “gunpowder.” This mixture was then added to hollowed bamboo stalks to make the first chemical firecrackers.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		42	Explore Simulation: Investigate Conservation of Mass	TEKS 8.1A, 8.1B, 8.1D, 8.1E, 8.2C, 8.2D, 8.6B, 8.6E Prep: 10 min Class: 20 min Purpose: To demonstrate that in a chemical reaction where gas is produced that the mass is still conserved. Summary: Students will measure and record the mass of materials before and after a chemical reaction in which gas is produced.	TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5E, 8.6B, 8.6E Prep: 5 min Class: 45 min Purpose: To analyze the law of conservation of mass by balancing the chemical equation for a reaction. Summary: Students compare the reactants and products in four chemical reactions, including photosynthesis.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		45	How to Balance, paragraph 1, sentence 1	Coefficients vs Subscripts Hydrogen peroxide decomposes when exposed to sunlight as given by the equation:	Hydrogen peroxide decomposes when exposed to sunlight, as given by the equation:
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		45	How to Balance, paragraph 2, last sentence	The oxygen to oxygen bond makes hydrogen peroxide more reactive than water and makes it a powerful bleach.	The oxygen-to-oxygen connection makes hydrogen peroxide more reactive than water and makes it a powerful bleach.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		45	Conversation Starters, Real-World Science, Incomplete Combustion, paragraph 1, sentence 1	Methane, (CH ₄), is the largest component of natural gas – a common fuel used for home heating.	Methane, CH ₄ , is the largest component of natural gas—a common fuel used for home heating.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		47	Making Connections, Evaluate sentence	Use the periodic table to review the names and symbols of the elements in trichlorophenol (C ₆ H ₃ Cl ₃ O).	Use the periodic table to review the names and symbols of the elements in trichlorophenol (C ₆ H ₂ Cl ₃ OH).

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		47	After Take It Further, paragraph 1	N/A	Write About It Have students work with a partner to discuss what they observed in the interactive gallery. Have them write their reflections in their Science Notebooks.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		47	Digital Spotlight, Virtual Field Trip, title	Virtual Field Trip	Interactive Gallery
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		47	Differentiation Options, Extend, Use to Accelerate, Hot and Cold Light, last sentence	Note that the temperature should not exceed the temperature of warm tap water.	Note that students should not test temperatures that exceed the temperature of warm tap water.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		47	Conversation Starters, Fun Fact, Glow from Urine	Fun FactGlow from Urine The earliest experiment involving luminescence was conducted by the German scientist Henning Brandt in 1669. In his experiment, Brandt concentrated hundreds of liters of human urine into a thick, white paste. Brandt believed urine contained gold because of its similar color. But instead of gold, Brandt produced a white solid that glowed in the dark and spontaneously burst into flames when exposed to air. Brandt had discovered the element phosphorus.	Fun Fact [clock] 5 minGlow from Urine The earliest experiment involving luminescence was conducted by the German scientist Hennig Brand in 1669. In his experiment, Brand concentrated hundreds of liters of human urine into a thick, white paste. Brand believed urine contained gold because of its similar color. But instead of gold, Brand produced a white solid that glowed in the dark and spontaneously burst into flames when exposed to air. Brand had discovered the element phosphorus.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		48	Revisit the Essential Question, paragraph 3, last sentence	Throughout these reactions, the masses of reactants and products are always conserved.	Throughout these reactions, the masses of the reactants and products are always conserved.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		48	Lesson Review, Targeted TEKS table, question 4	4: 8.6B; 8.1A	4: 8.6B
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		48	Lesson Review, Targeted TEKS table, question 6	6: 8.6E; 8.1A, 8.3A, 8.3B, 8.5B	4: 8.6E; 8.3A, 8.5B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		48	Lesson Review, question 2, numbering and sentence 1	2. Sample answer: The mass of the chlorine tablet decreases as it dissolves in the pool water.	1. The mass of the chlorine tablet decreases as it dissolves in the pool water.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		48	Lesson Review, question 3, numbering and sentence 1	3. Sample answer: The reaction is not possible because oxygen is in a reactant but not shown in a product.	2. The reaction is not possible because oxygen is in a reactant but not shown in a product.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		49	Differentiation Options, Reinforce, Use to Intervene, Revisit, last sentence	If needed, review the photo and video of the plant growing in a jar with students.	If needed, review the photo and video of conservation of mass with students.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		50	Show What YOU Know, sentence 1	Access the Show What You Know lab Safe to Swim in which students use their knowledge of acids, bases and pH to devise a method for testing water and a process for adjusting the pH of the water so that it falls within a safe range for people to swim in. DOK 4	Access the Engineering Challenge Safe to Swim in which students use their knowledge of acids, bases, and pH to devise a method for testing water and a process for adjusting the pH of the water so that it falls within a safe range for people to swim in. DOK 4
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		51	Targeted TEKS table, questions 1 and 2	1: 8.6E; 8.2D, 8.3A2: 8.6D; 8.1A, 8.1E, 8.2D, 8.3A	1: 8.6E; 8.3A2: 8.6D; 8.1E, 8.3A
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		51	Targeted TEKS table, questions 5 and 6	5: 8.6B 8.6D; 8.2D, 8.3A6: 8.6A; 8.1A	5: 8.6B, 8.6D; 8.3A6: 8.6A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		51	TEKS Review, question 1	A Incorrect Due to the law of conservation of mass, the total mass of reactants must equal the total mass products. Therefore, mass cannot increase. B Incorrect Due to the law of conservation of mass, the total mass of reactants must equal the total mass products. Therefore, mass cannot decrease. C Correct Due to the conservation of mass, the total mass you begin with is the total mass you end with. DOK 3D Incorrect Due to the law of conservation of mass, the total mass of reactants must equal the total mass products. Therefore, mass cannot change. Dual Coded Evaluate experimental and engineering designs. TEKS 8.2D Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A If students do not answer Question 1 correctly, have them reread the Conservation of Mass paragraph in Lesson 1.	A Incorrect Due to the law of conservation of mass, the total mass of the reactants must equal the total mass the products. Therefore, mass cannot increase. B Incorrect Due to the law of conservation of mass, the total mass of the reactants must equal the total mass the products. Therefore, mass cannot decrease. C Correct Due to the law of conservation of mass, the total mass you begin with is the total mass you end with. DOK 3D Incorrect Due to the law of conservation of mass, the total mass of the reactants must equal the total mass of the products. Therefore, mass cannot change. Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A On the state assessment, students may be asked to develop an explanation supported by data and models consistent with scientific principles. If students do not answer question 1 correctly, have them reread the Conservation of Mass paragraph in Lesson 4.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		51	TEKS Review, question 2, dual coded statements	Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 8.1A Collect quantitative data using the International System of Units (SI) and qualitative data as evidence. TEKS 8.1E Evaluate experimental and engineering designs. TEKS 8.2D Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A	Dual Coded Collect quantitative data using the International System of Units (SI) and qualitative data as evidence. TEKS 8.1E Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		52	TEKS Review, question 3, choice D and dual coded statement	Correct Cohesion causes water molecules to connect with other water molecules and they make so many connections that a droplet form. Adhesion forces help water move within a plant as water and non-water molecules connect. Surface tension is the connections made between surface water molecules which result in a 'barrier' of sorts for insects and light things to move atop the water. DOK 2 Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 8.1A	Correct Cohesion causes water molecules to connect with other water molecules, and they make so many connections that a droplet forms. Adhesion forces help water move within a plant as water and nonwater molecules connect. Surface tension is the connections made between surface water molecules which result in a 'barrier' of sorts for insects and light things to move atop the water. DOK 2
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		53	TEKS Review, question 5, Dual coded statements	Dual Coded Evaluate experimental and engineering designs. TEKS 8.2D Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A	Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		53	TEKS Review, question 6	Box 1 represents an element because the model contains only one type of particle. Box 2 represents a heterogeneous mixture because it contains two different substances that are unevenly mixed. Box 3 represents a homogeneous mixture because it contains two different substances that are evenly mixed. Box 4 represents a compound because it consists of one large particle made up of three smaller particles. DOK 3 Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 8.1A	Model 1 represents an element because the model contains only one type of particle. Model 2 represents a heterogeneous mixture because it contains two different substances that are unevenly mixed. Model 3 represents a homogeneous mixture because it contains two different substances that are evenly mixed. Model 4 represents a compound because it consists of one large particle made up of three smaller particles. DOK 3
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Model Matter, Safety	Safety Icons: wash hands with soap and water, wear gloves, wear an apron, and wear safety goggles	Safety Icons: wash hands with soap and water
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Model Matter, Data and Observations	Data and Observations Use the space below to record your ideas and create models for different types of matter.	Data and Observations
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Model Matter, Go Online statement	Now check out the video Close Up of Matter to see how closely your models match the real deal.	Now check out the video Close Up of Matter to see how closely your models match the real structure of these substances.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Wonders of Water, TEKS	8.1A, 8.1C, 8.1D, 8.1E, 8.1G, 8.3A, 8.3B, 8.5A, 8.5B, 8.5D, 8.6C	8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5B, 8.6C
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Wonders of Water, introduction paragraph, last sentence	Make sure to create a hypothesis and record your observations.	Record your observations.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Wonders of Water, Data and Observations	Data and Observations As you investigate some of the properties of water, record your observations and ideas below. You may want to make a drawing or diagram to illustrate your thoughts.	Data and Observations

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Wonders of Water, Go Online statement	Now check out the video Ways of Water to see some of the water around you.	Now check out the video Ways of Water to observe another property of water.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Fizzy Fun, safety	Safety Icons: wear goggles, wear gloves, wash hands with soap and water	Safety Icons: wear goggles, wear gloves, wear an apron, wash hands with soap and water
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Fizzy Fun, Data and Observations	Data and Observations Record your observations and ideas below. A chart or table can be a useful way to capture and organize information.	Data and Observations
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Before and After the Mass, TEKS	8.1B, 8.1C, 8.1D, 8.1E, 8.1G, 8.3A, 8.3B, 8.5A, 8.5D, 8.6B, 8.6E	8.1B, 8.1C, 8.1D, 8.1E, 8.3A, 8.3B, 8.5E, 8.6B, 8.6E
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Before and After the Mass, Data and Observations	Data and Observations Use the space below to record your observations. [Table to record observations of the physical properties and mass of the substances before and after heating]	Data and Observations
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Before and After the Mass, Go Online statement	Now check out the video Conserving Bubbles to get another look at this real-life phenomena in action.	Now check out the video Conserving Bubbles to get another look at this real-life phenomenon in action.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		66	Lesson 2.1 TEKS 8.7A Review, question 2, TEKS	TEKS 8.3A, 8.7A	TEKS 8.5A, 8.7A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		78	Show What YOU Know, step 2	Plan an investigation to design and construct a prototype.	Design and construct a prototype.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		79	Chapter TEKS Review, Question 2, sentence 2	Initially the canoe moves with a constant speed.	Initially the canoe moves at a constant speed.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		65	Making Connections, Compare question, sample answer, sentence 1	The acceleration of the fighter pilot with the larger mass will be less than the acceleration of the fighter pilot with a mass of 70 kg.	The acceleration of the fighter pilot with a mass of 105 kg will be less than the acceleration of the fighter pilot with a mass of 70 kg.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Ready, Set, Go, TEKS	8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.2B, 8.3A, 8.3B, 8.5B, 8.7B	8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.2B, 8.3A, 8.3B, 8.5B, 8.5G, 8.7B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		90	STEM Connection, Focus on Math, equation	$s = \lambda \times v$	$v = f \times \lambda$
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		90	STEM Connection, Focus on Math, variable list under equation	s– represents the speed of the wave in m/s	v– represents the speed of the wave in m/s
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		90	STEM Connection, Focus on Math, variable list under equation	v– represents the frequency of the wave in Hz	f– represents the frequency of the wave in Hz
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		90	Frequency and Energy, paragraph 1, sentence 1	The amount of energy transferred by waves in a given time is proportional to the wave's frequency.	The amount of energy transferred by a wave in a given time is proportional to the wave's frequency.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		91	The Electromagnetic Waves title	The Electromagnetic Waves	The Electromagnetic Spectrum
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		91	Explore Simulation, TEKS	TEKS 8.1A, 8.1B, 8.2D, 8.3A, 8.8A	TEKS 8.1B, 8.1C, 8.1E, 8.1G, 8.2B, 8.3A, 8.3B, 8.8A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		92	Frequency, paragraph 1, sentence 4	Gamma rays, on the opposite side of the electromagnetic spectrum, have a frequency around 3×10^{19} Hz, which can translate to 30 quintillion Hz.	Gamma rays, on the opposite side of the electromagnetic spectrum, have a frequency around 3×10^{19} Hz, which can translate to 30 quintillion Hz.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		92	Frequency, paragraph 1, sentence 5	A gamma ray will have a much higher number of wavelengths that pass by a point each second compared to that of a radio wave.	A gamma ray will have a much higher number of wavelengths that pass by a point each second compared to a radio wave.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		93	Apply It, Compare question statement	How does the amplitude, frequency, and wavelength of a radio wave and microwave of equal intensity compare?	How do the amplitude, frequency, and wavelength of a radio wave and a microwave of equal intensity compare?
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		96	Lesson 3.1 TEKS 8.8A Review, question 2, TEKS	TEKS 8.1A, 8.2D, 8.3A, 8.8A	TEKS 8.8A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		97	Lesson 3.1 TEKS 8.8A Review, question 2	Determine In the diagram of a transverse wave, what is the arrow pointing to? TEKS 8.1A, 8.2D, 8.3A, 8.8A	Determine In the diagram of a transverse wave, what does the horizontal arrow represent? TEKS 8.8A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		100	Explore Lab: Investigate When Two Waves Meet, TEKS	8.1A, 8.1B, 8.1C, 8.1D, 8.1E, 8.2B, 8.2D, 8.3A, 8.8B	8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.3A, 8.3B, 8.4A, 8.5B, 8.5E, 8.8B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		105	Apply It, Explain question	What is the use of electromagnetic waves in healthcare?	What is the use of electromagnetic waves in health care?
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		105	Electromagnetic Wave Uses in Modern Life, paragraph 1, sentences 4-6	Have you ever wondered how your parents start their car without a key in the ignition? They can start the car due to keyless entry. A push of a button on a key fob transmits a signal that starts the car.	How can a car door be opened without using a key? A key fob transmits a signal that allows the door to unlock. In some cars the key fob also sends a signal that allows the user to push a button on the dashboard to start the ignition.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		106	Microwaves, paragraph 1, sentence 5	Because of the frequency range of microwaves, food molecules such as water and sugar can absorb their energy and heat them up.	Because of the frequency range of microwaves, food molecules such as water and sugar can absorb the energy of the microwaves. This energy makes the molecules vibrate, which warms the food.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		110	Lesson 3.2 TEKS 8.8B Review, question 2, TEKS	TEKS 8.1A, 8.1B, 8.3A, 8.8B	TEKS 8.8B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		111	Lesson 3.2 TEKS 8.8B Review, question 5, TEKS	TEKS 8.5D, 8.8B	TEKS 8.8B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		112	Show What YOU Know, introduction	Plan and conduct your own investigation to discover the wavelengths of different visible light waves.	Plan and conduct your own investigation to discover the wavelengths of the colors of the visible spectrum.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		112	Show What YOU Know, Bullet 1	In the Design Your Own Lab Coloring Discoveries, choose one method to test the wavelengths of visible light.	In the Science Challenge Coloring Discoveries, review the investigative questions about the colors of the visible spectrum.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		112	Show What YOU Know, Bullet 2	Plan an investigation to determine how the different wavelengths determine order of visible light.	Plan an investigation to determine the answer to the investigative questions.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		112	Show What YOU Know, CER, sentence 1	CER Make a claim about our discovery.	CER Make a claim about your discovery.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		113	Chapter TEKS Review, question 1, TEKS	TEKS 8.1A, 8.5D, 8.8A	TEKS 8.8A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		114	Chapter TEKS Review, question 3	Why do scientist make astronomical observations using different wavelength detecting telescopes and probes? TEKS 8.1B, 8.3A, 8.8B	Why do scientists make astronomical observations using telescopes and probes that detect different wavelengths? TEKS 8.3A, 8.8B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		115	Chapter TEKS Review, question 6	What types of electromagnetic waves are used for prep, diagnosis, and treatment of patients in a healthcare setting? Select all that apply. TEKS 8.3A, 8.5D, 8.8B	What types of electromagnetic waves are used for diagnosis and treatment of patients in a health care setting? Select all that apply. TEKS 8.8B
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		82C	Big Idea	Big Idea: Wave properties translate to the transfer of energy through waves.	Big Idea: Energy transfers through waves.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		82	Chapter Overview, Big idea, sentence 1	The Big Idea of this chapter is how wave properties translate to the transfer of energy through waves.	The Big Idea of this chapter is that energy transfers through waves.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		84B	Connect to the Big Idea, Big Idea statement	Big Idea Wave properties translate to the transfer of energy through waves.	Big Idea Energy transfers through waves.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		86	Characteristics of Waves, Plan section, TEKS Progressions, sentence 1	In Grade 6, students explained how energy is transferred through transverse waves TEKS 6.8A.	In Grade 6, students explained how energy is transferred through transverse waves TEKS 6.8C.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		86	Visual Literacy, paragraph 2, sentence 3	If we move away, it's because of the boat's movement.	If the boat moves away, it's because of the wind, not the waves.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		86	Visual Literacy, paragraph 3, sentence 2	Answers could include anchoring the boat to stop moving away from the ball, or the ball could be attached to a leash to pull it with us as the boat moves.	Answers could include anchoring the boat to stop moving away from the ball, or the ball could be attached to a rope to pull it with us as the boat moves.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		90	Wavelength and Frequency, Calculate question, sample answer	The frequency is 20 Hz. This is because there are 2 wavelengths in 40 s. $[40 \text{ s} / 2 \text{ wavelengths} = 20 \text{ Hz}]$	The frequency is 0.05 wave/s $[2 \text{ wavelengths} / 40 \text{ s} = 0.05 \text{ wave/s}]$
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		90	STEM Connection, Focus on Math, Evaluate question, sample answer	$0.5 \text{ m/s} [s = 0.5 \text{ m} \times 8 \text{ Hz}]$	$4 \text{ m/s} [v = 0.5 \text{ m} \times 8 \text{ Hz}]$

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		91	Explore Simulation, Investigate Electromagnetic Waves box	TEKS 8.1A, 8.1B, 8.2D, 8.3A, 8.8APrep: 10 min Class: 30 min-Purpose: To compare the frequency, wavelength, and energy of electromagnetic waves. Summary: Students use a simulation to determine the relationship between the frequency, wavelength, and energy of an electromagnetic wave.	TEKS 8.1B, 8.1C, 8.1E, 8.1G, 8.2B, 8.3A, 8.3B, 8.8APrep: 5 min Class: 45 min Purpose: Identify the relationship between the different characteristics of electromagnetic waves. Summary: Students use a simulation to determine the relationship between the frequency and wavelength of an electromagnetic wave. They also compare the frequency and wavelength range of the different types of electromagnetic waves.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		93	Apply It, Compare question, sample answer, sentences 1 and 2	Frequency of a microwave is much lower than the frequency of an X-ray. The wavelength of the microwave is much longer than an X-ray.	A radio wave has a lower frequency and a longer wavelength than a microwave.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		93	Revisit the Explore Simulation, sentence 1	In the reasoning section of their CER charts, students should include that frequency and wavelength are inversely related, while frequency and energy are directly related.	In the reasoning section of their CER charts, students should include that frequency and wavelength are inversely related. That means the wavelength must decrease as frequency increases.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		98B	Connect to the Big Idea, Big Idea statement	Big Idea Wave properties translate to the transfer of energy through waves.	Big Idea Energy transfers through waves.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		100	Electromagnetic Wave Uses in Astronomy, Plan section, Explore Lab, first check	Preview the lab Investigate When Two Electromagnetic Waves Meet in which students observe a way that infrared waves differ from visible light waves.	Preview the lab Investigate When Two Waves Meet in which students observe a way that infrared waves differ from visible light waves.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		100	Infrared Observations, paragraph 1, sentences 2 and 3	Tell them that any object above zero degrees gives off thermal energy as the result of vibrating molecules within them. This thermal energy may occur at different wavelengths, and as the object's temperature increases, the wavelength of electromagnetic waves emitted decreases.	Tell them that if an object has a temperature above 0 Kelvin (-273.15°C), its molecules vibrate, releasing thermal energy. This thermal energy is released at different wavelengths, and as the object's temperature increases, the wavelength of electromagnetic waves emitted decreases.
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		101	Explore Lab, Title	Investigate When Two Electromagnetic Waves Meet	Investigate When Two Waves Meet

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		101	Explore Lab: Investigate When Two Waves Meet, TEKS	8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.3A, 8.3B, 8.5A, 8.8B	8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.3A, 8.3B, 8.4A, 8.5B, 8.5E, 8.8B
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		101	Revisit the Explore Lab, title	Investigate When Two Electromagnetic Waves Meet	Investigate When Two Waves Meet
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		101	Revisit the Explore Lab, sentence 1	In the reasoning section of their CER charts, students should include that visible light has greater energy which causes the greater temperatures and the faster temperature increases compared to infrared light.	In the reasoning section of their CER charts, students should include that infrared light transfers energy more readily than visible light. When an object absorbs this energy, the kinetic energy of the object's atoms and molecules increases, causing a higher temperature.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		103	Ultraviolet Light, Explain question	Explain Answers will vary; Possible responses include remote control, the Sun, blacklights.	Explain Answers could include the dentist office, the Sun, and blacklights.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		104	STEM Connection, Focus on Technology, paragraph 3, sentence 2	A chemical that is injected into a person's body and that is attracted to diseased tissue.	A chemical that is injected into a person's body and attaches to diseased tissue.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		104	Apply It, sample answer	Ultraviolet, X-rays, and radiation therapy are all used to help-treat, diagnose, and prep patients in the healthcare system.	Ultraviolet waves, X-rays, and gamma rays are used to help diagnose and treat patients in the health care system. Ultraviolet waves are also used to sterilize medical equipment.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		105	Electromagnetic Wave Uses in Modern Life, Plan Section, Video title	Explore Video	Explain It Video
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		105	Electromagnetic Wave Uses in Modern Life, Plan Section, first check	Preview the video Light Journey, in which students learn how fiber optics are used in modern life.	Preview the video Fiber Optics, in which students learn how fiber optics are used in modern life.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		106	Notebooking, sentence 1	Have students access the video Light Journey.	Have students access the video Fiber Optics.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		107	Digital Spotlight, Explain It Video, paragraph 1	Use the Light Journey video to explore fiber optics.	Use the Fiber Optics video to explore fiber optics.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		112	Chapter Wrap-Up, Revisit the Big Idea statement	Revisit this chapter’s Big Idea with students: Wave properties translate to the transfer of energy through waves.	Revisit this chapter’s Big Idea with students: Energy transfers through waves.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		112	Show What YOU Know, sentence 1	Access the Design Your Own Lab Coloring Discoveries.	Access the Science Challenge Coloring Discoveries.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		113	TEKS Review, question 1, answer choice D	Correct Gamma rays have the highest frequency and the lowest wavelength, you can tell by how close and how many waves are passing.	Correct Gamma rays have the highest frequency and the longest wavelength, you can tell by how close and how many waves are passing. DOK 2
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		113	TEKS Review, question 1, answer choice B, last sentence	The more waves you have passing in a given period, the closer together they must be, which lowers the space from crest to crest or trough to trough.	The more waves you have passing in a given period, the closer together they must be, which lowers the space from crest to crest or trough to trough. DOK 3
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: String Waves, TEKS	8.1B, 8.1C, 8.1E, 8.1G, 8.3A, 8.3B, 8.5B, 8.8A	TEKS 8.1B, 8.1C, 8.1E, 8.3A, 8.3B, 8.5B, 8.8A
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: String Waves, Go Online	Go Online: Now check out the video Strings to see this phenomenon happening in the real world.	Go Online: Now check out the video Guitar Strings to see this phenomenon happening in the real world.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		122	Size, paragraph 2, sentence 5	Blue-white stars tend to have the most mass, followed by white stars, yellow stars, orange stars, and red stars.	Blue stars tend to have the most mass, followed by white stars, yellow stars, orange stars, and red stars.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		123	Hertzsprung-Russell Diagram, Read the Graph	Find the Sun on the H-R diagram. With a partner, compare the Sun's luminosity with a star that has a larger radius and cooler surface temperature.	Classify the Sun on the H-R diagram. With a partner, compare its luminosity to the other classifications on the graph.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		125	Apply It, Infer question, sentence 2	They have determined that its temperature is 10,300 K and its luminosity is 225,800.	They have determined that its temperature is 10,300 K and its luminosity is 2.26×10^5 .
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		131	Making Connections, Predict question, sentence 2	The star you find has a luminosity of +10 and temperature of 10,000 K.	The star you find has a luminosity of 10^{-1} and temperature of 10,000 K.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		132	Lesson 4.1 TEKS 8.9A Review, question 2	Using the Hertzsprung-Russell diagram, describe the one difference between a main sequence star and a white dwarf?	Using the Hertzsprung-Russell diagram, describe the difference between a main sequence star and a white dwarf.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		136	Our Place in Space, Read the Table, Table 1, Row Composition, Column Irregular	Mostly interstellar matter and blue stars	A lot of gas and dust with blue stars
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		136	Our Place in Space, Read the Table, Table 1, Row Size, Column Spiral	Usually around 100,000 light-years in diameter	20,000 to 200,000 light-years in diameter

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		136	Our Place in Space, Read the Table, Table 1, Row Size, Column Irregular	Irregular sizes	3,000 to 30,000 light-years in diameter
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		137	Irregular Galaxies, paragraph 1, sentence 2	Many deform from the gravitational pull of neighboring galaxies.	Many form from the gravitational pull of neighboring galaxies.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		139	The Milky Way Galaxy, paragraph 2, sentence 1	Our solar system is located in a spiral arm about 28,000 light-years from the center of the galaxy.	Our solar system is located in the Orion Arm about 28,000 light-years from the center of the galaxy.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		145	Lesson 4.2 TEKS 8.9B Review, question 3, TEKS	8.3A, 8.5A, 8.9A	8.3A, 8.9B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		152	Cosmic Background Radiation, paragraph 2, sentences 2 and 3	As the universe expanded and cooled, the cosmic background radiation would have been Doppler shifted to longer wavelengths. Currently, it is in the microwave region of the electromagnetic spectrum.	As the universe expanded and cooled, the cosmic background radiation expanded to the microwave part of the electromagnetic spectrum. It is referred to as the cosmic microwave background (CMB).
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		152	History Connection, paragraph 1, sentence 1	The cosmic background radiation was discovered in 1965 by Arno Penzias and by Houston-born astronomer Robert Wilson, a Houston-born astronomer.	The cosmic microwave background was discovered in 1965 by Arno Penzias and by Houston-born astronomer Robert Wilson.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		158	Show What YOU Know, step 1	In the modeling lab Pieces of a Whole, choose a few types of stars and galaxies.	In the modeling lab Parts of a Whole, choose a few types of stars and galaxies.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		159	Lesson 4.3 TEKS 8.9C Review, question 3, TEKS	8.2B, 8.3A, 8.5A, 8.5B, 8.9C	8.3A, 8.5A, 8.9C
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		159	Lesson 4.3 TEKS 8.9C Review, question 3, Table 1	Table 1 Timeline of the Universe	Table 1 Time Line of the Universe
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		161	Chapter TEKS Review, question 1, TEKS	8.1A, 8.1G, 8.5A, 8.9A	8.1G, 8.5A, 8.9A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		162	Chapter TEKS Review, question 5, TEKS	8.1A, 8.1G, 8.9A	8.9A
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		118A	Lesson Overview, Essential Question	How can stars and their life cycles be described, compared, and classified?	How can the life cycle of a star be described and how can stars be compared and classified?
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		118A	TEKS Progression, TEKS Refresh, paragraph 1 sentence 2	If students need support on the prior TEKS or background knowledge refer to your reteaching library for resources or assign LearnSmart review assignments.	If students need support on the prior TEKS or background knowledge refer to your TEKS Refresh for resources or assign LearnSmart review assignments.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		118A	TEKS Progression, box 1 title	TEKS	G6

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		118A	TEKS Progression, box 2 title	TEKS	G7
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		118A	TEKS Progression, box 3 title	TEKS	G8
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		118A	TEKS Progression, after box 3	N/A	HSEarth Science E.5A analyze how gravitational condensation of solar nebular gas and dust can lead to accretion of planetesimals and protoplanets
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		118D	Plan Your Lesson, Essential Question	How can stars and their life cycles be described, compared, and classified?	How can the life cycle of a star be described and how can stars be compared and classified?
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		119	Quick Launch box, Shining Stars,	TEKS 8.1C, 8.1G, 8.3A, 8.8C, 8.9APrep: 10 min Class: 20 min- Purpose: To compare stars to see how they differ. Summary: Students construct a constellation with round disks using provided data about their distance from Earth, color, and diameter.	TEKS 8.1B, 8.1C, 8.1G, 8.2B, 8.3A, 8.3B, 8.5A, 8.5B, 8.5C, 8.9APrep: 5 min Class: 20 min Purpose: To compare stars in order to see how they differ in color, size, and distance from Earth. Summary: Students are given the properties of the stars in the Orion constellation, including distance from Earth, color, and radius. Students construct Orion using cardboard circles to represent the stars.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		119	Teach, Essential Question	How can stars and their life cycles be described, compared, and classified?	How can the life cycle of a star be described and how can stars be compared and classified?
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		121	Explore Lab box, Compare the Characteristics of Stars	TEKS 8.1A, 8.1E, 8.1F, 8.2B, 8.3APrep: 10 min Class: 40 min- Purpose: To see how the brightness of a star changes based on the radius and the temperature. Summary: Students observe a deep field photo and record the star colors present, then make a graph showing the distribution of star color and temperature.	TEKS 8.1B, 8.1C, 8.1F, 8.2B, 8.3A, 8.3C, 8.5A, 8.5B, 8.5G, 8.9APrep: 10 min Class: 45 min Purpose: To understand how the temperature and radius of a star affect its luminosity. Summary: Students are given temperature, radius, luminosity, and color data on various stars. They graph the data to see the relationship between these variables, and compare the effect of radius and temperature on luminosity.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		134A	TEKS Progression, box 1 title	TEKS	G6
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		134A	TEKS Progression, box 2 title	TEKS	G7
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		134A	TEKS Progression, box 3 title	TEKS	G8
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		134A	TEKS Progression, after box 3	N/A	HS Astronomy A.14B compare spiral, elliptical, irregular, dwarf, and active galaxies
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		135	Quick Launch box, Cosmic Mail	TEKS 8.1G, 8.2A, 8.3C, 8.9B Prep: 15 min Class: 20 min Purpose: To help students orient themselves in the universe and to think beyond the solar system. Summary: Students create a postcard to send to their teacher about their adventure outside the Milky Way galaxy.	TEKS 8.1B, 8.1C, 8.2A, 8.3A, 8.3B, 8.5A, 8.5C, 8.9B Prep: 5 min Class: 20 min Purpose: To help students orient themselves in the Milky Way galaxy and to think beyond the solar system. Summary: Students create a postcard that illustrates where they are in the Milky Way galaxy and what celestial objects they might observe outside the Milky Way.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		137	About the Texas Photo, paragraph 1	About the Texas Photo The photo on page 136 is part of a spiral arm of the Milky Way galaxy taken from within Big Bend National Park in Texas. Review the force of gravity with your class. Then assign the paragraph in the middle of the page.	Review the force of gravity with your class. Then assign the paragraph in the middle of the page.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		137	Explore Lab box, Categorize Galaxies	TEKS 8.1C, 8.1E, 8.1F, 8.1G, 8.2A, 8.2B, 8.3A, 8.3B, 8.5B, 8.9B Prep: 10 min Class: 40 min Purpose: To explore the differences in galaxies including shape and color. Summary: Students will research and learn to recognize different types of galaxies based on their shape, types of stars present, the arrangement of the stars and the inferred age of the galaxies.	TEKS 8.1B, 8.1C, 8.1E, 8.2B, 8.3A, 8.3C, 8.5A, 8.5B, 8.5G, 8.9B Prep: 10 min Class: 40 min Purpose: To explore the differences in galaxies including shape and color. Summary: Students research the characteristics of a type of galaxy and design a poster that illustrates their findings. Students present their findings and compare the different galaxy types.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		146A	TEKS Progression, box 1 title	TEKS	G7
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		146A	TEKS Progression, box 3 title	TEKS	G8
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		146A	TEKS Progression, after box 3	N/A	HSEarth Science E.5C analyze how gravitational condensation of solar nebular gas and dust can lead to the accretion of planetesimals and protoplanets
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		146A	TEKS Progression, after new box 4	N/A	HSEarth Science E.7C construct a model of the geological time scale using relative and absolute dating methods to represent Earth's approximate 4.6 billion-year history
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		147	Quick Launch box, Moving Galaxies	TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.1G, 8.3A, 8.3C, 8.9C Prep: 30 min Class: 20 min Purpose: To introduce students to the Big Bang theory and the idea of universe expansion. Summary: Students will use balloons to model universe expansion.	TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.1G, 8.3A, 8.3C, 8.5C, 8.9C Prep: 10 min Class: 20 min Purpose: To begin thinking about the idea of the Big Bang and universe expansion. Summary: Students use balloons and markers to model universe expansion.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		147	Assess, Teacher Explanation	The best answer is Gabriel. Our solar system is located within the Milky Way galaxy, one of billions of galaxies held together by gravity that have been observed.	The best answer is Kabir. Scientific theories, like the Big Bang theory, are supported by evidence.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		148	Explore Simulation box, Investigate the Doppler Shift	TEKS 8.1A, 8.1B, 8.2A, 8.2C, 8.2D, 8.2E, 8.3A, 8.3B, 8.4A, 8.11A Prep: 5 min Class: 40 min Purpose: To explore how the distance between waves change with the speed of an object. Summary: Students observe how the wavelength differs on both sides of a source. They use a tool to measure wavelength so that they can get a relationship between speed and wavelength.	TEKS 8.1B, 8.1C, 8.1E, 8.2B, 8.3A, 8.3B, 8.3C, 8.5A, 8.5B, 8.5C, 8.9C Prep: 5 min Class: 45 min Purpose: To explore how the distance between observed waves change with the speed of an object. Summary: Students explore how the speed of a source affects the wavelength between successive waves. They observe how the wavelength differs on both sides of the source.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		163	Assess, TEKS Review, question 5	A Incorrect stars that are more massing than the Sun do not become white dwarfsB Correct stars that are more massive than the Sun end their lives as a neutron star or a black hole DOK 3C Incorrect planetary nebulas form after a star more massive than the Sun experience a supernova and become a neutron starD Incorrect stars that are more massing than the Sun do not become white dwarfsDual Coded: ask questions and define problemsbased on observations or information from text,phenomena, models TEKS 8.1A; develop and usemodels to represent phenomena, systems, processes,or solutions to engineering problems TEKS 8.1GOn the state assessment, students may be asked toidentify patterns or use observed patterns to develop anunderstanding of and connect scientific phenomena. Theymight also be asked to develop or use models to representphenomena in space, Earth systems, processes on Earth orin space, or to demonstrate solutions to a problem.	A Incorrect Stars that are more massive than the Sun do not become white dwarfs.B Correct Stars that are more massive than the Sun end their lives as a neutron star or a black hole. DOK 3C Incorrect Planetary nebulas form after a star more massive than the Sun experience a supernova and become a neutron star.D Incorrect Stars that are more massive than the Sun do not become white dwarfs.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		163	Instructional Options, Digital Spotlight, STEM Project	STEM Project Students will apply what they have learned in the chapter in the hands-on STEM project.	N/A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		174	Paragraph 2, beginning with "The climate of a place is influenced..."	The climate of a place is influenced by altitude.	Altitude The climate of a place is influenced by altitude.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		174	The Atmosphere and Climate, Greenhouse Effect, paragraph 4, sentence 2 (paragraph beneath Compare image)	This is a result of both temperature and air pressure reaching their highest values close to the surface of Earth and decreasing as altitude increases.	Air at lower pressures has lower temperatures than air at higher pressures. As altitude increases, air molecules are more spread out. As a result, air temperature decreases.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		175	Explain Video box, sentence 2	Now reflect on the ways that the greenhouse effect affects climate.	Now reflect on the ways that the atmosphere affects climate.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		196	Surface Currents, paragraph 1, sentence 1	Currents in the ocean are caused by the wind, which drags on the surface of the water as it blows.	Surface currents in the ocean are caused by the wind, which drags on the surface of the water as it blows.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		197	Gyres, paragraph 1, sentence 2	A gyre is a large circular system of currents.	A gyre is a large circular system of ocean currents.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		197	Under Gyres, Read the Map question, surface current map	Map showing the warm and cold surface ocean currents.	The arrow direction of the lower part of the Gulf Stream is reversed so that it points north, northeast.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		198	Tropical Cyclones, paragraph 1, sentence 3	Tropical cyclones are the most destructive storms on Earth.	Tropical cyclones are one of the most destructive storms on Earth.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		200	How Tropical Cyclones Form, paragraph 4, sentence 2	Warm currents create loops of warm water that fuel tropical cyclones.	Warm surface currents can produce several warm eddies that fuel tropical cyclones.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		207	Lesson 5.3 TEKS 8.10C Review, question 4, TEKS	8.2B, 8.10C, Math 8.	8.2B, 8.10C, Math 8.1A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		167	Quick Launch: Plan Your Vacation	TEKS 8.1D, 8.2B, 8.3A, 8.4B Prep: 10 min Class: 15 min Purpose: To differentiate between weather and climate. Summary: Students decide on a location to go on vacation in the current season. They take into account the local weather and climate for their packing list.	TEKS 8.1B, 8.1C, 8.2B, 8.3A, 8.3B, 8.5A, 8.5B, 8.10A Prep: 10 min Class: 20 min Purpose: To differentiate between weather and climate and begin thinking about the factors that influence both. Summary: Students decide on a place to go on vacation in the current season. They consider the local weather and climate for their packing list.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		168	Weather vs. Climate, Plan section, TEKS Progressions, sentences 1 and 2	In Grade 6, students learned the cause of seasons and explored interactions among Earth's systems. TEKS 6.9A, 6.10A. In Grade 7, students learned that humans depend on ocean systems to regulate weather and climate TEKS 7.11B.	In Grade 4, students differentiated between weather and climate TEKS 4.10C. In Grade 6, students differentiated between the biosphere, hydrosphere, atmosphere, and geosphere and identified components of each system TEKS 6.10A.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		181	Quick Launch: Curving Coriolis, TEKS	8.1D, 8.1G, 8.3A	8.1C, 8.1E, 8.3A, 8.3B, 8.5A, 8.5B, 8.5E, 8.5G, 8.10B
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		181	Quick Launch: Curving Coriolis, Purpose and Summary statements	Purpose: To understand that the rotation of Earth causes air and water to move in a curved path. Summary: Students observe a demonstration of how Earth's rotation affects the movement of air by comparing the lines drawn on stationary and rotating paper.	Purpose: To understand that the rotation of Earth causes air to move in a curved path. Summary: Students observe a demonstration of how Earth's rotation affects the movement of air by comparing the lines drawn on stationary paper and rotating paper.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		185	Explore Lab: Identify Changes in Air Pressure, TEKS	8.1B, 8.1C, 8.1E, 8.1F, 8.2B, 8.3A	8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.2B, 8.3A, 8.3C, 8.5A, 8.5B, 8.5G, 8.10B
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		185	Explore Lab: Identify Changes in Air Pressure, Purpose and Summary statements	Purpose: To construct an aneroid barometer. Summary: Students construct a homemade aneroid barometer and record the air pressure for 10 days at the same time each day. Pressure Systems	Purpose: To construct an aneroid barometer and use it to identify how changes in air pressure affect local weather patterns. Summary: Students construct a homemade aneroid barometer using a can, plastic wrap, and a straw. They collect data over a 10-day period and use the data to identify how changes in air pressure affect local weather patterns.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		194A	TEKS Progression diagram	Diagram that shows the TEKS progression for the lesson. 6.10A, 7.11B, 8.10C	Update to include an additional box that includes:HS Earth Science E.12B analyze the impact on humans of naturally occurring extreme weather events such as flooding, hurricanes, tornadoes, and thunderstorms E.12C analyze the natural and anthropogenic anthropogenic factors that affect the severity and frequency of extreme weather events and the hazards associated with these events
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		199	Explore Simulation: Investigate How Tropical Cyclones Form, TEKS	8.10C	8.1B, 8.1C, 8.1E, 8.1G, 8.3A, 8.3B, 8.3C, 8.5A, 8.5B, 8.5E, 8.10C
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		199	Explore Simulation: Investigate How Tropical Cyclones Form, Purpose and Summary statements	Purpose: To explore the relationship among ocean currents,air masses, and hurricane strength.Summary: Students use a simulation to manipulatevariables, such as location, ocean temperature, air pressure,time, and wind direction to determine how each variableaffects the formation of tropical cyclones.	Purpose: To understand the interactions between ocean currents and air masses that produce the conditions needed to form tropical cyclones.Summary: Students use a simulation to investigate how location, land or water temperature, and wind-shear affect tropical cyclone formation.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Plan Your Vacation, Go Online statement	Now check out the video Extreme Weather to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Snowing in the South to see the phenomenon you modeled in the activity happening in real life.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		216	Climate Change Over Time, paragraph 2, sentence 4	Interglacials are the warm periods that occur during ice ages.	Interglacials are the warm periods that occur between ice ages.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		219	Changes in Ocean Currents, paragraph 1, sentences 3 and 4	Away from the equator, weather patterns are driven mostly by ocean currents. These currents act like a conveyor belt, moving warm water and precipitation from equatorial regions to the poles and moving cool water from the poles back to the tropics.	Ocean currents act like a conveyor belt, moving warm water and precipitation from equatorial regions to the poles and moving cool water from the poles back to the tropics.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		221	Explore Lab title	Natural Events Influence on Climate	Investigate How Natural Events Influence Climate

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		221	Impacts of Volcanic Gases, paragraph 1, sentences 4 and 5	A large explosive volcanic eruption can cool Earth for years. A large volcanic eruption, like the eruption of Mount Pinatubo, is a natural event that can lead to a climate anomaly.	Therefore, a large explosive volcanic eruption can cool Earth for years.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		222	Revisit the Explore Lab, sentence 2	Revisit what happened in the lab Natural Events Influence on Climate.	Revisit what happened in the lab Investigate How Natural Events Influence Climate.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		224	Movement of Carbon in Earth, title	Movement of Carbon in Earth	Movement of Carbon on Earth
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		229	Lesson 6.1 TEKS 8.11A, 8.11C Review, question 6, graph title	Recent Monthly Mean CO2 at Mouna Loa Observatory	Recent Monthly Mean CO2 at Mauna Loa Observatory
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		230	Quick Launch: Urban Planning	Urban PlanningThe albedo of Earth impacts climate. People change Earth's surface when they cut down forests or build cities. Imagine that you are in charge of choosing the building materials for a new town. What materials would you use on the roofs of buildings to minimize the impact of the development on the regional climate?Now check out the video Climate City to observe the phenomenon you modeled in the activity happening in real life.	Urban PlanningCheck out the video Climate City to observe different roofs and cities in real life.The albedo of Earth impacts climate. People change Earth's surface when they cut down forests or build cities. Imagine that you are in charge of choosing the building materials for a new town. What materials would you use on the roofs of buildings to minimize the impact of the development on the regional climate?
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		230	TEKS Focus in This Lesson, TEKS 8.11B	use scientific evidence to describe how human activities can influence climate, including the release of greenhouse gases, deforestation, and urbanization can influence climate	use scientific evidence to describe how human activities, including the release of greenhouse gases, deforestation, and urbanization, can influence climate

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		232	Under Human Impacts on Climate, graph	Title: Temperature vs Solar Activity Left side label: Total Solar Irradiance (W/m ²) Right side label: Degrees Celsius Orange line: Solar Irradiance	Title: Total Solar Radiation and Temperature Change Left side label: Total Solar Radiation Received by Earth (W/m ²) Right side label: Temperature Change (°C) Orange line: Solar Radiation
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		232	Under Human Impacts on Climate, Analyze question	What is the trend in solar radiation on the graph?	What is the trend in solar radiation from 1960 to about 2018?
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		233	Under Impacts on the Atmosphere, Read the Graph, line label	Current level	2021 level
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		236	Impacts on the Water, title	Impacts on the Water	Impacts on Water
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		236	Impacts on Water, Changes in Sea Level graph question	Explain What is happening to sea level and why?	Predict What is happening to sea level, and why do you think this change occurs?
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		238	Evidence of Recent Climate Change, paragraph 1, sentences 1 and 2	Evidence of recent climate change is observable through measured changes to Earth's systems. Many of these changes are breaking recent climatic records. Rising Temperatures According to NASA, Earth's average temperature, as of 2020, has increased by 1.01°C since 1880, with 19 of the warmest years on record occurring between 2000 and 2021.	To determine how we can reduce the effects of climate change, we must first understand the extent of the changes. Scientists collect and analyze temperature, ocean, and glacial data. According to NASA, Earth's average temperature, as of 2020, has increased by 1.01°C since 1880, with 19 of the warmest years on record occurring between 2000 and 2021.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		239	Melting Ice, Explain question, images	The right photo is cropped to show one side of the photo.	The right photo is now cropped to show the other side of the photo.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		245	Lesson 6.2 TEKS 8.11B, 8.11C Review, question 4, answer choice D, sentence 1	CO2 emissions from fossil fuels, cement, and flaring has remained constant since 1860.	CO2 emissions from fossil fuels, cement, and flaring has remained constant since 1850.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		247	Chapter TEKS Review, question 1	1. When ice sheets melt, ocean circulation can change abruptly. Which of the following is not a resulting effect of halting ocean circulation?TEKS 8.11A, 8.11CA sea level risesB ocean oxygen levels dropC the poles become warmerD water near the poles becomes less dense	1. When ice sheets melt, ocean circulation can change abruptly. Which of the following changes in climate would occur if ocean circulation stopped?TEKS 8.11A, 8.11CA The poles and equator would become colder.B The poles and the equator would become warmer.C The poles would become colder, and the equator would become warmer.D The poles would become warmer, and the equator would become colder.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		247	Chapter TEKS Review, question 2, graph	Title: Temperature vs Solar ActivityLeft side label: Total Solar Irradiance (W/m2)Right side label: Degrees CelsiusOrange line: Solar Irradiance	Title: Total Solar Radiation and Temperature ChangeLeft side label: Total Solar Radiation Received by Earth (W/m2)Right side label: Temperature Change (°C)Orange line: Solar Radiation
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		248	Chapter TEKS Review, question 5, choice D	Urbanization can cause the climate to become warmer by increasing sulfur gases.	Urbanization can cause the climate to become warmer by increasing sulfur dioxide.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		249	Chapter TEKS Review, question 7, graph, label	Current level	2021 level

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		249	Chapter TEKS Review, question 7, Part B, choices A and B	A CO2 levels became greater than the highest historical level in 1950 and continue to rise.B CO2 levels became greater than the highest historical level in 1950 and are now falling.	A CO2 levels became greater than the highest historical level in 1950 and continue to increase.B CO2 levels became greater than the highest historical level in 1950 but are now decreasing.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		249	Chapter TEKS Review, question 7, Part B, choice D	CO2 levels decreased below the highest historical level in 1950 and continue to fall.	CO2 levels decreased below the highest historical level in 1950 and continue to decrease.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		214A	TEKS Progression, new HS box	N/A	HS Integrated Physics and ChemistryIPC.8D construct and communicate an evidence-based explanation of the environmental impact of the end-products of chemical reactions such as those that may result in degradation of water, soil, air quality, and global climate change
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		214B	Climate Change Over Time, paragraph 1, sentence 1	This section of the lesson addresses TEKS 8.11A: Use scientific evidence to describe how natural events such as volcanic eruptions, meteor impacts, abrupt changes in ocean currents, and the release and absorption of greenhouse gases influence climate.	This section of the lesson addresses TEKS 8.11A: Use scientific evidence to describe how natural events, including volcanic eruptions, meteor impacts, abrupt changes in ocean currents, and the release and absorption of greenhouse gases influence climate.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		214B	Carbon Cycle and Climate, paragraph 2, sentence 1	The carbon cycle is the flow of carbon among Earth's systems.	The carbon cycle is the movement of carbon among Earth's systems.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		214B	Connect to the Big Idea, last sentence	Natural factors that can influence the climate include the cyclic change in Earth's orbit and tilt, changes in atmospheric greenhouse gases, the ejection of gases into the atmosphere by volcanic eruptions, and meteors and meteorites.	Natural factors that can influence the climate include the cyclic change in Earth's orbit and tilt, changes in atmospheric greenhouse gases, the ejection of gases into the atmosphere by volcanic eruptions, and meteors and meteorites. For example, volcanoes like the one shown in the chapter opener, release sulfur dioxide into the atmosphere. This gas condenses in the atmosphere and forms fine sulfate particles, which have a very high albedo. The increased reflection of the Sun's energy caused by these sulfate particles causes cooling in Earth's lower atmosphere. In Lesson 1, students will focus on the natural factors that influence regional and global climate.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		214	Lesson Language Objectives, second paragraph	ELPS 2E and 3B While learning about climate change,students expand and internalize language used in classroominteractions by means of linguistic support.ELPS 4F While learning about atmospheric carbon, studentsuse data to give information.	ELPS 2E and 3B While learning about climate change,students expand and internalize language used in classroominteractions by means of linguistic support.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		216	Climate Change Over Time, Plan, Explore Lab, check mark 2	Preview the lab Natural Events Influence on Climate in which students explore volcanic eruptions and meteorite impacts and their influences on climate.	Preview the lab Investigate How Natural Events Influence Climate in which students explore volcanic eruptions and meteorite impacts and their influences on climate.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		216	TEKS Progression, sentences 2 and 3	In Grade 7, students learned how plate tectonic activity results in the formation of volcanoes and volcanic eruptions. They also learned about and described the dependence of humans on ocean systems and how certain human activities can impact these systems TEKS 7.10B, 7.11B. In this lesson, students expand on this knowledge to explore how natural events influence climate TEKS 8.11A, 8.11C.	In Grade 7, students described the dependence of humans on ocean systems and how certain human activities can impact these systems TEKS 7.11B. In this lesson, students expand on this knowledge to explore how natural events influence climate.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		217	Natural Climate Cycles, Analyze	Remind students that because Earth’s orbit is elliptical, it travels more slowly when it is farther from the Sun than when it is closer to the Sun. This effect is greater when the orbit is more elliptical. Therefore, when Earth’s orbit is more elliptical, its average distance from the Sun increases, so it has a lower average temperature.	Students should notice that when Earth's orbit is more elliptical, the distance between Earth and the Sun changes more drastically as Earth orbits. When Earth is farther away from the Sun, the climate is warmer, and when Earth is closer to the Sun, the climate is colder. When Earth's orbit is circular, the distance between Earth and the Sun remains relatively the same.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		218	The Atmosphere's Influence on Climate, paragraph 4, sentence 2, sample answer	Heat energy	thermal energy
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		219	Explore Simulation	Modeling Abrupt Changes in Ocean CurrentsTEKS 8.11A, 8.11CPrep: 5 min Class: 30 minPurpose: To investigate how changes in ocean currentsinfluence Earth’s climate.Summary: Students simulate shifting El Niño and La Niñacycles and observe changes in weather patterns.	Model Abrupt Changes in Ocean CurrentsTEKS 8.1B, 8.1C, 8.1E, 8.1G, 8.2B, 8.3A, 8.3B, 8.5A, 8.5B, 8.5G, 8.11APrep: 5 min Class: 45 minPurpose: To describe how abrupt changes in ocean currents influence climate.Summary: Students use a simulation to collect and compare average temperature and rainfall data during El Niño, neutral, and La Niña conditions.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		219	Under EB/EL Tip, sentence starts with "Review with students..."	N/A	Review with students the concept of density and the factors that affect it. Students are most likely familiar with the effect of temperature on density. They should be able to provide an example, such as warm air is less dense than cold air. However, they may be less familiar with the effect of salinity on density. Salt water is more dense than fresh water. Ask students to explain what happens to the ocean water when land ice melts. They should explain that the water becomes more diluted, and therefore less salty. That means the density of this water decreases.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		221	Explore Lab box	Natural Events Influence on ClimateTEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.1G, 8.2B, 8.3A, 8.11APrep: 10 min Class: 30 min-Purpose: To explore how volcanic eruptions and meteoriteimpacts influence climate.Summary: Students heat identical bottles under heat lampswith paper covering different amounts of the bottles tomodel the effects of ash and particulate matter blocking outthe Sun.	Investigate How Natural Events Influence ClimateTEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.1G, 8.2B, 8.3A, 8.3B, 8.3C, 8.11APrep: 10 min Class: 30 minPurpose: To explore how volcanic eruptions and meteoriteimpacts influence climate.Summary: Students cover jars with varying amounts of construction paper to represent clouds of ash and particulate matter. They place the jars under a lamp, and measure and record the temperatures inside the jars over time.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		221	Instructional Options, Digital Spotlight, Anytime Lab Video	Use the Natural Events Influence on Climate video for a step-by-step guide through the lab.	Use the Investigate How Natural Events Influence Climate video for a step-by-step guide through the lab.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		222	Geologic Influences on Climate, Revisit the Explore Lab title	Natural Events Influence on Climate	Investigate How Natural Events Influence Climate
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		227	Finding the Right Rock, paragraph 3, sentence 2	The pores and fractures increase the rock's surface area, which is , which is needed for the process.	The pores and fractures increase the rock's surface area, which is needed for the process.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		227	Assess, Making Connections, Calculate	Have students work in pairs to calculate the percentages of carbon in each sphere. Call on four pairs to each share their answer for one of the spheres with the class.	Remind students that a percentage is calculated by dividing the part by the whole and then multiplying by 100. For example, to calculate the percentage of carbon stored in the geosphere, students should take the amount of carbon stored in the geosphere, divide it by the total carbon, and multiply the result by 100.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		230A	TEKS Progression, G7 box	7.11A analyze the beneficial and harmful influences of human activity on groundwater and surface water in a watershed 7.11B describe human dependence and influence on ocean systems and explain how human activities impact these systems	7.11B describe human dependence and influence on ocean systems and explain how human activities impact these systems
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		230A	TEKS Progression, new HS box		HS Integrated Physics and Chemistry IPC.8D construct and communicate an evidence-based explanation of the environmental impact of the end-products of chemical reactions such as those that may result in degradation of water, soil, air quality, and global climate change
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		230B	Human Impacts on Climate, paragraph 2, sentences 2 and 3	Scientists have concluded, however, that recent changes are unprecedented, and the current changes are extremely likely to be the result of human activity. Three of the way humans have influenced climate are through the release of greenhouse gases, deforestation, and urbanization.	Scientists have concluded, however, that recent changes are likely to be the result of human activity. Three of the ways humans have influenced climate are through the release of greenhouse gases, deforestation, and urbanization. These activities affect both regional and global climate.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		230B	Addressing Climate Change, paragraph 2, sentence 3	Humans must try to mitigate the effects of climate change, and changes will be inevitable.	Humans must try to mitigate the effects of climate change.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		230B	Connect to the Big Idea, paragraph 2, sentences 2-4	The main way humans have contributed to climate change is by burning fossil fuels to power automobiles and to produce electrical energy. Burning the fuels releases carbon dioxide into the atmosphere, which increases the amount of solar energy that is trapped in the atmosphere. Deforestation also increases carbon dioxide emissions, contributing to global warming.	The main way humans have contributed to climate change is by burning fossil fuels to meet energy demand. Burning fossil fuels releases carbon dioxide into the atmosphere. Deforestation and urbanization also increase carbon dioxide emissions, contributing to global warming.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		230	Lesson Objective	Students use scientific evidence to describe how the carbon cycle and use scientific evidence to human activities can influence climate.	Students use scientific evidence to describe how the carbon cycle and human activities can influence climate.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		232	TEKS Progression	In Grade 6, students researched and described the importance of resource management and how it can help reduce global energy poverty, malnutrition, and air and water pollution. In Grade 7, students analyzed the beneficial and harmful influences of human activity on groundwater and surface water. They also described the human dependence and influences on ocean systems and explained how human activities impact these systems.	In Grade 6, students researched and described the importance of resource management and how it can help reduce global energy, poverty, malnutrition, and air and water pollution TEKS 6.11A. In Grade 7, students described the human dependence and influences on ocean systems and explained how human activities impact these systems TEKS 7.11B. In this lesson, students expand on this knowledge to understand the impact of human activities on climate and the carbon cycle.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		232	Teach, paragraph 1	Analyze Solar irradiance is a measurement of how much radiant energy from the Sun reaches Earth. This measures all the different wavelengths of energy radiated from the Sun. Note that there are variations in solar irradiance and temperature yearly, but the 11-year averages have less variability.	Have students compare the section of the graph prior to 1960 to the section after 1960. Point out to students that before 1960, the temperature change increases as the amount of solar energy increases. However, after 1960, the amount of solar energy decreases, but the temperature continues to increase. Since an increase in solar energy typically causes warmer temperatures, scientists infer that there is another cause of the temperature increase.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		233	Teach, paragraph 2, sentences 1 and 2	When does the temperature correlate nearly directly with solar irradiance? from 1880 until about 1860	When does the temperature correlate nearly directly with the amount of solar energy? from 1880 until about 1960
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		233	Explore Lab box	Greenhouse Gases and Climate TEKS 8.1B, 8.1C, 8.1D, 8.1G, 8.1F, 8.2A, 8.2B, 8.3A, 8.5B, 8.5D, 8.11A, 8.11C Prep: 15 min Class: 50 min Purpose: To investigate how the addition of carbon dioxide to the atmosphere affects air temperature. Summary: Students add a small amount of water to multiple flasks and add varying amounts of seltzer tablets to the non-control flasks. They then heat the flasks and measure the temperature of each flask over time.	Greenhouse Gases and Climate TEKS 8.1B, 8.1C, 8.1D, 8.1E, 8.1G, 8.2B, 8.3A, 8.3B, 8.5B, 8.5D, 8.11A, 8.11C Prep: 15 min Class: 60 min Purpose: To investigate how the addition of carbon dioxide to the atmosphere affects air temperature. Summary: Students add a small amount of water to multiple flasks and add varying amounts of antacid tablets to the non-control flasks. They then heat the flasks and measure the temperature of each flask over time.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		233	Impact on the Atmosphere, paragraph 1, sentence 3	The greenhouse gases prevent this wavelength of energy from taking a direct path out to space and is instead absorbed and bounced around, sometimes bounced back towards Earth's surface and sometimes towards other greenhouse gases in the atmosphere.	The greenhouse gases prevent this wavelength of energy from taking a direct path out to space and is instead absorbed and reemitted, sometimes towards Earth's surface and sometimes towards other greenhouse gases in the atmosphere.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		233	Visual Literacy, paragraph 4, sentence 2	It has risen from about 300 parts per million to about 420 parts per million.	It has increased to about 420 parts per million.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		233	Visual Literacy, paragraph 5, sentence 2	This graph provides evidence that greenhouse gas concentrations in the atmosphere have increased dramatically around the same time that solar irradiance has decreased.	This graph provides evidence that greenhouse gas concentrations in the atmosphere have increased around the same time that the amount of solar energy has decreased.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		234	Impacts on the Atmosphere, continued, paragraph 1, sentences 2 and 3	Burning fossil fuels rapidly moves carbon from the geosphere, where it is naturally stored for millions of years, directly into the atmosphere as carbon dioxide. Fossil fuels have been used as an energy source since the 1700s, but the amount of fossil fuels burned around the world began to increase dramatically around the 1950s.	Burning fossil fuels moves carbon from the geosphere, where it is naturally stored for millions of years, directly into the atmosphere as carbon dioxide. Fossil fuels have been used as an energy source since the 1700s, but the amount of fossil fuels burned around the world began to increase significantly around the 1950s.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		234	Revisit the Explore Lab, paragraph 1, sentence 1	In the reasoning section of their CER charts, students should include the fact the water temperature increased when carbon dioxide (in the form of the antacid tablets' reaction with the water) was added.	In the reasoning section of their CER charts, students should include the fact that the water temperature increased when carbon dioxide (in the form of the antacid tablets' reaction with the water) was added.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		234	Impacts on the Land, paragraphs 1-3	Humans have depended on and influenced forests for just about all of human history. Many indigenous communities have a long history of managing land without destroying ecosystems but actually supporting biodiversity. Indigenous people make up roughly less than 5 percent of the total human population, the land they manage accounts for about 80 percent of Earth's biodiversity.ASK: How do people depend on forests? for food, shelter, medicine, clean air, and other natural resourcesASK: How do different actions people take impact forests? People can take actions to support the health of forests by planting trees, doing controlled burns, or not clearing forests. People can also destroy forest ecosystems throughdeforestation, introducing invasive species, or over consuming natural resources.	Deforestation is the result of a growing world population. Have students discuss how population growth leads to deforestation. They should recognize that forests are often cleared to make space for people to live and to grow food to meet their needs. Point out to students that deforestation not only affects global climate but also regional climate. When trees are removed from an area, there is less shade. More sunlight reaches the area, causing the climate to be warmer. Trees also affect regional climate through transpiration, which is the process by which plants release water vapor through their leaves. Transpiration typically cools an area. Therefore, deforestation cause the climate to be warmer.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		235	Impacts on the Land, paragraphs 4 and 5	ASK: How does urbanization impact climate? By changing the albedo of land and by burning fossil fuels for energy, urbanization can lead to a warmer climate.ASK: How can urban areas reduce their impact on climate? By using energy sources that do not emit greenhouse gases and incorporating native plants to reduce impacts on albedo	The regional effect of urbanization on climate is often referred to as the urban heat island effect. Cities tend to be warmer than their surroundings. In addition to albedo changes, cars, factories, and air conditioners also release waste heat into the atmosphere. This released heat often gets trapped by the tall buildings, making the area much warmer.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		236	Impacts on Water, Changes in Sea Level graph, sample answer	Sea level is rising because increased greenhouse gases havemade Earth warmer. Warmer climate causes land ice to meltand thermal expansion of water in the ocean.	Answers could include that sea level is rising. This occurs because increased greenhouse gases have made Earth warmer. A warmer climate causes ice sheets to melt.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		236	Impacts on Water, paragraph 1, sentence 1	Explain Help students understand that recent global warming has caused sea level to rise.	Predict Help students understand that recent global warming has caused sea level to rise.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		236	Impacts on Water, paragraph 7, sentence 3	As the sea level is rising, the Greenland ice sheet is decreasing in size.	As the Greenland ice sheet's mass decreases, sea level rises.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		237	Above Notebooking paragraph	N/A	Have students discuss how a global change in climate can have varying regional effects. Have them discuss the effects of ocean currents on climate. Remind them that warm ocean currents can make the climate of an area warmer and wetter, while cold ocean currents can make the climate of an area cooler and drier. Then have students predict how changes in ocean currents can affect climate.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		240	Apply It, Evaluate question, sample answer, sentence 2	Actions that reduce emissions: biking instead of driving, using a community garden, funding and using public transportation.	Actions that reduce emissions: biking instead of driving, planting a community garden, funding and using public transportation.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		241	Exit Ticket, paragraph 1, sentence 1	In their Science Notebooks, have students draw an emoji that expresses how they felt about the day's lesson.	In their Science Notebooks, have students draw an emoji that represents their understanding of the day's lesson.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		242	Science Background, paragraph 1, sentence 1	The National Ocean Service categorizes wetlands as either ocean, estuary, river, lake, or marsh.	The National Oceanic and Atmospheric Administration (NOAA) categorizes wetlands as either ocean, estuary, river, lake, or marsh.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		244	Targeted TEKS Dual Coding Table	Question 1: 8.11B, 8.11C Question 2: 8.11B, 8.11C Question 3: 8.11B, 8.11C Question 4: 8.11B, 8.11C Question 5: 8.11B, 8.11C	Question 1: 8.11B, 8.11C; 8.5B Question 2: 8.11C Question 3: 8.11B Question 4: 8.11B, 8.11C; 8.2B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		244	Lesson Review, Assess, question 1	Building a city can decrease the albedo of land and reduce the area covered by photosynthetic organisms. The creation of buildings and roads also requires energy, and the extraction of materials used for development can emit carbon dioxide. Urbanization can also lead to flooding risks and loss of habitat for living things. DOK 3	Building a city can decrease the albedo of land and reduce the area covered by photosynthetic organisms. The construction of buildings and roads also requires energy, and the extraction of materials used for development can emit carbon dioxide. DOK 3Dual Coded Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. TEKS 8.5BOn the state assessment, students may be asked to identify cause-and-effect relationships to explain scientific phenomena or analyze problems.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		245	Lesson Review, Assess, question 2 and 3	2. These gases in Earth's atmosphere act like the glass in a greenhouse, trapping some of the Sun's energy and stopping it from escaping back into space. This increased energy contributes to global warming. DOK 33. Humans have altered the carbon cycle mostly by burning fossil fuels, which moves carbon from the geosphere to the atmosphere at an unprecedented rate. DOK 2	2. Sample answer: The carbon cycle is the exchange of carbon between Earth's systems. There are natural processes that move carbon from the atmosphere to the hydrosphere, such as ocean atmosphere exchange. This carbon can be transferred to the biosphere through photosynthesis. Carbon is moved from the biosphere to the atmosphere through decomposition and cellular respiration. Human activities, such as combustion, move carbon from the geosphere to the atmosphere. Deforestation also decreases the exchange of carbon between the atmosphere and the biosphere. DOK 3
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		245	Lesson Review, Assess, question 4	4. A Incorrect While this is true, additional carbon dioxide would not have caused flooding in the area.B Correct Excess water needs to be able to soak into the ground. Paving decreases available ground space in which this can happen. DOK 2C Incorrect This is correct but does not have any connection to the ability of the ground to soak up water and prevent flooding.D Incorrect This could have happened, but acid rain does not contribute to flooding.	3. A Incorrect Increased levels of carbon dioxide in the atmosphere would cause global temperatures to increase, not decrease.B Correct Increased levels of carbon dioxide in the atmosphere would cause global temperatures to increase. DOK 2C Incorrect Releasing greenhouse gases, deforestation, and urbanization tend to increase the amount of carbon dioxide in the atmosphere, not decrease it.D Incorrect Releasing greenhouse gases, deforestation, and urbanization tend to increase the amount of carbon dioxide in the atmosphere, not decrease it.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		245	Lesson Review, Assess, question 5	5. A Incorrect The graph shows that CO2 emissions from forestry and other land use have remained stable during this time frame. B Incorrect The graph shows that CO2 emissions from only forestry and other land use have remained stable during this time frame. C Correct The graph shows that there was a significant rise in CO2 emissions from fossil fuels, cement, and flaring starting around 1950. DOK 2D Incorrect The graph shows a significant rise in CO2 emissions from fossil fuels, cement, and flaring starting around 1950.	4. A Incorrect The graph shows that CO2 emissions from deforestation and other land use have remained stable during this time frame. B Incorrect The graph shows that CO2 emissions from fossil fuels, cement, and flaring, have increased since 1850. An increase in CO2 emissions will cause the climate to become warmer. C Correct The graph shows that there was a significant rise in CO2 emissions from fossil fuels, cement, and flaring starting around 1950. Since carbon dioxide is a greenhouse gas, increased emissions causes the climate to warm. DOK 3D Incorrect The graph shows a significant rise in CO2 emissions from fossil fuels, cement, and flaring starting around 1950. An increase in CO2 emissions will cause the climate to become warmer. Dual Coded Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 8.2B On the state assessment, students may be asked to analyze data by identifying patterns.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		247	Targeted TEKS Dual Coding Table, questions 2-5	Question 2: 8.11A, 8.11B, 8.11C Question 3: 8.11A, 8.11C Question 4: 8.11A, 8.11C Question 5: 8.11B, 8.11C	Question 2: 8.11A, 8.11B, 8.11C; 8.2B Question 3: 8.11A Question 4: 8.11C Question 5: 8.11B, 8.11C; 8.5B
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		247	TEKS Review, question 1	A Incorrect The melting ice sheets cause sea levels to rise. B Incorrect The lower density of water around the poles would cause the ocean's oxygen levels to drop. C Correct The melting ice sheets would cause the density of water around the poles to drop, so warm water would not be moved toward the poles, and the poles would become cooler. DOK 2D Incorrect The melting ice sheets would cause water near the poles to become less dense	A Incorrect Ocean currents move warm water from the equator toward the poles. If these currents stop, the poles would not receive this energy and would become colder. B Incorrect Ocean currents move warm water from the equator toward the poles. If these currents stop, the energy will remain at the equator and would become warmer, not colder. C Correct Ocean currents move warm water from the equator toward the poles. If these currents stop, the energy would remain at the equator, making the equator warmer and the poles colder. DOK 3D Incorrect Ocean currents move warm water from the equator toward the poles. If these currents stop, the poles would not receive this energy and would become colder. If students did not correctly answer question 1, have them reread the Oceans and Climate paragraphs in Lesson 1. You may also want to have students review the Impacts on Water section in Lesson 2.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		247	TEKS Review, question 2	A Incorrect The graph shows that the temperature has risen, even though solar irradiance has decreased, so the Sun did not cause the warming trend.B Incorrect The graph shows an increase in temperature, not a cooling trend.C Incorrect The graph shows that the Sun did not cause the warming trend, so it is likely humans have caused it.D Correct The graph shows a decrease in irradiance while the Earth's temperature increased, so it is unlikely that the Sun caused the warming trend. DOK 2	A Incorrect The total solar radiation has decreased since 1960 but the temperature increased.B Incorrect The graph shows an increase in temperature, not a cooling trend.C Correct The total solar radiation has decreased since about 1960, but global temperatures have increased. Less solar energy would cause the temperatures to increase, so this scientific evidence indicates human activities are causing the global temperature warming trend. DOK 3D Incorrect The graph shows an increase in temperature, not a cooling trend.Dual Coded Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 8.2BOn the state assessment, students may be asked to analyze data by identifying patterns.If students did not correctly answer question 2, have themreread the Human Influences on Climate paragraphs in Lesson 2.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		248	TEKS Review, question 3, answer explanation A	Carbon dioxide in the atmosphere absorbs energy that reflects off Earth's surface, causing global warming by trapping the energy in the atmosphere.	Carbon dioxide in the atmosphere absorbs energy released from Earth's surface, causing global warming by trapping the energy in the atmosphere.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		248	TEKS Review, question 4, answer explanation A	A Correct Photosynthesis moves carbon from the atmosphere to the biosphere, but the rate of photosynthesis varies with the seasons. DOK 2	A Correct Photosynthesis moves carbon from the atmosphere to the biosphere. The rate of photosynthesis varies seasonally. DOK 2
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		248	TEKS Review, question 4, answer explanation C	C Correct Forest fires release carbon dioxide from trees into the atmosphere in a very short period of time. DOK 2	C Incorrect Soil is formed by the process of weathering, which is a slow process. It takes hundreds to thousands of years for soil to form.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		248	TEKS Review, question 5	A Incorrect Wetlands are important buffers for rising sealevel.B Correct Green roofs on buildings help store carbon, and public transportation reduces the use of fossil fuels that release greenhouse gases. DOK 2C Incorrect Parking lots and roads retain energy, makingcities warmer.D Incorrect Cement formation is a significant contributorto atmospheric carbon dioxide.	A Incorrect Urbanization does influence climate. For example, it can cause areas to warm by decreasing the albedo.B Correct To urbanize an area, trees are often cut down. Fewer trees causes less carbon to be removed from the atmosphere by photosynthesis, which can cause the climate to warm. DOK 2C Incorrect Pavement is typically made from dark materials, which have a low albedo. These materials absorb solar radiation, causing areas to warm.D Incorrect Sulfur dioxide is a gas released by volcanoes that causes climate to become cooler. Dual Coded Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. TEKS 8.5BOn the state assessment, students may be asked to identify cause-and-effect relationships to explain scientific phenomena.If students did not correctly answer question 5, have them reread the Impacts on Land paragraphs in Lesson 2.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		249	TEKS Review, question 7, Part B	A Correct The graph shows that after 1950, carbon dioxide began rising to levels not observed in the past 400,000 years.B Incorrect The graph does not indicate the carbon dioxide levels are falling.C Incorrect The level of carbon dioxide concentration in the atmosphere is now far higher than it has been in the past 400,000 years.D Incorrect Recent carbon dioxide levels show a drastic increase, not plummeting levels.	A Correct The graph shows that carbon dioxide levels were below 300 ppm until around 1950.B Incorrect The graph does not indicate the carbon dioxide levels are currently decreasing.C Incorrect The historical pattern of oscillation never exceeded 300 ppm but it has since 1950.D Incorrect Recent carbon dioxide levels are increasing, not decreasing.If students did not correctly answer question 7, have them reread the Impacts on the Atmosphere paragraphs in Lesson 2. You may also want to have students review The Atmosphere's Influence on Climate section in Lesson 1.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Carbon Exchange and Climate, introduction paragraph, sentences 1 and 2	Did you know that the oceans store large amounts of carbon? How does the oceans' release of greenhouse gases such as carbon dioxide influence climate?	Did you know the oceans store large amounts of carbon? How does the release of greenhouse gases, such as carbon dioxide, from the ocean influence climate?
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Carbon Exchange and Climate, Go Online statement	Go Online: Check out the video Ocean Bubbles to see the phenomenon you modeled in the activity happening in real life.	Go Online: Now check out the video Bubbly Water to see the phenomenon you modeled in the activity happening in real life.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		1	Quick Launch: Urban Planning, TEKS	8.1B, 8.1C, 8.2D, 8.3A, 8.3B, 8.3C, 8.5A, 8.5B, 8.11B	8.1C, 8.2D, 8.3A, 8.3B, 8.3C, 8.5A, 8.5B, 8.11B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		255	Under Disturbances and Changes in Populations, Analyze question, food pyramid diagram	Food pyramid showing three trophic levels including Grass (50 J), Rabbit (5 J), and Coyote (0.5J)	Energy units changed from Joules to units of energy. "L" in trophic level lowercased.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		266	Lesson 7.1 TEKS 8.12A Review, question 2, sentence 3	How could this change in population impact the predators that hunt rabbits in the ecosystem?	How could the change in the rabbit population impact the predators that hunt rabbits in the ecosystem?
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		267	Lesson 7.1 TEKS 8.12A Review, question 4, TEKS	TEKS 8.3A, 8.5B, 8.5G, 8.12A	TEKS 8.5B, 8.5G, 8.12A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		280	Lesson 7.2 TEKS 8.12B Review, question 1, TEKS	TEKS 8.3A, 8.3B, 8.5A, 8.5B, 8.5G, 8.12B	TEKS 8.3A, 8.5G, 8.12B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		280	Lesson 7.2 TEKS 8.12B Review, question 2, TEKS	TEKS 8.3B, 8.5A, 8.12B	TEKS 8.12B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		281	Lesson 7.2 TEKS 8.12B Review, question 3, TEKS	TEKS 8.3B, 8.5B, 8.5G, 8.12B	TEKS 8.5B, 8.5G, 8.12B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		281	Lesson 7.2 TEKS 8.12B Review, question 4, TEKS	TEKS 8.3B, 8.5A, 8.12B	TEKS 8.12B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		281	Lesson 7.2 TEKS 8.12B Review, question 5, TEKS	TEKS 8.3B, 8.5A, 8.5B, 8.5G, 8.12B	TEKS 8.5G, 8.12B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		288	Interpreting a Biodiversity Index, paragraph 2, sentence 2	This is important because an area may have a large number of individuals, such as a cornfield (1,000 corn plants), but a low number of species (1).	This is important because an area, such as a cornfield, may have a large number of individuals (1,000 corn plants), but a low number of species (1).
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		289	Apply It, Evaluate question, paragraph 1, sentence 1	Marsha is a restoration scientist working on a coastal ocean site that has been impacted by mercury.	Marsha is a restoration scientist working on a coastal ocean site that has been impacted by mercury pollution.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		290	Under Ecosystem, Health, Stability, and Sustainability, the relate paragraph, sentence 2	Read the paragraphs about the Importance of Biodiversity again.	Read the paragraphs about the Importance of Biodiversity and Ecosystem Health, Stability, and Sustainability again.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		291	Ecosystem Changes, paragraph 1, sentence 1	Even small changes in an ecosystem can lead to bigger changes in another part.	Even small changes in one part of an ecosystem can lead to bigger changes in another part.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		297	Lesson 7.3 TEKS 8.12C Review, question 3, TEKS	TEKS 8.3B, 8.5B, 8.5G, 8.12C	TEKS 8.12C
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		297	Lesson 7.3 TEKS 8.12C Review, question 3, answer choice C	C This would allow more grasses to survive which would allow permafrost to melt.	C This would allow more grasses to survive which would cause permafrost to melt.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		297	Lesson 7.3 TEKS 8.12C Review, question 4, TEKS	TEKS 8.3B, 8.5B, 8.12C	TEKS 8.12C
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		299	Chapter TEKS Review, question 1, TEKS	TEKS 8.3B, 8.5G, 8.12B	TEKS 8.12B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		299	Chapter TEKS Review, question 2, TEKS	TEKS 8.3B, 8.5B, 8.5G, 8.12C	TEKS 8.5B, 8.12C
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		300	Chapter TEKS Review, question 3, TEKS	TEKS 8.3B, 8.5B, 8.5G, 8.12A	TEKS 8.5E, 8.5G, 8.12A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		300	Chapter TEKS Review, question 4, sentence 3	The researchers tracked the relationship between plant species diversity and the ecosystem's resilience to the drought.	The researchers tracked the relationship between plant species diversity and the ecosystem's resistance to the drought.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		300	Chapter TEKS Review, question 4, sentence 5	Values closer to one on the vertical axis imply less resilience to the drought.	Values closer to one on the vertical axis imply less resistance to the drought.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		300	Chapter TEKS Review, question 4, TEKS	TEKS 8.2B, 8.3B, 8.5B, 8.5G 8.12C, Math 8.1A, 8.1D	TEKS 8.2B, 8.12C; Math 8.1A, 8.1D

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		301	Chapter TEKS Review, question 6, TEKS	TEKS 8.5B, 8.12C	TEKS 8.12C
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		254	Energy in Ecosystems, Plan section, TEKS progressions, sentences 1 and 2	In Grade 6, students learned how organisms depend on and compete for biotic and abiotic factors in ecosystems TEKS 6.12A. In Grade 7, students learned about energy flow within trophic levels and to describe how energy decreases in successive trophic levels in an energy pyramid TEKS 7.12A.	In Grade 7, students described how ecosystems are sustained by the continuous flow of energy and the recycling of matter and nutrients within the biosphere TEKS 7.12B. Students also learned about energy flow within trophic levels and described how energy decreases in successive trophic levels in an energy pyramid TEKS 7.12A.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		272	Visual Literacy, paragraphs 1-3	ASK: What marks the change from pioneer stages to intermediate stages? The introduction of grasses in the ecosystem. ASK: How many years typically pass between the pioneer stages and climax community stages of primary succession? It can take over 75 years. ASK: What is the last type of species to develop in primary succession? Mature trees, such as oak and hickory	ASK: What marks the change from pioneer stages to intermediate stages? The introduction of grasses in the ecosystem. How many years typically pass between the pioneer stages and climax community stages of primary succession? It can take over 75 years. Students should notice that the number and type of species increase as they move from the pioneer stages to the climax community. They should describe that the diversity of species increases over time.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		273	Secondary succession, after paragraph 4	N/A	Infer Students should be able to conclude that plant populations return before animals because animals need plants to survive. Animals are consumers and would not return to an ecosystem without a food source being present.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		274	Explore Lab: Investigate Ecological Succession, TEKS	8.1A, 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.2A, 8.2B, 8.3A, 8.3B, 8.3C, 8.5B, 8.5D, 8.5G, 8.12B	8.1B, 8.1C, 8.1E, 8.2B, 8.3A, 8.3B, 8.3C, 8.5D, 8.5G, 8.12B
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		274	Explore Lab: Investigate Ecological Succession, Purpose	Purpose: To investigate a local ecosystem to gather evidence of ecological succession.	Purpose: To identify stages of ecological succession.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		275	Earth Science Connection, paragraph 1, sentence 2	The eruption set off a landslide, filling the river valley below with debris and leveling 230 km ² of trees.	The eruption set off a landslide, filling the river valley below with debris and leveling 600 km ² (230 mi ²) of trees.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		275	Ecological Succession in Freshwater, Plan section, Explain It Video, paragraph 1, sentence 1.	Preview the video Pond to Land to see an example of how populations and the diversity of species change during aquatic succession.	Preview the video Aquatic Succession to see an example of how populations and the diversity of species change during aquatic succession.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		276	Notebooking, paragraph 1, sentence 1	Have students access the video Pond to Land.	Have students access the video Aquatic Succession.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		277	STEM Connection, Focus on Engineering, paragraphs 1 and 2	Have students look at the two solutions for handling sedimentation. If possible, display additional visuals of other solutions engineers use to avoid sedimentation.ASK: What are the purposes of the silt fence and sedimentbasin? To stop sediment from ending up in a pond or lake.	Design Have students share their designs with the class. Encourage students to share the reasoning behind their solutions. If possible, display additional visuals of othersolutions engineers use to avoid sedimentation.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		279	Assess section, Making Connections, paragraph 3	Infer In order to answer this question, students need to recall the results of controlled burns and eutrophication. Students should notice the similarities of nutrient addition to ecosystem but also see the differences in land versus water ecosystems.	Research Encourage students to research the educational pathway needed to pursue their chosen STEM career. Allow students to share their research with a partner or the whole class.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		283	Page Keeley Science Probe, paragraph 1, sentence 1	Preview the Sticky Bars video to use this teaching strategy with the Page Keeley Science Probe.	Preview the Sticky Bar Graphs video to use this teaching strategy with the Page Keeley Science Probe.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		283	Digital Spotlight, Page Keeley Video, paragraph 1, sentence 0	Learn more about how to use the Sticky Bars strategy.	Learn more about how to use the Sticky Bar Graphs strategy.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		283	Biodiversity, paragraph 1, sentence 4	This probe works well with the Sticky Bars strategy.	This probe works well with the Sticky Bar Graphs strategy.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		284	Biodiversity, Plan section, TEKS Progressions, paragraph 1, sentence 1	In Grade 6, students learned about the hierarchical organization of organisms, populations, and communities in ecosystems TEKS 6.12C.	In Grade 6, students described how variations within a population can be an advantage or disadvantage to the survival of a population as environments change. TEKS 6.13C.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		284	Visual Literacy, paragraph 4, sample answer	83,705 species.	83,706 species
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		295	Making Connections, paragraph 3	Describe Students should explain how their design helpsprotect the ocelot population, which in turn relates to thebiodiversity of the entire ecosystem at Laguna AtascosaNational Wildlife Refuge.	Describe Students should explain how their design helpsprotect the ocelot population, which in turn helps the biodiversity, sustainability, and overall health of the entire ecosystem at Laguna Atascosa National Wildlife Refuge.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		295	Making Connections, About the Texas Photo	Drivers and visitors are warned to be cautious of ocelots crossing the road in and near Laguna Atascosa National Wildlife Refuge in Los Fresno, Texas.	Drivers and visitors are greeted by this sign when arriving to Laguna Atascosa National Wildlife Refuge in Los Fresno, Texas. Encourage students to consider how signs could be included in their designs as a solution.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		298	Science Mindset	Remind students that curiosity is a driving force in science. Curiosity leads to new questions, which can lead to new investigations, which can lead to a better understanding of the natural world. Encourage student curiosity by allowing time for students to make a list of questions they still have related to the content.	Remind students that the questions that they recorded in their Science Notebooks show that they are taking ownership of their learning. Encourage them to reflect on the growth they have made and to voice any concerns that they may have if they still do not fully understand any concept covered in the chapter.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		301	TEKS Review, question 4, Dual coded and state assessment statements	Dual Coded Analyze data by identifying any significantdescriptive statistical features, patterns, sources of error,or limitations. TEKS 8.2B Communicate explanations and solutions individually and collaboratively in a variety ofsettings and formats. TEKS 8.3B Identify and investigatecause-and-effect relationships to explain scientificphenomena or analyze problems. TEKS 8.5BOn the state assessment, students may be asked toanalyze data and identify significant features,communicate explanations and solutions, and identifycause and effect relationships.	Dual Coded Analyze data by identifying any significantdescriptive statistical features, patterns, sources of error,or limitations. TEKS 8.2BOn the state assessment, students may be asked toanalyze data and identify significant features.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		301	TEKS Review, question 5	disruption; climate community DOK 2If students do not answer question 5 correctly, have themreview Ecological Succession in Lesson 1.	disruption; climax community DOK 2Dual Coded Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems. [TEKS pill] 8.5GOn the state assessment, students may be asked to analyze and explain how factors or conditions impact stability and change in a system.If students did not answer question 5 correctly, have themreview Ecological Succession in Lesson 1.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		301	TEKS Review, question 6, Feedback, dual coded, and state assessment statements	If students answered the question incorrectly, they might not understand the relationship between biodiversity and ecosystem health and sustainability. Have students review Ecosystem Health, Stability, and Sustainability in Lesson 3. Dual Coded Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. TEKS 8.5B On the state assessment, students may be asked to identify cause-and-effect relationships.	If students did not answer question 6 correctly, have them review Ecosystem Health, Stability, and Sustainability in Lesson 3.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		312	Processing Energy, paragraph 1, sentences 4–5	These organelles are especially found in cells that require more energy, like muscle cells. Mitochondria (mi tuh KAHN drie uh; singular, mitochondrion) are organelles that break down food and release energy.	Mitochondria (mi tuh KAHN drie uh; singular, mitochondrion) are organelles that break down food and release energy. These organelles are especially abundant in cells that require more energy, such as muscle cells.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		313	Apply It box, Function, Choice D	D. controls the activity of the cell and contains DNA on chromosomes	D. controls the activity of the cell and contains genetic information stored in DNA
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		313	Apply It box, Function, Choice G	G. produces food from the energy of the Sun	G. produces food using energy from the Sun
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		316	Lesson 8.1 TEKS 8.13A Review, Question 3, TEKS	8.5F, 8.5G, 8.13A	8.5G, 8.13A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		317	Lesson 8.1 TEKS 8.13A Review, Question 4, TEKS	8.3B, 8.5F, 8.13A	8.5F, 8.13A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		322	Dominant and Recessive Traits, paragraph 2, sentence 3	About 75 of the second-generation (F2) plants had white flowers. 25 percent of the second-generation plants had white flowers.	About 75 percent of the second-generation (F2) plants had white flowers. About 25 percent of these plants had white flowers.
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		332	Lesson 8.2 TEKS 8.13B Review, Question 1, TEKS	8.3B, 8.5F, 8.13B	8.5F, 8.13B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		332	Lesson 8.2 TEKS 8.13B Review, Question 2, TEKS	8.3A, 8.3B, 8.5A, 8.13B	8.3A, 8.3B, 8.13B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		333	Lesson 8.2 TEKS 8.13B Review, Question 4, TEKS	8.1G, 8.3B, 8.13B	8.1G, 8.13B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		333	Lesson 8.2 TEKS 8.13B Review, Question 5, TEKS	8.3B, 8.5A, 8.13B	8.5A, 8.13B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		333	Lesson 8.2 TEKS 8.13B Review, Question 6, TEKS	8.2C, 8.3B, 8.5A, 8.13B, Math 8.1A	8.2C, 8.5A, 8.13B; Math 8.1A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		338	Structural Adaptations, paragraph 1, sentence 3	Structural adaptations increase an organisms chances of surviving.	Structural adaptations increase organisms' chances of surviving.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		346	Lesson 8.3 TEKS 8.13C Review, Question 1, TEKS	8.1B, 8.5A, 8.5F, 8.13C	8.5F, 8.13C
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		346	Lesson 8.3 TEKS 8.13C Review, Question 2, TEKS	8.1A, 8.5B, 8.13C	8.5B, 8.13C
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		347	Lesson 8.3 TEKS 8.13C Review, Question 3, TEKS	8.3B, 8.13C	8.13C
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		347	Lesson 8.3 TEKS 8.13C Review, Question 4, TEKS	8.3B, 8.13C	8.13C
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		349	Chapter TEKS Review, question 1, TEKS	8.3B, 8.5A, 8.5B, 8.13B	8.5A, 8.13B
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		349	Chapter TEKS Review question 2, TEKS	8.3B, 8.5F, 8.13A	8.5F, 8.13A
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		350	Chapter TEKS Review, question 3, TEKS	8.2B, 8.3A, 8.5A, 8.13B	8.2B, 8.13B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		350	Chapter TEKS Review question 4, TEKS	8.3B, 8.5B, 8.13C	8.13C
<i>McGraw Hill Texas Science Grade 8 Write-In Print Student Edition</i>	9781265568641		351	Chapter TEKS Review question 5, TEKS	8.3A, 8.3B, 8.5B, 8.5F, 8.13C	8.3A, 8.3B, 8.5F, 8.13C
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		303	Talk About It, paragraph 5	ASK: How do you think the sundew plant gets energy from the insect? The plant digests the insect and absorbs the nutrients.	ASK: What was the difference between the sundew plants and which one was more successful? One plant was able to close on the insect faster, allowing it to capture more insects.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		305	Cell Parts, paragraph 1, sentence 2	The probe reveals whether students can differentiate animal, plant, and prokaryote cell parts.	This probe works well with the Four Corners strategy.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		306	TEKS Progressions, sentence 1	In Grade 6, students identified and compared the basic characteristics of organisms TEKS 6.13B.	In Grade 6, students described the historical development of cell theory and explained how organisms are composed of one or more cells, which come from pre-existing cells and are the basic unit of structure and function TEKS 6.13A.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		308	Under Cell Wall, Read the Diagram question, diagram answer	Diagram showing the different organelles in a plant cell. The labels Cell membrane and Cell wall are circled to show correct answer.	Diagram showing the different organelles in a plant cell. The cell membrane and cell wall of the cell in the image are circled to show correct answer.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		315	Take It Further, paragraph 1	Help students discover more about the career of genetic counselor by exploring Studying Genes.	Help students discover more about careers in genetics by exploring Studying Genes.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		315	Digital Spotlight, Virtual Career Fair	Introduce students to the career of genetic counselor with the virtual career fair Studying Genes.	Introduce students to other careers in genetics with the virtual career fair Studying Genes.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		318A	TEKS Progression	Diagram showing the progression of TEKS from G6, G7, G8, and HS Biology	Diagram showing the progression of TEKS from G4, G8, and HS Biology
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		319	Page Keeley Science Probe, paragraph 1, sentence 1	Preview the Sticky Bars video to use this teaching strategy with the Page Keeley Science Probe.	Preview the Sticky Bar Graphs video to use this teaching strategy with the Page Keeley Science Probe.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		319	Bunnies, paragraph 1, sentence 2	The probe reveals whether students recognize that an equal amount of information comes from the mother and the father.	This probe works well with the Sticky Bar Graphs strategy.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		319	Page Keeley Video, paragraph 1, sentence 1	Learn more about how to use the Sticky Bars strategy.	Learn more about how to use the Sticky Bar Graphs strategy.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		320	TEKS Progressions, sentence 1	In Grade 7, students described the hierarchical organization of cells, tissues, organs, and organ systems within plants and animals TEKS 7.13B.	In Grade 4, students differentiated between inherited and acquired physical traits of organisms TEKS 4.13B.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		322	Visual Literacy, paragraph 1, last sentence	Point out the organizational flow of the diagram and that it is meant to be read from left to right.	Point out the organizational flow of the diagram and that it is meant to be read from left to right. Students should be able to explain that in the second generation, one of the offspring had a white flower.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		335	Polar Bears, paragraph 1, sentences 2 and 3	The probe reveals if students think individuals intentionally change their adaptations in response to a change. When students revisit the probe, they can explain how an organism is born with a variation that helps it adapt to a change in their environment.	This probe works well with the Argument Lines strategy.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		335	Digital Spotlight, Quick Launch Video, Phenomenon	Spark students' curiosity by observing the benefits of opposable thumbs and other adaptations in the video Structures for Survival.	Spark students' curiosity by observing the benefits of other adaptations in the video Structures for Survival.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		337	Explore Simulation, Investigate Structural Adaptations, TEKS	8.1A, 8.1B, 8.1C, 8.1E, 8.1F, 8.1G, 8.2A, 8.2B, 8.2C, 8.3A, 8.3B, 8.3C, 8.5A, 8.5C, 8.5D, 8.5F, 8.5G, 8.13C	8.1B, 8.1C, 8.1E, 8.1G, 8.2A, 8.2B, 8.3A, 8.3B, 8.3C, 8.5A, 8.5D, 8.5F, 8.5G, 8.13C
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		337	Explore Simulation, Investigate Structural Adaptations, Purpose and Summary	Purpose: To investigate how different adaptations enable an organism to survive in different environments. Summary: Students investigate several adaptations in different environments to determine the population's success over several generations.	Purpose: To investigate how variations in traits influence survival and reproductive success in different environments. Summary: Students investigate several variations in traits of different organisms in different environments to determine the population's success over several generations.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		340	Read the Diagram question, sample answer	Any adaptation that include the animals cooling themselves	Any two adaptations that include the animals cooling themselves
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		341	Behavioral Adaptations, after paragraph 3	N/A	Visual Literacy Read the Diagram Have students study the diagram of the environment and point out examples of behavioral adaptations. ASK: Choose an adaptation and explain how it helps the animal survive in warm temperatures. Answers could include that the elephant using water on its back helps to keep it cooler in hot conditions.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		350	Chapter Wrap-up, Assess, Question 3, Answer Choice D	D Incorrect The genotypes of the purple flowers can be RR or Rr.	D Incorrect The genotypes of the purple flowers can be RR or Rr.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		351	Chapter Wrap-up, Assess, Question 5, sentence 3	Sparrows, on the other hand, have feet that are small and light, which helps them grab small branches to gather food.	Sparrows, on the other hand, have feet that are small and light, which helps them land on small branches to gather food.
<i>McGraw Hill Texas Science Grade 8 Digital Teacher Edition</i>	9781265567378		351	Chapter Wrap-up, Assess, Question 5, State assessment statement	On the state assessment, students may be asked to analyze and explain the complimentary relationship between adaptations and their functions.	On the state assessment, students may be asked to analyze and explain the complementary relationship between adaptations and their functions.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Science Grade 8 Digital Teacher Edition	9781265567378		1	Quick Launch: Examine Your Traits, TEKS	8.1A, 8.1B, 8.1C, 8.1D, 8.1E, 8.1F, 8.1G, 8.2B, 8.3A, 8.3C, 8.5C, 8.5D, 8.5F, 8.13B	8.1A, 8.1B, 8.1C, 8.1E, 8.1G, 8.2B, 8.3A, 8.3C, 8.5D, 8.13B

Publisher: Savvas Learning

Science, Grade 8

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Grade 8 Digital Components	9781428553903	View Link	Virtual lab link	Imagine tab	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.	Agreed. We will edit the screen of the Virtual Lab to say "Based on the data, what activities in your community increase CO2 in the atmosphere?" We are adding the missing word "what". CO2 will have the correct subscript in the actual VL as it does now.
Grade 8 Student Activity Companion	9781418398644	View Link	75	Heading above Question 4	Performance-Based Assessment; NAOH	Performance Based Assessment; NaOH
Grade 8 Digital Components	9781428553903		Worksheet (Student version, p. 2)	Heading above Question 4	Performance-Based Assessment; NAOH	Performance Based Assessment; NaOH
Grade 8 Digital Components	9781428553903		Worksheet (Teacher version, p. 2)	Heading above Question 4	Performance-Based Assessment; NAOH	Performance Based Assessment; NaOH
Grade 8 Student Activity Companion	9781418398644	View Link	195	Second sentence starter	light year	light-year
Grade 8 Digital Components	9781428553903	View Link	639 of flipbook; page 3 of GDoc	Second paragraph	light years	light-years

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Grade 8 Digital Components</i>	9781428553903	View Link	989 of flipbook; page 8 of GDoc	Question 11	light years	light-years

Publisher: School-it!

Science, Grade 8

Elemental Science - 8th: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Elemental Science - 8th TE</i>	9780997829549		28-32	Models on Pg 29 & 30. Explanation 28 bottom paragraph & 30 2nd paragraph	Salt and sugar is not an example of a homogenous mixture. Salt and sugar crystals can be distinguished. This is in the T/F question on p.29.	Original True/False Question: "Mixing Salt and Sugar creates a homogeneous mixture." Change: "Mixing Salt and Pepper create a homogeneous mixture." The answer will be False
<i>Elemental Science - 8th TE</i>	9780997829549		31	Pg 31 - Activity in the middle of the page	Cake mix is a heterogenous mixture not homogenous	Original: "Cake Mix - Heterogeneous" Change: "Baked Bread - Homogeneous"
<i>Elemental Science - 8th TE</i>	9780997829549		43	first sentences	Chemical formula is NOT the same as a chemical equation. Each place you refer to a reaction it should be a chemical equation and not a formula.	Changing the follow "Chemical formula" to "Chemical equation" in the following places. Pg 41 top paragraph (twice), bottom paragraph (three times) and Top heading. Pg 42 True or False (Once) Pg 43 Wrap it Up top paragraph (twice) bottom paragraph (three times)
<i>Elemental Science - 8th TE</i>	9780997829549		67-68	Paragraphs after the Law of Conservation of Mass on page 67, and all reading on page 68.	Label for the chemical equation for water is labeled as a chemical formula under the pictorial of the equation at the top of the page	Original Pictorial Text: "Chemical formula for water" Changed to: "Chemical equation for water"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Elemental Science - 8th TE</i>	9780997829549		69-71	All diagrams to be completed by students.	p.70 has the wrong heading in the header	Original Text: "8.6D Acids and Bases" Change: "8.6D Mass Conservation"
<i>Elemental Science - 8th TE</i>	9780997829549		139-141	Page 139, last two paragraphs through page 141 top two paragraphs.	p.140 - absolute magnitude is brightness or luminosity, it is NOT size.p.141 - X axis labels of increasing and decreasing are opposite sides. Those labels are flipped.	Pg 140 - Original Text: "actual size" will be removed The following will be added for student clarification after the sentence we just corrected (removed actual size). "Absolute magnitude is how bright a star really is if you could see it from a set distance. In other words, you line up all the stars the same distance to see which is brighter." Pg 141- will flip x-axis labels.
<i>Elemental Science - 8th TE</i>	9780997829549		153-154	Bottom two paragraphs on page 153 and only paragraph on page 154.	Our solar system is not on the outer edge of the Milky Way galaxy. NASA cites that we are about halfway to the edge from the center on the Orion Arm.	Original Text: "is located on the outer edge of the Milky way Galaxy, specifically in a region called Orion's Arm." Change: "is located near a small partial arm known as Orion's Arm (or Orion's Spur). Orion's Arm is between two bigger arms, Perseus and Sagittarius."
<i>Elemental Science - 8th TE</i>	9780997829549		160-162,164	Page 160 (all paragraphs), page 161 (top paragraph), page 162 (top paragraph), and page 164 (top paragraph).	blue shift is defined incorrectly. Blue shift if moving towards, not away.	We will change "blue shift (moving away)" to: "blue shift (moving towards)"
<i>Elemental Science - 8th TE</i>	9780997829549		222-223	All of page 222 and the top two paragraphs on page 223.	Sedimentation is used incorrectly when describing the decomposition of organic matter.	Removal of the following sentences: "The process of sedimentation occurs in the ocean. Sedimentation is when plants and animals die, decompose, break down into sediments, and are deposited onto the ocean floor."
<i>Elemental Science - 8th TE</i>	9780997829549		237-239	Last paragraph on page 237, up to the top paragraph on page 239.	Missing punctuation between the words options and adapt in the 6th line of the paragraph on page 238	Change: "...options: adapt..."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Elemental Science - 8th TE</i>	9780997829549		42	Below the "Element/Compound" choice, students will apply stickers of the individual elements involved in the reaction. These stickers represent the atoms and the number of atoms present within the reaction. Stickers are shown in the Teacher Edition. Discuss question is also about the atoms involved.	This question is how many different atoms are found in the following chemical formula: $8\text{Ag}_2\text{S}$ yields $16\text{Ag} + 8\text{S}$. This is a chemical equation. The correct answer for how many different atoms would be 16 Ag and 8 S on each side. There are 2 different elements Ag and S. Recommend the question being something like: How many Ag atoms and S atoms on each side of this chemical equation are there? 16Ag, 8S Or how many elements are in this chemical equation? 2	Our initial Question is: How many different atoms are found in the following chemical formula: $8\text{Ag}_2\text{S}$ yields $16\text{Ag} + 8\text{S}$ We will change it to the suggested question: How many Ag atoms and S atoms on each side of this chemical equation are there?: $8\text{Ag}_2\text{S}$ yields $16\text{Ag} + 8\text{S}$

Publisher: Summit K12 Holdings

Science, Grade 8

Dynamic Science 8th Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science 8th Grade</i>	9781433409523			8.7A Formative Assessment 2 Q4	23 N	23 kg

Publisher: TPS Publishing

Science, Grade 8

STEAM into Science - Grade 8 Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition</i>	9781788058650	View Link	67	Second Observation paragraph	amounts of pennies	numbers of pennies
<i>Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition</i>	9781788058667	View Link	77	Second Observation paragraph	amounts of pennies	numbers of pennies

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition</i>	9781788058650	View Link	46	Eukaryotic Cell diagram	n/a	Remove ? From end of label
<i>Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition</i>	9781788058667	View Link	50	Eukaryotic Cell diagram	n/a	Remove ? From end of label
<i>Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition</i>	9781788058650	View Link	49	DNA graphic	Cytosine = yellowAdenine = green	Cytosine = greenAdenine = yellow
<i>Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition</i>	9781788058667	View Link	53	DNA graphic	Cytosine = yellowAdenine = green	Cytosine = greenAdenine = yellow

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade K

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K</i>	9780358841715	View Link	T14	Diseñado para los estudiantes, 5th bullet, second sentence	"Las características de "los estudiantes como científicos" integradas en la Guía del docente brindan estrategias basadas en activos para abordar traumas de aprendizaje STEM pasados y fomentar la identidad académica de los estudiantes."	"Las características de "los estudiantes como científicos" integradas en la Guía del docente brindan estrategias basadas en activos que se enfocan en la fortaleza de cada estudiante y fomentan su identidad académica."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K</i>	9780358841715	View Link	T15	Diseñado para apoyarlos a todos, 3rd bullet	"Los Lecturas FUNomenales enumerados como recursos de extensión de punto de uso brindan oportunidades para que los estudiantes se involucren con textos de ficción y no ficción y exploren la creación de sentido con conceptos científicos."	"El Superlibro de Lecturas FUNomenal en voz alta enumerado como recurso de extensión de punto de uso brinda oportunidades para que los estudiantes se involucren con textos de ficción y no ficción y exploren la creación de sentido con conceptos científicos."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K</i>	9780358841715	View Link	T15	Diseñado para apoyarlos a todos, 3rd bullet	"Tres versiones niveladas de los lectores admiten la diferenciación para los estudiantes."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K</i>	9780358841715	View Link	p.13	Column 2, Apoyo para las respuestas de los estudiantes	"Describe cuál es el más grande. Describe cuál es el más pequeño."	"Compara la cantidad de objetos en los boles. Describe los objetos. ¿Cuál es el bol que tiene más? ¿Cuál es el bol que tiene menos?"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K</i>	9780358841715	View Link	p.13	Column 1, Apoyo para las respuestas de los estudiantes	"Comparé los copos de algodón y las canicas con otros objetos. Los copos de algodón fueron los más grandes; las canicas fueron las más pequeñas."	"Comparé los clips y los palitos de paleta. Los palitos de paleta fueron los más grandes. Los clips fueron los más pequeños."

Publisher: TPS Publishing

Science, (Spanish) Grade K

STEAM into Science - Grade Kindergarten Spanish Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Kindergarten - Libro de texto para estudiantes</i>	9781788056243	View Link	Page 134	Line after NOCHE	Piensa en el día.	Piensa en el noche.

Publisher: McGraw Hill

Science, (Spanish) Grade 1

McGraw Hill Ciencias para Texas, Grado 1: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Ciencias para Texas, Grado 1 Student Edition	9781264901340		54	Bottom of the page, in the DIRECTIONS	1.1G, 1.5D	1.1G, 1.5D, 1.5F
McGraw Hill Ciencias para Texas, Grado 1 Student Edition	9781264901340		54	Bottom of the page, in the DIRECTIONS	Draw and label what you could add to the laptop model to help Camilla hear.	Draw and label what you could add to the laptop model to help Camilla hear. Describe how the structure of the part you add could help Camilla hear better.
McGraw Hill Ciencias para Texas, Grado 1 Student Edition	9781264901340		54	Step 3	What can be added to the laptop to help Camilla hear? Share your ideas.	What parts are missing from the model?
McGraw Hill Ciencias para Texas, Grado 1 Student Edition	9781264901340		66	Top left, first photo	Photo of metal can labeled "metal"	Photo of a bean labeled "bean"
McGraw Hill Ciencias para Texas, Grado 1 Student Edition	9781264901340		155	First paragraph	He worked outside with his students. This kept the animals safe. They needed to be in water to survive. He studied animal parts that were very small. Sometimes he needed a microscope to see them.	These animals lived in the water. They needed to be in water to survive. Dr. Just often worked outside to observe them. But sometimes he needed to study tiny animal parts. He needed a microscope. He needed to bring the animals to the lab.
McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		3J	Day 4, Assess	Students complete the Word Ladder graphic organizer to practice vocabulary.	Students complete the Word Ladder vocabulary resource.
McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition	9781266115707		52	Teach, Promote Rich Vocabulary	handlebars	handle bars

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition</i>	9781266115707		52	Teach, First blue question	handlebars	handle bars
<i>McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition</i>	9781266115707		52	Interactive Word Wall, TEKS code	1.6D	1.5D
<i>McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition</i>	9781266115707		82D	Below 1st student mini, Investigate: Changing Butter table	Changing ButterMaterial Add Heat temperature: 95°F Remove Heat temperature: 40°Fbutter Students should record the butter melted. Students should record the butter hardened.	Changing ButterEvent ObservationsTemperature of water for heating butter Sample answer: Students should record the temperature of the water for heating butter.Changes to the butter from heatingSample answer: Students should record the changes to the butter from heating.Temperature of water for cooling butterSample answer: Students should record the temperature of the water for cooling butter.Changes to butter from cooling-Sample answer: Students should record the changes to the butter from cooling.
<i>McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition</i>	9781266115707		96	Get Ready, after first checkbox item	N/A	Download the T-Chart graphic organizer (optional).
<i>McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition</i>	9781266115707		109	Get Ready, below STEM Project Teacher Support	N/A	[checkbox] Download the Show What YOU Know support and rubric.[checkbox] Preview the Chapter Test.
<i>McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition</i>	9781266115707		141	Assess, Essential Question Check-In	Earth materials	Earth's materials
<i>McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition</i>	9781266115707		162A	Plan/Develop, Step 2	peers, teachers,	peers and teachers,

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition</i>	9781266115707		162B	EB/EL, all levels	Ask: What are the materials are being used for?	Ask: What are the materials being used for?

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 1

HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 1: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1</i>	9780358841722	View Link	p. 225	Column 2, Apoyo para las respuestas de los estudiantes, paragraph 1, sentence 2	N/A	"Las plantas usan el agua para crecer."

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 2

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2</i>	9780358881308	View Link	p.267	Under image	N/A	"¿Qué te preguntas acerca de cómo estudiar el estado del tiempo?"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2</i>	9780358841739	View Link	p.292	Content Objective	"Make a model of a food chain and describe the path energy takes in the food chain. TEKS 2.12.B"	"Create and describe food chains identifying producers and consumers to demonstrate how animals depend on other living things. TEKS 2.12.B"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2</i>	9780358881308	View Link	p.430	Bottom of page, caption under left image, first sentence	"¿Por qué esta grulla mira el agua?"	"¿Por qué esta garza mira el agua?"
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2</i>	9780358881308	View Link	p.447	Middle of page, caption next to second image, first sentence	"¿Por qué esta grulla mira el agua?"	"¿Por qué esta garza mira el agua?"
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2</i>	9780358881568	View Link	TEKS Lesson 2.13.B, Día 1, Screen 4	Video gallery, second video, audio voiceover, first sentence	"¿Por qué esta grulla mira el agua?"	"¿Por qué esta garza mira el agua?"
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2</i>	9780358881568	View Link	TEKS Lesson 2.13.B, Día 4, Screen 4	Video gallery, second video, audio voiceover, first sentence	"¿Por qué esta grulla mira el agua?"	"¿Por qué esta garza mira el agua?"

Publisher: McGraw Hill

Science, (Spanish) Grade 2

McGraw Hill Ciencias para Texas, Grado 2: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 2 Student Edition</i>	9781266309212		4	STEM Connection, Meet a Biochemist: Marie Maynard Daly, 4th sentence	Delete Biochemists are scientists who study the properties of matter.	N/A
<i>McGraw Hill Ciencias para Texas, Grado 2 Student Edition</i>	9781266309212		11	Above Write About It!	N/A	[Talk About It] What kind of scientist might use safety equipment like a hot plate?

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 2 Student Edition</i>	9781266309212		32	Write About It!	Analyze the pictograph. Which material do most people want? Why do you think so? Describe the physical properties of the building material in your explanation.	Analyze the pictograph. Which material did most people prefer? Ask students in your class which material they would use. Add the data to the pictograph. Write a letter to Dash Construction explaining which materials to use. Use data from the pictograph in your explanation.
<i>McGraw Hill Ciencias para Texas, Grado 2 Student Edition</i>	9781266309212		77	First paragraph	He invented both the microphone and the first telephone. Both are still used for communication today.	Bell worked with other scientists. They invented both the microphone and the first telephone.
<i>McGraw Hill Ciencias para Texas, Grado 2 Student Edition</i>	9781266309212		109	Airplane label/caption	Only one thing changes!	Sometimes things change shape when they collide.
<i>McGraw Hill Ciencias para Texas, Grado 2 Student Edition</i>	9781266116438		210	Apply it, under first paragraph	Word Web Graphic organizer	Replaced with a graphic organizer with a large oval at the top with the text "satellites" inside it and four ovals underneath.
<i>McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition</i>	9781266116438		50	GET READY, grey bar	760L	500L
<i>McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition</i>	9781266116438		65	KEY Moment, item 2A	Students may think that brick is best for making a pillow since it is a solid.	Students may think that brick is best for making a pillow since it is a solid.
<i>McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition</i>	9781266116438		238A	Right column, Conduct an Investigation, Step 7	Sample answer: Some of the plants are getting taller.	Sample answer: Some of the plants are getting taller.

Publisher: Savvas Learning

Science, (Spanish) Grade 2

Texas Experimenta las Ciencias Grade 2 (Print with digital): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Lee y entérate</i>	9781428514256		p. 5	Topic 4, Lee y entérate, El Sol y la Luna label	En el Observatorio McDonald en Austin, Texas, hay telescopios enormes.	En el Observatorio McDonald en Fort Davis, Texas, hay telescopios enormes.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 3

HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 3: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 22	¿Flotan o se hunden? table, column 4 head	"¿Cuánto flotó?"	"Observaciones"
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.6.A, Día 5, Screen 3	Paso 5 move to Paso 4	"Si flota, lee el número de la escala del vaso de precipitados que coincide con la parte de abajo del objeto. Usa la resta para hallar la diferencia entre este número y el número del Paso 2. Anota la diferencia en la columna ¿Cuánto flotó?Paso 5"	N/A
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 21	Paso 5 move to Paso 4	"Si flota, lee el número de la escala del vaso de precipitados que coincide con la parte de abajo del objeto. Usa la resta para hallar la diferencia entre este número y el número del Paso 2. Anota la diferencia en la columna ¿Cuánto flotó?Paso 5"	N/A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 21	Column 1, Paso 2, Paragraph 2 and Paso 3	"Si necesitan ayuda para encontrar el número en el vaso de precipitados sobre el agua, pida a los estudiantes que encuentren la superficie del agua. Luego pídale que usen los ojos y un dedo para señalar dónde se encuentra la línea de agua en el vaso de precipitados. A continuación, pídale que busquen el número más cercano a esta marca. Este es el número que deben usar. Paso 3 Los estudiantes pueden no saber con seguridad cómo hallar la medición de la tercera columna. Explíqueles los pasos. Comience con el número original que hallaron para la línea de agua. Pídale que lo escriban. Ayúdelos a encontrar el siguiente número. Este es el que se alinea en la parte inferior del objeto en el agua. Reste este número del primero. El número final es la diferencia. Escriba la respuesta en la tercera columna."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 21	Column 2, Apoyo para las respuestas de los estudiantes, Analiza los resultados, paragraph 2	"De los objetos que flotaron, ¿cuál tenía la mayor distancia entre la línea inicial de la escala y el lugar donde terminaba la parte de abajo del objeto? Respuesta de ejemplo: ¡La parte de abajo del bote de juguete estaba más de una pulgada debajo de la superficie del agua!"	N/A
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 23	Analiza los resultados, paragraph 2	"De los objetos que flotaron, ¿cuál tenía la mayor distancia entre la línea inicial de la escala y el lugar donde terminaba la parte de abajo del objeto?"	N/A
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.6.A, Día 5, Screen 4	Sample answer, last sentence	"¡La parte de abajo del bote de juguete estaba más de una pulgada debajo de la superficie del agua!"	N/A
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.6.A, Día 5, Screen 3	Paso 1, bullet point 3	"Tercera columna = ¿Cuánto flotó?"	"Tercera columna = Observaciones"
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 21	Paso 2, Sentence 2	"Usarás las líneas, o escala, del vaso de precipitados para reunir información sobre cuánto flotan los objetos. Lee el número del vaso de precipitados que coincide con la superficie del agua. Escribe este número."	N/A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.6.A, Día 5, Screen 3	Paso 2, Sentence 2	"Usarás las líneas, o escala, del vaso de precipitados para reunir información sobre cuánto flotan los objetos. Lee el número del vaso de precipitados que coincide con la superficie del agua. Recuérdalo."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 59	Práctica matemática question, last sentence.	"... ¿A qué temperatura se derritió todo el hielo?"	"... ¿Qué ocurrió con la temperatura del agua cuando los cubitos de hielo se derritieron? Usa tus mediciones como evidencias para tu respuesta."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.6.C, Día 2, Screen 4	Práctica matemática question and sample answer	"... ¿A qué temperatura se derritió todo el hielo?""Cuando se derritió todo el hielo, la temperatura era de 0 grados Celsius."	"... ¿Qué ocurrió con la temperatura del agua cuando los cubitos de hielo se derritieron? Usa tus mediciones como evidencias para tu respuesta.""Responde según tus mediciones. En general, la temperatura final del agua cuando el hielo se haya derretido será menor que la temperatura inicial del agua tibia."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 68	Column 1, Apoyo para las respuestas de los estudiantes, Sentence 3	"La energía geotérmica se puede usar para calentar y enfriar una casa o para calentar agua para ducharnos, lavar los platos o lavar la ropa. También se puede usar para generar electricidad."	"La energía geotérmica se puede usar para calentar piscinas. Podría usarse para que las plantas de invernaderos se mantengan calientes en el invierno."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.6.C, Día 3, Screen 6	Short Answer interactivity, Ejemplo de respuesta	"Mi afirmación es que a medida que se agrega calor, la temperatura del hielo y del agua aumentan. Mi evidencia es que empieza a 0 grados Celsius y llega hasta los 70 grados Celsius. Mi razonamiento es que la temperatura seguirá subiendo mientras esté en la hornilla, pero se detendrá cuando se deje de calentar."	"Mi afirmación es que, a medida que se agrega calor, la temperatura del agua aumenta. Mi evidencia es que la temperatura del agua tibia aumentó mientras el vaso de precipitados con agua tibia estaba en la hornilla. Mi razonamiento es que la temperatura aumenta porque la hornilla calienta el agua."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.6.C, Día 4, Screen 6	Short Answer interactivity, Ejemplo de respuesta	"Poner un vaso con hielo en una bolsa evitará que el exterior se humedezca con la condensación."	"Los vasos de agua helada se vuelven resbaladizos, especialmente en los días cálidos, y las personas pueden dejarlos caer. Necesito una manera de evitar que los vasos se vuelvan tan resbaladizos."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 62	Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, Sentence 4	"Los estudiantes deben escribir su respuesta en el interactivo. Mi afirmación es que, a medida que se agrega calor, la temperatura del hielo y del agua aumentan. Mi evidencia es que empieza a 0 grados Celsius y llega hasta los 70 grados Celsius. Mi razonamiento es que la temperatura seguirá subiendo mientras esté en la hornilla, pero se detendrá cuando se deje de calentar."	"Respuesta de ejemplo: Mi afirmación es que, a medida que se agrega calor, la temperatura del agua aumenta. Mi evidencia es que la temperatura del agua tibia aumentó mientras el vaso de precipitados con agua tibia estaba en la hornilla. Mi razonamiento es que la temperatura aumenta porque la hornilla calienta el agua."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 65	Column 1, Apoyo para las respuestas de los estudiantes, Define problemas, Sentence 2	"Los estudiantes deben escribir su respuesta en el interactivo. Respuesta de ejemplo: Poner un vaso con hielo en una bolsa evitará que el exterior se humedezca con la condensación."	"Respuesta de ejemplo: Los vasos de agua helada se vuelven resbaladizos, especialmente en los días cálidos, y las personas pueden dejarlos caer. Necesito una manera de evitar que los vasos se vuelvan tan resbaladizos."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 69	Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, Respuesta de ejemplo	"Justifica tu afirmación con evidencias de tu investigación. ... Los estudiantes deben escribir su respuesta en el interactivo. Respuesta de ejemplo: Creo que la materia puede cambiar de estado líquido a gaseoso cuando se calienta. Cuando calenté agua durante mi experimento, esta se evaporó. Mi razonamiento es que, si el agua se evapora cuando se calienta, entonces la materia puede cambiar de estado líquido a gaseoso cuando se calienta."	"Justifica tu afirmación con evidencias de tu investigación. ... Respuesta de ejemplo: La materia puede cambiar de estado cuando se calienta o se enfría. El hielo puede derretirse y convertirse en agua cuando se le agrega calor. Esa agua puede hervir o evaporarse, por lo que se convierte en vapor de agua cuando se le agrega más calor. El vapor de agua puede condensarse y volver a ser agua líquida cuando se enfría. El agua se congela y se convierte en hielo cuando se enfría más."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 59	Column 1, Práctica matemática, Apoyo para las respuestas de los estudiantes	"¿A qué temperatura se derritió todo el hielo? 32 grados F o 0 grados C"	"Analiza tus datos. ¿Qué ocurrió con la temperatura del agua cuando los cubitos de hielo se derritieron? Usa tus mediciones como evidencias para tu respuesta. Las respuestas de los estudiantes deben reflejar sus mediciones. En general, la temperatura final del agua cuando el hielo se haya derretido será menor que la temperatura inicial del agua tibia."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 167	Column 1, Diferenciación: Reto, Line 3	"Pídales que hagan una predicción sobre cuándo tendrá más energía mecánica el objeto que baje por la rampa."	"Pídales que hagan una predicción sobre cuándo tendrá más energía de movimiento el objeto que baje por la rampa."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 155	Column 1, ¿Puedes explicarlo?, first paragraph below Pregunta guía, line 2	"La cantidad de energía cambia dependiendo de la velocidad con la que se mueve la montaña rusa."	"La cantidad de energía de movimiento cambia dependiendo de la velocidad con la que se mueve la montaña rusa."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.8.B, Día 3, Screen 4	Paso 6, line 1	"Usa un cronómetro para registrar la velocidad del objeto que baja por la rampa para la primera altura que elegiste. Usa palabras como rápido, lento y no se movió."	"Usa un cronómetro para registrar el tiempo que tarda el objeto en bajar por la rampa para la primera altura que elegiste. Usa palabras como rápido, lento y no se movió para describir la velocidad."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 207	Paso 6, line 1	"Usa un cronómetro para registrar la velocidad del objeto que baja por la rampa para la primera altura que elegiste. Usa palabras como rápido, lento y no se movió."	"Usa un cronómetro para registrar el tiempo que tarda el objeto en bajar por la rampa para la primera altura que elegiste. Usa palabras como rápido, lento y no se movió para describir la velocidad."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 201	Column 2, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes	"Comenzando por el planeta más cercano al Sol, ¿qué lugar ocupa la Tierra en el orden de los planetas? Respuesta: La Tierra es el tercer planeta más próximo al Sol. Si los estudiantes necesitan apoyo, muéstreles un modelo de nuestro sistema solar y señale cada planeta mientras los nombran juntos."	"¿Cuál es la secuencia correcta de los planetas en el sistema solar de la Tierra, comenzando con el planeta más cercano al Sol?C. Mercurio, Venus, Tierra, Marte, Júpiter, Saturno, Urano, Neptuno"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 219	Column 2, Apoyo para las respuestas de los estudiantes, Utiliza cálculos matemáticos, paragraph 2 last sentence	"Por cada 4 aumentos de temperatura en el área 1, se produjeron 3 descensos en el área 2."	"Por cada descenso de temperatura de 4 °C en el área 1, se produjo un aumento de temperatura de 3 °C en el área 2."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 219	Column 1, Apoyo para las respuestas de los estudiantes, line 3	Respuesta de ejemplo: El estudiante cometió un error al registrar la cantidad de precipitaciones del jueves.	Respuesta de ejemplo: El estudiante cometió un error al registrar la cantidad de precipitaciones a partir de la tabla de la gráfica de barras.
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.10.A, Día 5, Screen 3	Multiple Choice interactivity, Answer choice A	"... son de alrededor de 40 grados"	"... son de menos de 10 °C"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 221	Column 2, Apoyo para las respuestas de los estudiantes, Identifica patrones, line 8	"0 pulgadas"	"0 centímetros"
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 284	Ubicación 1 Table	"1, 1.2, 1.1" ; "0.5, 1.5, 2"	" 10, 12, 11" ; "5, 15, 12"
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.10.A, Día 4, Screen 6	Ubicación 1 data table, Temperatura del aire, Precipitación	"1, 1.2, 1.1" ; "0.5, 1.5, 2"	" 10, 12, 11" ; "5, 15, 12"
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.10.A, Día 5, Screen 4	Multiple Choice interactivity, answer choice	"A.31 °F, B.18 °F, C.13 °F "	" A.17 °C , B.18 °C , C.13 °C"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 288	Question Answer choices	"A.31 °F, B.18 °F, C.13 °F "	" A.17 °C , B.18 °C , C.13 °C"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 223	Column 2 , Boletín de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes, line 4	"La temperatura del aire es mucho más baja en la ubicación 1, por lo que es la más fría. En la ubicación 1 ha llovido, pero en la ubicación 2 no. En ambas ubicaciones, la dirección del viento cambió a lo largo de los tres días."	"El estado del tiempo es más frío en la ubicación 1. La ubicación 2 tiene el nivel más bajo de precipitación. Tanto en la ubicación 1 como en la ubicación 2, la dirección del viento cambia."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 287	Question answer choice A	"... son de alrededor de 40 grados"	"... son de menos de 10 °C"
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.10.A, Día 6, Screen 5	Short Answer interactivity, Ejemplo de respuesta	"Evidencia: La temperatura del aire entre mis tres ubicaciones variaba entre 5 °C y 12 °C. Las tres zonas recibieron precipitaciones cada día, pero unas más que otras. El viento sopló cada día, pero desde direcciones diferentes en cada ubicación. Razonamiento: Los datos sobre el estado del tiempo de mi escuela muestran que el tiempo estuvo soleado, cálido y con vientos del norte durante los tres días. Sin embargo, si lo comparo con las otras dos ubicaciones, puedo ver que estas tuvieron temperaturas más frías y precipitaciones."	"Evidencia: La temperatura del aire de mis ubicaciones variaba entre 12 °C y 28 °C. El viento soplaba desde diferentes direcciones. Razonamiento: Los datos muestran que el estado del tiempo puede cambiar de un día a otro. Al observar y comparar la temperatura, la precipitación y el viento, podemos ver los patrones y cambios."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 225	Column 2, Apoyo para las respuestas de los estudiantes, last sentence	"más de 2 ½ pulgadas de precipitación."	"más de 8 centímetros de precipitación."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 222	Column 2, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, line 6	"Mi afirmación es que el estado del tiempo en Florida es diferente del estado del tiempo en Vermont. Mi evidencia muestra que hacía 20 grados menos en Vermont los días que hice las mediciones. Mi razonamiento es que estaba nevando en Vermont. En Florida no nieva, así que no hará tanto frío."	"Mi afirmación es que el estado del tiempo cambia en diferentes ubicaciones. Mi evidencia es que la temperatura cambió los días que hice las mediciones. Mi razonamiento es que cada ubicación está en un lugar diferente y puede tener un estado del tiempo diferente."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 221	Column 1, Pasos 15–19 Apoyo para las respuestas de los estudiantes, line 2	"Respuesta de ejemplo: Creo que Dallas, Texas, rondará hoy los 30 °C sin lluvia ni viento. Creo que Concord, New Hampshire, tendrá viento del oeste, otra pulgada de lluvia y rondará los 10 °C hoy."	"Respuesta de ejemplo: El estudiante debe identificar cambios o tendencias notables en la precipitación, la fluctuación de la temperatura o la dirección del viento. Las predicciones pueden variar."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p.218	Column 1, Apoyo para las respuestas de los estudiantes, line 3	"Respuesta de ejemplo: Más; ayer no llovió, y hoy hay alrededor de ½ pulgada de lluvia en el indicador. ... Respuesta de ejemplo: Ayer el viento soplabla del sur y hoy del oeste. ... Respuesta de ejemplo: No; hoy hace unos 5 grados C menos que ayer."	"Respuesta de ejemplo: La cantidad de lluvia variará según la ubicación... Respuesta de ejemplo: La dirección del viento dependerá de la ubicación. Podría soplar desde el norte, este, sur u oeste... Respuesta de ejemplo: Las mediciones de los estudiantes deben ser razonables. La temperatura ambiente generalmente está en el rango de 20 grados Celsius a 25 grados Celsius."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 225	Column 1, Apoyo para las respuestas de los estudiantes, line 2	"Respuesta de ejemplo: Nueva Orleans es la ciudad más calurosa, con 77 °F. Buffalo es la ciudad más fría, con 46 °F. 77 - 46 = 31 °F."	"Respuesta de ejemplo: Nueva Orleans es la ciudad más calurosa, con 25 °C. Buffalo es la ciudad más fría, con 8 °C. 25 - 8 = 17 °C"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 225	Column 1, Apoyo para las respuestas de los estudiantes bottom of page, line 5	"Respuesta de ejemplo: El sistema cercano a Nueva Orleans es más grande y tiene más precipitaciones. El sistema del área de Portland muestra hasta 2 pulgadas de lluvia, mientras que el sistema del área de Nueva Orleans muestra más de 2 ½ pulgadas."	"Respuesta de ejemplo: El sistema cercano a Nueva Orleans tiene más precipitaciones y abarca un área más grande. El sistema cercano a Nueva Orleans tiene áreas con más de 8 centímetros de lluvia."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 221	Column 1, Paso 14 Apoyo para las respuestas de los estudiantes, line 2	"Respuesta de ejemplo: No ha llovido ni el Día 1 ni el Día 2, así que predigo que hoy tampoco lloverá."	"Respuesta de ejemplo: El estudiante debe identificar cambios o tendencias notables en la precipitación, la fluctuación de la temperatura o la dirección del viento. Las predicciones pueden variar."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 227	Column 1, Apoyo para las respuestas de los estudiantes, Afir- maciones, evidencia y razonamiento, line 8	"La temperatura del aire entre mis tres ubicaciones oscilaba entre 5 °C y 12 °C. Las tres áreas recibieron precipitaciones día a día, pero unas más que otras. El viento sopló todos los días, pero desde distintas direcciones en cada ubicación. Razonamiento: Los datos del estado del tiempo de mi escuela muestran que el tiempo fue soleado, cálido y con vientos del norte los tres días. Sin embargo, si lo comparo con las otras dos ubicaciones, puedo ver que estas tuvieron temperaturas más frías y precipitaciones."	"La temperatura del aire entre mis tres ubicaciones oscilaba entre 12 °C y 28 °C. Las tres áreas recibieron precipitaciones día a día, pero unas más que otras. El viento sopló todos los días, pero desde distintas direcciones en cada ubicación. Razona- miento: Los datos muestran que el estado del tiempo puede cambiar de un día a otro. Al observar y comparar la tempera- tura, la precipitación y el viento, podemos ver los patrones y cambios."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 289	Bottom of page, Question Answer Choices D and E	"D. El sistema cercano a Nueva Orleans tiene zonas con más de 2½ pulgadas de lluvia. E. La mayor cantidad de lluvia que se muestra en el sistema cercano a Portland es 1 pulgada."	"D. El sistema cercano a Nueva Orleans tiene zonas con más de 8 centímetros de lluvia. E. La mayor cantidad de lluvia que se muestra en el sistema cercano a Portland es 1 centímetro."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.10.A, Día 5, Screen 5	Bottom page, Question Answer Choices D and E	"D. El sistema cercano a Nueva Orleans tiene zonas con más de 2½ pulgadas de lluvia. E. La mayor cantidad de lluvia que se muestra en el sistema cercano a Portland es 1 pulgada."	"D. El sistema cercano a Nueva Orleans tiene zonas con más de 8 centímetros de lluvia. E. La mayor cantidad de lluvia que se muestra en el sistema cercano a Portland es 1 centímetro."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.10.A, , Día 2, Screen 5	Short Answer Interactivity, Ejemplo de respuesta	"Tu respuesta podría ser algo así:• Ubicación 1: La temperatura del aire fue de 15 °C, el viento sopló del oeste y no hubo precipitaciones. • Ubicación 2: La temperatura del aire fue de 30 °C, el viento sopló del sur y hubo 1 cm de precipitaciones. • Ubicación 3: La temperatura del aire fue de 10 °C, el viento sopló del norte y no hubo precipitaciones."	"Los datos variarán según la estación y la ubicación. Los estudiantes deben usar los datos reunidos para describir la temperatura, el viento y la precipitación."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 216	Column 1, Apoyo para las respuestas de los estudiantes, line 5	"Tu respuesta podría ser algo así:• Ubicación 1: La temperatura del aire fue de 15 °C, el viento sopló del oeste y no hubo precipitaciones. • Ubicación 2: La temperatura del aire fue de 30 °C, el viento sopló del sur y hubo 1 cm de precipitaciones. • Ubicación 3: La temperatura del aire fue de 10 °C, el viento sopló del norte y no hubo precipitaciones."	"Los datos variarán según la estación y la ubicación. Los estudiantes deben usar los datos reunidos para describir la temperatura, el viento y la precipitación."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 224	Column 2, Comprobar la comprensión del estudiante	Comprobar la comprensión del estudiante de los números mixtos (números enteros seguidos de una fracción) utilizados en la referencia del mapa de precipitaciones. Si es necesario, use ejemplos para comparar los números enteros con los números mixtos.	N/A
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 286	Images of map 1 and 2	Customary units map	Metric units map
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.10.A, Día 5, Screen 3	Image Gallery interactivity, images	Customary units map	Metric units map

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.10.A, Día 5, Screen 4	Image of map	Customary units map	Metric units map
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 290	Map image	Customary units map	Metric unit map
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 223	Column 2, Boleto de salida/Evaluación formativa, line 1	"Explique y ejemplifique el contenido a los estudiantes que no están familiarizados con la notación decimal utilizada en la tabla de la ubicación 1. Use un ejemplo visual concreto para mostrar cómo los decimales de la tabla son equivalentes a ciertas fracciones. Por ejemplo, muestre cómo 1.2 equivale a un entero más 2/10 y 0.5 equivale a ½."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 224	Column 1, Dar sentido, line 9	"Observe que, mientras que los estudiantes usan un termómetro de escala Celsius en la actividad práctica, estos mapas del estado del tiempo usan la escala Fahrenheit."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 270	Paragraph 2, line 6	N/A	"Crea gráficas de barras también para recopilar los datos de temperatura y precipitación."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 289	Paragraph 1, sentence 4	N/A	"Los científicos a menudo usan centímetros o milímetros para expresar la precipitación, como se muestra en este mapa."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.10.A, Día 5, Screen 5	Paragraph 1, sentence 4	N/A	"Los científicos a menudo usan centímetros o milímetros para expresar la precipitación, como se muestra en este mapa."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 242	Column 2, Diferenciación: Apoyo adicional, line 4	"Debatir cómo jugar con juguetes puede ser un tipo de modelo que pone a prueba de forma segura diferentes experiencias imaginarias."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 244	Column 2, second Apoyo para las respuestas de los estudiantes, last sentences	"El suelo arenoso tendrá más partículas. La arcilla será más lisa."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 257	Column 1, Apoyo para las respuestas de los estudiantes, Analiza modelos move to after "Paso 6"	"Apoyo para las respuestas de los estudiantes Analiza modelos...unas de otras"	"Apoyo para las respuestas de los estudiantes Analiza modelos...unas de otras" Moved, no changes to text.
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 264	Column 2, Indicadores de rentimiento table, Row 3	"describe los cambios en el modelo en un diagrama de flujo utilizando palabras y/o imágenes"	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 272	Column 2, Otros cambios, Estimular la reflexión de los estudiantes MOVE to before Práctica matemática	"Apoyo para las respuestas de los estudiantes... Página 346...tsunamis?"	"PÁGINA 346 Estimular la reflexión de los estudiantes...y los tsunamis?" Moved, no changes to text.
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 269	Column 1, Apoyo para las respuestas de los estudiantes move to after Paso 9	"Apoyo para las respuestas de los estudiantes Analiza un modelo...no se cayó"	"Apoyo para las respuestas de los estudiantes Analiza un modelo...no se cayó" Moved, no changes to text.
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 275	Column 1, ¿Puedes explicarlo?, Apoyo para las respuestas de los estudiantes MOVE to column 2 end of page 274	"Apoyo para las respuestas de los estudiantes...mariposa?" appears after guiding question on page 275.	"Apoyo para las respuestas de los estudiantes...mariposa?" Moved, no changes to text.
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 261	Column 1, Apoyo para las respuestas de los estudiantes, Causa y efecto, move to top of column 2, after steps [per marked up pdf]	"Apoyo para las respuestas de los estudiantes Causa y efecto: ... el agua fluía sobre él."	"Apoyo para las respuestas de los estudiantes Causa y efecto:" Moved, no changes to text.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 275	Column 1 , Apoyo para las respuestas de los estudiantes	N/A	"Apoyo para las respuestas de los estudiantes Elige y describe dos formas en que la superficie de la Tierra cambia rápidamente. Usa los ejemplos de la lección.Respuesta de ejemplo: Los incendios pueden quemar rápidamente todo lo que hay en un área, incluidos edificios y casas. Las olas pueden atravesar los rompeolas y llenar de agua las casas y las calles."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3</i>	9780358881575	View Link	TEKS Lesson 3.12.A, Día 1, Screen 3	Flip Card interactivity, letargo image	Incorrect image of tree in spring	Change to image of tree in winter
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3</i>	9780358881315	View Link	p. 413	letargo image	Incorrect image of tree in spring	Change to image of tree in winter
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 339	Column 1, Pasos 2–5, last sentence	"Anime a los estudiantes a pensar en el flujo de energía preguntándoles por qué los animales comen alimentos."	"Anime a los estudiantes a pensar en el flujo de energía preguntándoles por qué los animales comen alimentos y cómo obtienen energía los productores."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 339	Column 1, Paso 1, paragraph 2	"Con un grupo pequeño, ... Si los estudiantes eligen sus propios organismos para la cadena alimentaria, compruebe que incluyan un productor, un consumidor primario, un consumidor secundario y un consumidor terciario."	"Con un grupo pequeño, ... Si los estudiantes eligen sus propios organismos para la cadena alimentaria, compruebe que incluyan un productor y varios niveles de consumidores."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 339	Column 1, Pasos 2–5, Apoyo para las respuestas de los estudiantes, line 4	"Nuestras cadenas alimentarias tienen un productor, un consumidor primario, un consumidor secundario y un consumidor terciario."	"Nuestras cadenas alimentarias tienen un productor, un consumidor que se come al productor y consumidores que se comen a otros consumidores."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 382	Column 2, Los estudiantes como científicos, last sentence	"Las respuestas se registrarán en la tabla interactiva."	N/A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 397	Column 1 , Apoyo para las respuestas de los estudiantes	"PÁGINA 521Si los estudiantes tienen dificultades para recordar la cantidad de comida que recogió cada pico, pídeles que repasen los datos registrados en el Organizador gráfico de temas científicos Escala, proporción y cantidad de la Parte 1.Apoyo para las respuestas de los estudiantes Escala, proporción y cantidad: ¿Cómo afectó el tamaño de cada pico al tipo de alimento que podía recoger? ¿De qué manera se relaciona esto con el medio ambiente en el que vive el ave? Respuesta de ejemplo: Cuanto más grande es el pico del ave, mayor es el tamaño o la cantidad de alimento que puede recoger. Esto afecta al medio ambiente en el que vive el ave, para que pueda conseguir alimento del tamaño adecuado.¿Cómo afecta la forma de sus picos al tipo de alimento que pueden comer? Respuesta de ejemplo: El pico de un colibrí es largo, delgado y puntiagudo. Su forma y tamaño le permiten obtener néctar e insectos de las flores. Un pato tiene un pico largo y plano. Esa forma y ese tamaño le permiten al pato comer plantas y animales en el agua."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 386	Lesson Title	"Estructura y funciones de los organismos"	"Estructuras y funciones de las partes de los animales"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 426	Column 2, Apoyo para las respuestas de los estudiantes, ARTistas del lenguaje	"Describe la planta o el animal sobre el que investigaste. Explica cómo influyen los distintos factores en el ciclo de vida del organismo que investigaste"	"Explica qué factores o condiciones pueden sostener la estabilidad de un ciclo de vida o hacer que cambie."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3</i>	9780358841746	View Link	p. 413	Column 2, Apoyo para las respuestas de los estudiantes	"¿Cómo han crecido y cambiado nuestras plantas? Respuesta de ejemplo: Han crecido en altura y grosor. Se pueden ver raíces cada vez más largas. Algunas tienen hojas."	"Analiza los resultados ¿Qué patrones observas? Respuesta de ejemplo: Cada planta comenzó a crecer lentamente. Nuestra planta creció hasta 15 cm de altura, que fue la más alta de la clase. Apuesto a que fue porque recibió la mayor cantidad de luz solar. Los patrones que vi incluyen que cada planta crecía a un ritmo constante. Ninguna planta creció más de 2 cm entre las mediciones."

Publisher: McGraw Hill

Science, (Spanish) Grade 3

McGraw Hill Ciencias para Texas, Grado 3: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 3 Student Edition</i>	9781266311062		250	Map	Map does not include a key and is not accessible.	Map revised so it includes a key and is accessible.
<i>McGraw Hill Ciencias para Texas, Grado 3 Student Edition</i>	9781266311062		325	Question 1, image	Delete Desert Food Chain.	N/A
<i>McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition</i>	9781266117770		10	TEACH, Promote Rich Vocabulary	Delete: appropriate	N/A

Publisher: McGraw Hill

Science, (Spanish) Grade 4

McGraw Hill Ciencias para Texas, Grado 4: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 4 Student Edition</i>	9781266312694		18	Bottom of the page, Talk About It	Explore resources and research STEM careers that using listening skills.	Explore resources and research STEM careers that use listening skills.
<i>McGraw Hill Ciencias para Texas, Grado 4 Student Edition</i>	9781266312694		207	Table: Advantage: first row	<ul style="list-style-type: none"> rich in energy easy to store 	<ul style="list-style-type: none"> rich in energy• easy to store

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 4

HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 4: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4</i>	9780358881674	View Link	La materia (TEKS 4.6) Prueba A/B, p.3	TEKS 4.6 Prueba A/B, Item 6, Answer Choices	B: "El volumen total de la mezcla de aceite y agua será el volumen del aceite menos el volumen del agua."D: "El volumen total de la mezcla de agua y aceite será la suma del volumen del agua más el volumen del aceite porque la materia se conserva."	B: "La masa total de la mezcla de aceite y agua será la masa del aceite menos la masa del agua." D: "La masa total de la mezcla de aceite y agua será la suma de la masa del aceite y la masa del agua porque la materia se conserva."
<i>HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4</i>	9780358881674	View Link	Guía de evaluación, Clave de respuestas, TEKS 4.6 tab	TEKS 4.6 Prueba A/B, Item 6, Apoyo para la enseñanza	"Si los estudiantes no identifican esta respuesta como correcta, tal vez necesiten repasar la definición de la ley de conservación de la materia. Haga una demostración de una mezcla de líquidos y use las medidas del volumen para mostrar que el volumen total de la muestra es igual a la suma de las partes de la mezcla. Nota: Esto no funcionará con una mezcla de arena y agua, ya que el agua se filtrará entre la arena."	"Si los estudiantes no identifican esta respuesta como correcta, tal vez necesiten repasar la definición de la ley de conservación de la materia. Haga una demostración de una mezcla de líquidos y use las medidas de la masa para mostrar que la masa total de la muestra es igual a la suma de las partes de la mezcla."
<i>HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4</i>	9780358881674	View Link	La materia (TEKS 4.6) Prueba A, p. 3	Item 5, Parte A, Art, question and answer choices	"¿Cuál será el volumen de la mezcla?" "A. 10 mL, B. 30 mL, C. 50 mL, D. 100 mL"	Add mass labels to beakers in passage art. A. "40 g". B. "60 g" C. "32 g" D. "20 g". "¿Cuál será la masa de la mezcla?" "A. 10 g, B. 30 g, C. 52 g, D. 100 g"
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4</i>	9780358881582	View Link	TEKS Lesson 4.6.A, Día 2, Screen 3	Paso 1, sentence 3	"kilogramos (K)"	"kilogramos (kg)"
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 6	Paso 1, sentence 3	"kilogramos (K)"	"kilogramos (kg)"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4</i>	9780358881753	View Link	p. 79	Column 1, Pasos 2–4, Apoyo para las respuestas de los estudiantes, sentence 2	"Indique a los estudiantes que escriban su respuesta en el interactivo."	N/A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4</i>	9780358841753	View Link	p. 74	Column 2, Consejos para la preparación, after sentence 3	N/A	"Los objetos no deben superar el límite de masa de la balanza de resorte, por ejemplo, 250 g o 500 g."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4</i>	9780358841753	View Link	p. 77	Column 2, Boleto de salida/Evaluación formativa, bottom of column after Apoyo para las respuestas de los estudiantes, paragraph 1	N/A	"Apoyo para las respuestas de los estudiantesDescribe las fuerzas que intervienen cuando la niña abre el portón. Usa los patrones de fuerzas que identificaste en la Actividad práctica para justificar tu respuesta. Respuesta de ejemplo: La gravedad hace que el portón sea pesado y la fricción afecta su deslizamiento, pero la rueda permite que el portón se deslice más fácilmente."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4</i>	9780358841753	View Link	p. 65	Column 2, Día 3: Cuestión de roce, Consejos para la preparación, after sentence 3	N/A	"Los objetos no deben superar el límite de masa de la balanza de resorte, por ejemplo, 250 g o 500 g."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4</i>	9780358841753	View Link	p. 101	Column 2, bottom of column, after Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento	N/A	"Boleto de salidaApoyo para las respuestas de los estudiantes¿De qué manera los modelos ayudan a los ingenieros a diseñar soluciones a los problemas? Respuesta de ejemplo: Los modelos ayudan a los ingenieros a construir prototipos para ponerlos a prueba y ajustarlos hasta que funcionen como se desea para que cumplan todos los criterios."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4</i>	9780358841753	View Link	p. 251	Column 2, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes, Respuesta	"Respuesta: B. Las plantas reducen la velocidad del viento."	"Respuesta: B. Las raíces de las plantas mantienen el suelo en su lugar."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4</i>	9780358881582	View Link	TEKS Lesson 4.10.B, Día 7, Screen 6	Boleto de salida, Multiple Choice interactivity, statement B	"B. Las plantas reducen la velocidad del viento."	"B. Las raíces de las plantas mantienen el suelo en su lugar."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 329	Boleto de salida, Multiple Choice question, statement B	"B. Las plantas reducen la velocidad del viento."	"B. Las raíces de las plantas mantienen el suelo en su lugar."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4</i>	9780358881582	View Link	TEKS Lesson 4.10.B, Día 3, Screen 2	Paragraph 1	"¿Tiene algo que ver el río que fluye al fondo del Gran Cañón con esas asombrosas paredes rocosas? Esas paredes rocosas se formaron por la descomposición de la roca en piezas más pequeñas, un proceso llamado meteorización."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 307	Meteorización y erosión, paragraph 1	"¿Tiene algo que ver el río que fluye al fondo del Gran Cañón con esas asombrosas paredes rocosas? Esas paredes rocosas se formaron por la descomposición de la roca en piezas más pequeñas, un proceso llamado meteorización."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4</i>	9780358841753	View Link	p. 239	Column 1, Boleto de salida/Evaluación formativa, sentence 2	"Guíelos para que comprendan que el agua que fluye por un arroyo puede elevarse y caer, y que el agua en movimiento puede, con el tiempo, desgastar un canal por medio de las rocas y alisar las paredes de roca."	"Guíelos para que comprendan que el agua que fluye por un río puede, con el tiempo, lograr que se desprendan pequeños pedazos de las rocas y alisarlas."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4</i>	9780358881582	View Link	TEKS Lesson 4.10.B, Día 3, Screen 6	Paragraph 1, sentence 2	"El cañón de Palo Duro tardó 250 millones de años en formarse en el área que hoy se conoce como el Panhandle de Texas."	"Un río tardó 90 millones de años en formar el cañón de Palo Duro en el área que hoy se conoce como el Panhandle de Texas."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 311	Paragraph 2, sentence 2	"El cañón de Palo Duro tardó 250 millones de años en formarse en el área que hoy se conoce como el Panhandle de Texas."	"Un río tardó 90 millones de años en formar el cañón de Palo Duro en el área que hoy se conoce como el Panhandle de Texas."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4</i>	9780358881582	View Link	TEKS Lesson 4.10.B, Día 7, Screen 3	Image Gallery interactivity, image of Great Sphinx, caption, sentence 2	"Desde entonces, la arena arrastrada por el viento y las aguas subterráneas han provocado meteorización y erosión."	"Desde entonces, la lluvia y la arena arrastradas por el viento han provocado meteorización y erosión."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 327	Bottom left image of Great Sphinx, caption, sentence 2	"Desde entonces, la arena arrastrada por el viento y las aguas subterráneas han provocado meteorización y erosión."	"Desde entonces, la lluvia y la arena arrastradas por el viento han provocado meteorización y erosión."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4</i>	9780358841753	View Link	p. 241	Column 2, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes, sentences 3–4	"¿Cuál de estas opciones es más probable que haya producido las paredes y torres rocosas del cañón? Respuesta: B. meteorización"	"¿Cuáles de estas opciones es más probable que hayan formado las paredes y torres rocosas del cañón? Elige todas las opciones que correspondan." Respuesta: A. erosión, B. meteorización"
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4</i>	9780358881582	View Link	TEKS Lesson 4.10.B, Día 3, Screen 7	Boleto de salida, Multiple Choice interactivity, prompt, sentence 3, and correct answers	"¿Cuál de estas opciones es más probable que haya producido las paredes y torres rocosas del cañón?" Interactivity only accepts answer B. meteorización	"¿Cuáles de estas opciones es más probable que hayan formado las paredes y torres rocosas del cañón? Elige todas las opciones que correspondan." Interactivity requires both correct answers A. erosión and B. meteorización
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4</i>	9780358841753	View Link	p. 239	Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes	Image of cleaved rock wall"La familia de Roberto está haciendo senderismo por la orilla de un pequeño arroyo. Miran hacia arriba y ven esta alta pared de roca lisa. Encima de la roca hay tierra y árboles en crecimiento. ... Respuesta de ejemplo: Quizá, el agua en movimiento alisó la roca para formar una pared. Si el arroyo pasó por aquí durante mucho tiempo, puede ser que arrastrase pequeñas rocas que cortasen la roca grande para formar la pared."	Image of water flowing over smooth rocks"La familia de Roberto está haciendo senderismo por la orilla de un río. Observan que las rocas que se encuentran en el río y junto a él son muy lisas, mientras que las que se encuentran a unos metros son ásperas y puntiagudas. ... Respuesta de ejemplo: El agua en movimiento alisó las rocas que se encuentran en el río y cerca de él. Tal vez en algún momento estas rocas fueron como las otras, ásperas y puntiagudas, pero, después de estar mucho tiempo en el río, se volvieron lisas."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 306	Boleto de salida, Short Answer item, prompt sentences 1–3 and image of cleaved rock wall	Image of cleaved rock wall"La familia de Roberto está haciendo senderismo por la orilla de un pequeño arroyo. Miran hacia arriba y ven esta alta pared de roca lisa. Encima de la roca hay tierra y árboles en crecimiento."	N/A - deleted image"La familia de Roberto está haciendo senderismo por la orilla de un río. Observan que las rocas que se encuentran en el río y junto a él son muy lisas, mientras que las que se encuentran a unos metros son ásperas y puntiagudas."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4</i>	9780358881582	View Link	TEKS Lesson 4.10.B, Día 2, Screen 7	Boleto de salida, Short Answer interactivity, prompt, sentences 1–3 and image of cleaved rock wall and Ejemplo de respuesta	Image of cleaved rock wall"La familia de Roberto está haciendo senderismo por la orilla de un pequeño arroyo. Miran hacia arriba y ven esta alta pared de roca lisa. Encima de la roca hay tierra y árboles en crecimiento."Ejemplo de respuesta: "Tal vez el agua en movimiento alisó la roca y formó una pared. Si el arroyo pasó por aquí durante mucho tiempo, tal vez arrastró pequeñas rocas que recortaron la roca grande para dar forma a la pared."	Image of water flowing over smooth rocks"La familia de Roberto está haciendo senderismo por la orilla de un río. Observan que las rocas que se encuentran en el río y junto a él son muy lisas, mientras que las que se encuentran a unos metros son ásperas y puntiagudas. ... Respuesta de ejemplo: El agua en movimiento alisó las rocas que se encuentran en el río y cerca de él. Tal vez en algún momento estas rocas fueron como las otras, ásperas y puntiagudas, pero, después de estar mucho tiempo en el río, se volvieron lisas."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 312	Boleto de salida, Multiple Choice question, after sentence 3 of prompt	N/A	"¿Cuáles de estas opciones es más probable que hayan formado las paredes y torres rocosas del cañón? Elige todas las opciones que correspondan."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 348	Práctica matemática, Paragraph 3, sentence 3	"pulgadas"	"centímetros"
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4</i>	9780358881582	View Link	TEKS Lesson 4.10.C, Día 3, Screen 6	Práctica matemática, Paragraph 3, sentence 3	"pulgadas"	"centímetros"
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 348	Práctica matemática, Data Table, column 1, row 2	"datos de precipitaciones"	"datos de precipitaciones (centímetros)"
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4</i>	9780358881582	View Link	TEKS Lesson 4.10.C, Día 3, Screen 6	Práctica matemática, Data Table, column 1, row 2	"datos de precipitaciones"	"datos de precipitaciones (centímetros)"
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 348	Práctica matemática, Data Table, row 2	Data entries are 2.58, 1.62, 2.91, 2.35, 4.88, 3.52, 2.27, 2.47, 3.63, 3.92, 3.09, 2.31	Data entries are 6.55, 4.11, 7.39, 5.97, 12.40, 8.94, 5.77, 6.27, 9.22, 9.96, 7.85, 5.87
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4</i>	9780358881582	View Link	TEKS Lesson 4.10.C, Día 3, Screen 6	Práctica matemática, Data Table, row 2	Data entries are 2.58, 1.62, 2.91, 2.35, 4.88, 3.52, 2.27, 2.47, 3.63, 3.92, 3.09, 2.31	Data entries are 6.55, 4.11, 7.39, 5.97, 12.40, 8.94, 5.77, 6.27, 9.22, 9.96, 7.85, 5.87
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 516	Paragraph 1, sentences 1–5	"Existen más de 500 especies de aloe. ... Muchos aloes también tienen espinas afiladas para protegerse. El aloe vera es la más conocida de todas las especies de aloe. Es una planta originaria de la península arábiga, y el tejido parenquimático del aloe es el gel que se usa en productos cotidianos, como alimentos, detergente para lavar platos, remedios herbolarios y cosméticos."	"Existen más de 1,750 especies de cactus. ... La mayoría de los cactus también tienen espinas afiladas para protegerse. Los nopales forman un conocido grupo de cactus que incluye 150 especies diferentes. Se los puede hallar en Texas y México. Sus hojas, frutos, flores y tallos son comestibles."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4</i>	9780358881322	View Link	p. 526	Top left image of flowers, caption, sentences 1–4	"Los tallos leñosos ayudan a los árboles y arbustos a mantenerse erguidos cuando hay vientos fuertes. ... Otras plantas, como la lavanda, tienen tallos verdes que sostienen las plantas y soportan ramas, hojas y otras partes. Los tallos proveen agua y nutrientes a las estructuras de las plantas."	"A través de los tallos, el agua y los nutrientes circulan entre las diferentes estructuras de las plantas. Los tallos leñosos ayudan a los árboles y arbustos a mantenerse erguidos cuando hay vientos fuertes. ... Otras plantas, como la lavanda, tienen tallos verdes que las mantienen erguidas y brindan soporte a las ramas, las hojas y otras partes de la planta."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4</i>	9780358881582	View Link	TEKS Lesson 4.13.A, Día 4, Screen 2	Image Gallery interactivity, image of flowers, caption, sentences 1–4	"Los tallos leñosos ayudan a los árboles y arbustos a mantenerse erguidos cuando hay vientos fuertes. ... Otras plantas, como la lavanda, tienen tallos verdes que sostienen las plantas y soportan ramas, hojas y otras partes. Los tallos proveen agua y nutrientes a las estructuras de las plantas."	"A través de los tallos, el agua y los nutrientes circulan entre las diferentes estructuras de las plantas. Los tallos leñosos ayudan a los árboles y arbustos a mantenerse erguidos cuando hay vientos fuertes. ... Otras plantas, como la lavanda, tienen tallos verdes que las mantienen erguidas y brindan soporte a las ramas, las hojas y otras partes de la planta."

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 4

Dynamic Science (Spanish) 4th Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i>	9781433406133	View Link	2	4.9A Student Lab -- Record - Question 6	Utilize la palabra analice en ves de calcular.	Thank you for the feedback. We will update our content with your recommendation.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 5

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 9	Column 2, Apoyo para las respuestas de los estudiantes, Analiza los datos, Respuestade ejemplo	"Tenía el Cubo 1, con un volumen de 3centímetros cúbicos; el Cubo 2, con un volumen de 1.5 centímetros cúbicos; y una pelota de arcilla, con un volumen de 10 mL. De menor a mayor volumen, mis objetos eran el Cubo 2, el Cubo 1, y luego la pelota de arcilla."	"Primero, los estudiantes necesitan cambiar el volumen de la arcilla de mL a centímetros cúbicos sabiendo que 1 centímetro cúbico es igual a 1 mL. Después, los ordenan de menor a mayor."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.6.A Día 4, Screen 4	Middle of Page, Analiza los datos, paragraph 2, Ejemplo de respuesta, sentence 1	"Observé que el azúcar granulada y el vinagre de color tienen solubilidad en el agua."	"Observé que el azúcar granulada y el vinagre de color son solubles en agua."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.6.A, Día 2, Screen 6	Top of Screen, Práctica matemática, paragraph 2, sentence 2	"Para determinar el volumen del trozo de arcilla, resta el volumen del agua del volumen del agua con la arcilla."	"Para calcular el volumen del trozo de arcilla en mL, resta el volumen del agua sin la arcilla (Paso 4) del volumen del agua con la arcilla (Paso 5)."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 18	Column 1, Apoyo para las respuestas de los estudiantes, Afir-maciones, evidencia y razonamiento, Respuesta de ejemplo	"El azúcar granulada y el vinagre coloreado son similares porque tienen solubilidad en agua."	"El azúcar granulada y el vinagre coloreado son similares porque son solubles en agua."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	TEKS Lesson 5.6.A Día 4, Screen 6	Middle of Page, Afirmaciones, evidencias y razonamiento, paragraph 2, Ejemplo de respuesta, sentence 1	"El azúcar granulada y el vinagre de color son similares porque tienen solubilidad en el agua."	"El azúcar granulada y el vinagre de color son similares porque son solubles en agua."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 9	Column 2, Práctica matemática, paragraph 2, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo	"Tenía 26 mL de agua antes de introducir mi objeto de arcilla. Luego de agregar la pelota de arcilla, tuve 36 mL de agua.36 mL – 26 mL = 10 mL Mi pelota de arcilla tiene un volumen de 10 mL."	"Los estudiantes necesitan restar el volumen del agua sin la arcilla (Paso 4) del volumen del agua con la arcilla (Paso 5) para calcular el volumen de la arcilla en mL."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.6.A, Día 2, Screen 7	Top of Screen, Analiza los datos, paragraph 1, sentence 4	"Enumera los objetos en orden de menor a mayor volumen."	"Cambia el volumen de la arcilla de mL a centímetros cúbicos usando la nota. Después, ordena los objetos de menor a mayor." "

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 17	Column 2, Apoyo para las respuestas de los estudiantes, Analiza los datos, Respuesta de ejemplo	"Mis observaciones demuestran que el azúcar granulada y el vinagre con color tienen solubilidad en el agua."	"Mis observaciones demuestran que el azúcar granulada y el vinagre con color son solubles en agua."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.6.A Día 3, Screen 4	Bottom of Screen, Analiza los datos, paragraph 2, Ejemplo de respuesta, sentence 3	"El clip recubierto de plástico también flotó."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 13	Column 1, Apoyo para las respuestas de los estudiantes, Analizar datos, Respuesta de ejemplo	"El clip de plástico también flotó."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 86	Column 1, Patrones, Apoyo para las respuestas de los estudiantes, sentence 2	"Explica si el agua se comportaría igual que el aire. Respuesta de ejemplo: Sí, el agua se comportaría igual porque ocupa espacio."	"Explica en qué se parecerían y en qué se diferenciarían tus resultados y los de la botella llena de aire. Respuesta de ejemplo: Al apretar la botella de agua, el agua subiría hacia dentro del globo porque el agua ocupa espacio, al igual que el aire."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.6.D Día 2, Screen 5	Top of Page, Patrones, sentence 2	"Explica si el agua se habría comportado de la misma manera que el aire o no. Ejemplo de respuesta: Sí, el agua se habría comportado de la misma manera porque ocupa espacio."	"Explica en qué se parecerían y en qué se diferenciarían tus resultados y los de la botella llena de aire. [widget: Ejemplo de respuesta] Al apretar la botella de agua, el agua subiría hacia dentro del globo porque el agua ocupa espacio, al igual que el aire."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 108	Patrones, sentence 2	"Explica si el agua se habría comportado de la misma manera que el aire o no."	"Explica en qué se parecerían y en qué se diferenciarían tus resultados y los de la botella llena de aire."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 99	Column 2, Apoyo para las respuestas de los estudiantes	"Observo: ¿Qué te preguntas sobre el movimiento de la pelota de tenis de mesa en el video?... " "Me pregunto: ¿Qué observas sobre el movimiento de la pelota de tenis de mesa en el video?..."	"Me pregunto: ¿Qué te preguntas sobre el movimiento de la pelota de tenis de mesa en el video?...""Observo: ¿Qué observas sobre el movimiento de la pelota de tenis de mesa en el video?..."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.7.A Día 4, Screen 4	Reúne observaciones, paragraph 2, Ejemplo de respuesta	"Empieza en mi mano, luego pasa a la mesa y finalmente al piso."	"La pelota empieza a ir más rápido a medida que rueda por la rampa, rebota algunas veces y luego se detiene muy pronto cuando golpea el piso. La energía empieza en mi mano, luego pasa a la rampa y la mesa, y finalmente al piso."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 109	Column 1, Apoyo para las respuestas de los estudiantes, Recopila observaciones, Respuesta de ejemplo	"Comienza en mi mano, luego se mueve ala mesa y eventualmente va al piso."	"La pelota empieza a ir más rápido a medida que rueda por la rampa, rebota algunas veces y luego se detiene muy pronto cuando golpea el piso. La energía comienza en mi mano, luego se mueve a la rampa y la mesa, y finalmente al piso."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 125	Afirmaciones, evidencias y razonamiento, sentence 1	"Haz una afirmación sobre cómo miden los científicos las fuerzas que actúan sobre los objetos y los cambios que provocan las fuerzas."	"Haz una afirmación sobre cómo observan los científicos las fuerzas que actúan sobre los objetos y los cambios que provocan las fuerzas."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.7.A Día 2, Screen 9	Afirmaciones, evidencias y razonamiento, sentence 1	"Haz una afirmación sobre cómo miden los científicos las fuerzas que actúan sobre los objetos y los cambios que provocan las fuerzas."	"Haz una afirmación sobre cómo observan los científicos las fuerzas que actúan sobre los objetos y los cambios que provocan las fuerzas."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 102	Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, sentence 1	"Haga una afirmación sobre cómo los científicos miden las fuerzas que actúan sobre los objetos y los cambios que las fuerzas causan."	"Haz una afirmación sobre cómo los científicos observan las fuerzas que actúan sobre los objetos y los cambios que las fuerzas causan."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 195	Column 1, caption 1, sentence 2	"Mientras el microondas está en funcionamiento, transfiere energía."	"Mientras el microondas está en funcionamiento, transforma energía."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 202	Paragraph 2, sentence 1	"Chu quiere que se investigue más sobre energías renovables y energía nuclear. Cree que una de las formas más importantes de combatir el cambio climático es dejar de usar combustibles fósiles."	"Chu quiere que se investigue más sobre energías renovables. Cree que una de las formas más importantes de combatir el cambio climático es reducir el uso de combustibles fósiles."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 195	Column 2, caption 2, sentence 2	"¿Qué tipos de transferencia de energía están ocurriendo?"	"¿Qué tipos de transformaciones de energía están ocurriendo?"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.8.A Día 2 Screen 4	Paso 5, sentence 3	"Espera una hora."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 181	Column 1, Dirija un debate en grupo, sentence 3	"...Aclare que cuando ambos están apagados, la corriente no puede fluir porque el circuito no está completo. Cuando ambos están encendidos, la energía eléctrica puede circular por cualquiera de ellos. Cuando un interruptor está encendido y el otro apagado, la energía sólo puede fluir por un camino y se dirige en esa dirección."	"...Aclare que cuando alguno de los interruptores está apagado, la corriente no puede fluir porque el circuito no está completo. Cuando ambos están encendidos, la energía eléctrica circula por ambos interruptores."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 268	Paragraph 1	"Aprendiste que la luz es una forma de energía. Una de las cosas que estudian los ingenieros en fotónica es cómo utilizar la energía que proviene de la luz."	"Aprendiste que la luz es una forma de energía. Una de las cosas que estudian los ingenieros en fotónica es cómo utilizar la energía que proviene de fuentes de luz."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.8.C Día 7, Screen 3	Top of Screen, paragraph 1	Energy is not created by light, light is a form of energy."Aprendiste que la luz es una forma de energía. Una de las cosas que estudian los ingenieros en fotónica es cómo utilizar la energía que proviene de la luz."	"Aprendiste que la luz es una forma de energía. Una de las cosas que estudian los ingenieros en fotónica es cómo utilizar la energía que proviene de fuentes de luz."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 209	Column 1, Diferenciación: Apoyo adicional, sentence 3	Refraction itself is not an optical illusion, but it can produce optical illusions."Explique a los estudiantes que la refracción es una ilusión óptica porque la luz interactúa de forma diferente con el agua que con el aire."	"Explique a los estudiantes que la refracción puede producir una ilusión óptica porque la luz interactúa de forma diferente con el agua que con el aire."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 304	Item A and D	Swap sentence A "El agua vuelve a la superficie de la Tierra en forma de lluvia, nieve, granizo o aguanieve." with sentence D "La energía solar hace que el agua se evapore." so the water cycle process is in the correct order.	Swap sentence A "El agua vuelve a la superficie de la Tierra en forma de lluvia, nieve, granizo o aguanieve." with sentence D "La energía solar hace que el agua se evapore." so the water cycle process is in the correct order.
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 438	Image 1 and 2	Images placement changes	Image of plant with blue arrows in the soil above Image of plant with blue arrows going up the plant

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.12.C, Día 2, Screen 4	Paso 6, paragraph 1, Paso 7, paragraph 1	"Paso 6En las siguientes rondas, las rondas de alimentación 4 y 5, alimentarás tanto a los peces nativos del ecosistema como a los invasores. Primero, usa la información de la Tabla A para colocar el número necesario de cuadrados de alimentos en los clips de las tarjetas.Paso 7Ahora, vuelve a colocar todos los cuadrados de alimentos rojos, azules y amarillos en el centro de la mesa. Habla con tu equipo acerca de cómo el pez cabeza de serpiente del norte podría afectar las tres especies nativas. En tu cuaderno, arma la Tabla C como se muestra."	"Paso 6Ahora, vuelve a colocar todos los cuadrados de alimentos rojos, azules y amarillos en el centro de la mesa.Paso 7En las siguientes rondas, las rondas de alimentación 4 y 5, alimentarás tanto a los peces nativos del ecosistema como a los invasores. Habla con tu equipo acerca de cómo el pez cabeza de serpiente del norte podría afectar las tres especies nativas. En tu cuaderno, arma la Tabla C como se muestra."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 505	Paso 6	"Paso 6En las siguientes rondas, las rondas de alimentación 4 y 5, alimentarás tanto a los peces nativos del ecosistema como a los invasores. Primero, usa la información de la Tabla A para colocar el número necesario de cuadrados de alimentos en los clips de las tarjetas."	"Paso 6Ahora vuelve a colocar todos los cuadrados de alimentos rojos, azules y amarillos en el centro de la mesa."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 506	Paso 7 MOVE TO bottom of p. 505	"Paso 7Ahora, vuelve a colocar todos los cuadrados de alimentos rojos, azules y amarillos en el centro de la mesa. Habla con tu equipo acerca de cómo el pez cabeza de serpiente del norte podría afectar a las tres especies nativas."	"Paso 7En las siguientes rondas, las rondas de alimentación 4 y 5, alimentarás tanto a los peces nativos del ecosistema como a los invasores. Habla con tu equipo acerca de cómo el pez cabeza de serpiente del norte podría afectar a las tres especies nativas."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 547	Patrones, sentence 1	"Echa un vistazo a los datos que reuniste durante el Día 1."	"Echa un vistazo a los datos que reuniste durante la Parte 1."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.13.A, Día 3, Screen 5	Patrones, sentence 1	"Echa un vistazo a los datos que reuniste durante el Día 1."	"Echa un vistazo a los datos que reuniste durante la Parte 1."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 537	Hot spot for "Lomo oscuro"	"La piel oscura de la parte superior de una foca leopardo hace que a los depredadores les resulte difícil ver a la foca cuando miran hacia abajo."	"La piel oscura de la parte superior de una foca leopardo hace que a los depredadores les resulte difícil ver a la foca cuando miran hacia el agua desde arriba."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 446	Column 1, Apoyo para las respuestas de los estudiantes, Analiza los resultados, Respuesta de ejemplo, sentence 2	"... el comportamiento aprendido para elegir diferentes materiales para asegurarse de que el nido sea fuerte."	"... el comportamiento aprendido para elegir distintos materiales que permitan hacer un nido resistente. Con un nido fuerte y seguro, es más probable que las crías sobrevivan."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.13.B, Día 4: Construye un nido, Screen 5	Analiza los resultados, Ejemplo de respuesta, sentence 2	"... comportamientos aprendidos para elegir distintos materiales que garanticen la resistencia del nido."	"... comportamientos aprendidos para elegir distintos materiales que permitan hacer un nido resistente. Con un nido fuerte y seguro, es más probable que las crías sobrevivan."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.13.B, Día 6: Comportamientos en grupo, Screen 6	Profesiones STEM, paragraph 1, sentence 3	"Un especialista en información geográfica diseña y desarrolla dispositivos de rastreo de datos."	"Un especialista en información geográfica utiliza sistemas para analizar y hacer mapas de información geoespacial."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 572	Paragraph 1, sentence 2	"Por ejemplo, las aves aprenden a volar por ensayo y error y también aprenden a cantar escuchando a las demás. Sin embargo, todas las aves construyen nidos. Este es un comportamiento instintivo. Si bien todas las aves nacen sabiendo construir nidos,..."	"Por ejemplo, las aves aprenden a volar por ensayo y error, y muchas aprenden a cantar escuchando a las demás. Sin embargo, construir nidos es un comportamiento instintivo en la mayoría de las aves. Si bien muchas aves nacen sabiendo construir nidos,..."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 589	Profesiones STEM, paragraph 1, sentence 3	"Un especialista en información geográfica diseña y desarrolla dispositivos de rastreo de datos."	"Un especialista en información geográfica utiliza sistemas para analizar y hacer mapas de información geoespacial."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.13.B, Día 3: Construye un nido, Screen 2	Paragraph 1	"Los animales nacen sabiendo hacer algunas cosas, pero hay otras que deben aprender. Por ejemplo, las aves aprenden a volar por ensayo y error y también aprenden a cantar escuchando a las demás. Sin embargo, todas las aves construyen nidos. Este es un comportamiento instintivo. Si bien todas las aves nacen sabiendo construir nidos,..."	"Los animales nacen sabiendo hacer algunas cosas, pero hay otras que deben aprender. Por ejemplo, las aves aprenden a volar por ensayo y error, y muchas aprenden a cantar escuchando a las demás. Sin embargo, construir nidos es un comportamiento instintivo en la mayoría de las aves. Si bien muchas aves nacen sabiendo construir nidos,..."
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 564	Image 2 (Flamingo) caption, sentence 2	"El color de las plumas es un rasgo físico adquirido."	"El color de las plumas de estas aves es un rasgo físico adquirido."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.13.B, Día 1: Engage, Screen 2	Image 2 (Flamingo) caption	"El color de las plumas es un rasgo físico adquirido."	"El color de las plumas de estas aves es un rasgo físico adquirido."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.13.B, Día 2: Puzzled?, Screen 5	Analiza los resultados, Ejemplo de respuesta, sentence 2	"Eso significa que pueden encontrar o producir alimento más rápido..."	"Eso significa que pueden encontrar alimento más rápido..."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 453	Column 1, ¿Puedes explicarlo?, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo, sentence 3	"Este comportamiento instintivo protege a las crías de tortuga que se mueven hacia el agua al mismo tiempo de los depredadores y aumentan sus posibilidades de sobrevivir."	"Este comportamiento instintivo protege de los depredadores a las crías de tortuga que se mueven hacia el agua al mismo tiempo y aumenta sus posibilidades de sobrevivir."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 452	Top of Column 2	N/A	Apoyo para las respuestas de los estudiantes "[question] Elige uno de los recursos de tu lista. Hazle a esa persona tus preguntas sobre las profesiones STEM. Anota al menos tres cosas que aprendas. [answer] Las respuestas de los estudiantes serán diferentes dependiendo de las preguntas que hagan y de quién responda esas preguntas. Las preguntas y las respuestas deben estar relacionadas con una profesión STEM."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 196	image of laser pointer and prism	image of laser pointer and prism	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5</i>	9780358841760	View Link	p. 197	image of laser pointer and prism	image of laser pointer and prism	N/A
<i>HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5</i>	9780358881339	View Link	p. 244	image of laser pointer and prism	image of laser pointer and prism	N/A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5</i>	9780358881599	View Link	TEKS Lesson 5.8.C, Day 2, Screen 8	Multiple Choice Interactivity, image	image of laser pointer and prism	N/A

Publisher: McGraw Hill

Science, (Spanish) Grade 5

McGraw Hill Ciencias para Texas, Grado 5: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	View Link	159	Lee el diagrama activity, Question 2	Grammatical errors-Leee instead of Lee	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We agree there is an error and will make the edit. We will revise "Leee" to "Lee"
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117	View Link	148	Transformaciones en los sistemas infographicLeee la infografia.	Grammatical error-Leee instead of Lee	Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We agree there is an error and will make the edit. We will revise "Leee" to "Lee"
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117		60	Last paragraph, last sentence	If you mix pieces of sand, glass, or plastic into a tank of water, they will gather on the bottom and will not dissolve in water	If you mix pieces of sand, glass, or plastic into a tank of water, they will not dissolve in water
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117		61	second bullet, first sentence	A liquid is a state of matter has a definite volume but no definite shape.	A liquid is a state of matter that has a definite volume but no definite shape.
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117		121	bottom of the page, to the right of the photo, in gray box	Electricity istransformedinto what typesof energy in ahairdryer?	Electricity istransformedinto which typesof energy in ahair dryer?

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117		259	Top right of art	There appears to be a cloud behind the Sun.	The cloud behind the Sun will be deleted.
<i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i>	9781266314117		273	bottom right of art, underground area, steam	It appears to be a chamber filled with water and steam	The chamber will appear to be filled with hot water.
<i>McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition</i>	9781266122446		28D	Under Student Page mini, Make a Claim, Item 9	Sample answer: I claim that mass can be measured with a scale. Volume can be measured with a graduated cylinder. Relative density can be compared based on what floats and sinks in water.	Sample answer: I claim that mass can be measured with a scale or balance. Volume can be measured with a graduated cylinder or beaker. Relative density can be compared based on what floats and sinks in water.
<i>McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition</i>	9781266122446		41	Key Moment, Visual Literacy, First question	Ask: What is the purpose of photos?	Ask: What is the purpose of the photos?
<i>McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition</i>	9781266122446		41	Visual Literacy; Last Line	photo's purpose	purpose of photos
<i>McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition</i>	9781266122446		80	Top of page, light blue bar	DAY 5	DAY 4
<i>McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition</i>	9781266122446		86A	Conduct an Investigation, Science Mindset, third line	of the board	on the board
<i>McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition</i>	9781266122446		110B	Interactive Word Wall, third sample answer	i used...	I used...

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition</i>	9781266122446		110B	IWW box, third blue question	investigaion	investigation
<i>McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition</i>	9781266122446		146C	Under second student page mini, Conduct an Investigation, #6, second column, last row	Electrical > light, heat, sound	Electrical > light, heat

Publisher: TPS Publishing

Science, (Spanish) Grade 5

STEAM into Science - Grade 5 Spanish Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para estudiantes</i>	9781788059329	View Link	69-77	Chapter 4 -reader story	Labels of picture in this page must be revised.	Thanks. Edit Declaración" should be "Deposición.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 6

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9780358881605	View Link	TEKS Lección 6.10.C, Desarrollo, pantalla 7	Mapas de los depósitos de carbón y sus instrucciones	We cannot download the map. We used a PC and a MAC computer. Assuming that a map that matched the description is shown, we accept this.	The link will be updated to point to the map.
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9780358881605	View Link	TEKS Lección 6.10.C, Exploración 2, pantalla 3	Analiza y Explica Interacción y texto relacionado sobre cómo se forman las rocas ígneas	The video is in English. It needs to either be translated or you need to add subtitles.	The link will be updated to point to a Spanish video.
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9780358881605	View Link	TEKS Lección 6.13.A, Exploración 2, pantalla 7	Analiza y Explica Interacción y texto relacionado sobre la célula es la unidad básica de todos los organismos	The video is in English. It needs to either be translated to Spanish, or Spanish subtitles should be added.	The link will be updated to point to a Spanish video.
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9780358881605	View Link	TEKS Lección 6.12.B, Exploración 2, pantalla 1	Estabilidad y cambio Interacción y texto e imágenes relacionados sobre las relaciones simbióticas	The video is in English.	The link will be updated to point to a Spanish video.
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9780358881605	View Link	TEKS Lección 6.10.C, Exploración 3, pantalla 4	DESCRIBE y relacionado texto y imágenes sobre como se forman las rocas sedimentarias	The video is in English.	The link will be updated to point to a Spanish video.
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9780358881605	View Link	TEKS Lección 6.13.A, Exploración 2, pantalla 7	page shown on link	The requirement is met when you scroll to the next page, but right before then, there's a video in English. This has been the case for most of the videos that we've seen.	The link will be updated to point to a Spanish video.
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	7	Column 2, Apoyo para las respuestas de los estudiantes, COMÉNTALO answer bullets 1–4	"• nombrar sólidos, líquidos y gases que puedan observar en el momento• nombrar sólidos, líquidos y gases específicos que pueden encontrar en casa o fuera de la escuela• nombrar sustancias sólidas, líquidas o gaseosas específicas que han aprendido, pero que no son comunes en la vida cotidiana"	"• Hacer preguntas sobre fenómenos• Investigar para identificar patrones• Analizar datos para determinar relaciones de causa y efecto."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	24	Column 2, Apoyo para las respuestas de los estudiantes, Practice Question number 5 answer	"un lingote de oro."	"D. un lingote de oro" [please set all the text in anno font]
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	15	Column 2, Comprueba tu aprendizaje, Apoyo para las respuestas de los estudiantes, EVALÚA	"EVALÚA: Arrastra cada etiqueta que describe las propiedades correctas de la sustancia a la imagen correcta.Respuesta de ejemplo: sólido, líquido, gas"	"EVALÚA: Las imágenes muestran modelos de la disposición y la estructura de las partículas en las sustancias. Une cada rótulo con el diagrama que mejor represente cada estado de la materia.Respuestas de izquierda a derecha: sólido, líquido, gas"
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9.78036E+12	View Link	TEKS Lesson 6.6.A, Exploración 2, Screen 7	Drag and Drop Interactivity, Evalúa question stem and answer	"EVALÚA: Arrastra cada rótulo que describa las propiedades correctas de la sustancia a la imagen correcta.Respuesta de ejemplo: sólido, líquido, gas"	"EVALÚA: Las imágenes muestran modelos de la disposición y la estructura de las partículas en las sustancias. Une cada rótulo con el diagrama que mejor represente cada estado de la materia.Respuestas de izquierda a derecha: sólido, líquido, gas"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	14	Column 2, 2nd Aplica Patrones about liquid answer	"Las partículas líquidas no están tan juntas ni se mantienen en su lugar..."	" Las partículas líquidas no se mantienen en su lugar..."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	2	Column 2, Abordar conceptos erróneos text for third Concepto erróneo.	"Las partículas en un líquido son lo suficientemente fuertes como para mantener juntas las moléculas, y son más densas y menos comprimibles que los gases, pero no tan densas como las moléculas en un sólido. Las fuerzas no son lo suficientemente fuertes para mantener las moléculas en una posición fija, permitiéndoles pasar o deslizarse sobre otra."	"Las fuerzas que hay entre las partículas de un líquido mantienen las moléculas mucho más juntas que las partículas de un gas, lo que hace que los líquidos sean más densos y menos comprimibles que los gases. Las fuerzas no son lo suficientemente fuertes para mantener las moléculas en una posición fija, permitiéndoles pasar o deslizarse sobre otra."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	15	Column 2, Comprueba tu aprendizaje, Apoyo para las respuestas de los estudiantes, 2nd Explica	"Respuesta de ejemplo: Como sólido, las partículas no se mueven y..."	"Respuesta de ejemplo: Como sólido, las partículas no cambian de posición en relación con las demás y..."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	24	Column 1, JUSTIFICA TU AFIRMACIÓN, 3rd bullet	"Las moléculas de agua tienen más energía cinética que las moléculas de hielo, por lo que las moléculas se mueven más y el colorante para alimentos se esparce más."	"Las moléculas del agua líquida tienen más energía cinética que las moléculas del hielo sólido, por lo que las moléculas se mueven más y el colorante para alimentos se esparce más."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9.78036E+12	View Link	TEKS Lesson 6.6.A, Desarrolla, Screen 6	Multiple Choice Interactivity, Analiza, correct answers	Correct answer is A.	Correct answer is A and C.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	50	Column 2, Preguntas para practicar, Apoyo para las respuestas de los estudiantes, Item 3 answer	"C. una mezcla homogénea"	"C. una mezcla heterogénea"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	49	Column 1, Resumen de la lección, Comprobar la comprensión del estudiante, bullet 1	"Lea las oraciones de resumen, una a la vez."	"Lea las preguntas de resumen, una a la vez."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	80	Column 1, Concepto erróneo text for third Concepto erróneo, first sentence	"Los fluidos no son "materiales" y, por lo tanto, no tienen densidad."	"Los fluidos no son sólidos y, por lo tanto, no tienen densidad."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9.78036E+12	View Link	TEKS Lesson 6.6.D, Exploración 1, Screen 5	Paso 3, Data Table, Row 1	"Agua salada" "ninguna" "ninguno" 100 mL " " " "	"Agua salada" "—" "—" " " "100 mL" " "
<i>HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6</i>	9.78036E+12	View Link	60	Paso 3, Data Table, Row 1	"Agua salada" "ninguna" "ninguno" 100 mL " " " "	"Agua salada" "—" "—" " " "100 mL" " "
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	93	Column 2, DEFINE EL PROBLEMA, MOVE TO p. 94, top of Column 1	"Respuesta de ejemplo: El buzo necesitacambiar su densidad. La clave para que el buzo se sumerja es que el buzo se vuelva más pesado para su tamaño. Esto hará que aumente la densidad general del buzo. Desplazará menos agua que el peso de su cuerpo."	"Respuesta de ejemplo: El buzo necesitacambiar su densidad. La clave para que el buzo se sumerja es que el buzo se vuelva más pesado para su tamaño. Esto hará que aumente la densidad general del buzo."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	87	Column 2, Apoyo para las respuestas de los estudiantes, PREDI-CE answer	"Respuesta de ejemplo: Puede haber un patrón relacionado con qué tipos de objetos se hunden y qué tipos de objetos flotan en el agua."	"Respuesta de ejemplo: Las pasas siguen un patrón de hundirse, flotar y volver a hundirse. Es probable que haya un patrón para lo que está causando este comportamiento."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	117	Column 1, Cambios físicos, Apoyo para las respuestas de los estudiantes, APLICA, Answer	"Cada sustancia está hecha de un tipo específico de materia, como átomos, compuestos o moléculas. Los cambios físicos no cambian la identidad de los átomos, compuestos o moléculas, solo cambian el tamaño, la forma o el estado de la sustancia existente."	"Toda la materia que vemos está hecha de tipos específicos de sustancias, ya sean elementos o compuestos. Los cambios físicos no modifican la identidad de los elementos o los compuestos. Solo cambian el tamaño, la forma o el estado de la sustancia existente."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	104	Column 1, Abordar conceptos erróneos, 1st Concepto erróneo bullet last line.	"Las sustancias sufren un cambio físico cuando se disuelven."	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	174	Column 1, Fuerzas verticales y horizontales, Apoyo para las respuestas de los estudiantes, MODELO, answer	"Una caja en el piso. A la izquierda, figura azul empujando con una flecha de fuerza apuntando a la derecha rotulada como "30 N". A la izquierda, figura verde empujando con una flecha de fuerza apuntando hacia la derecha rotulada como "25 N"."	"Una caja tiene dos flechas del lado izquierdo, ambas apuntando hacia la derecha. Una tiene el rótulo "30 N" y la otra tiene el rótulo "25 N". La flecha de 30 N debería ser un poco más larga."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	172	Column 1, Práctica matemática Calcular la fuerza neta, Apoyo para las respuestas de los estudiantes, ANALIZA, answer	"Busque: Los diagramas deben mostrar una persona azul a la izquierda del cuadro con una flecha de fuerza que apunta a la derecha rotulada como "30 N". A la izquierda, una persona verde empujando la caja con una flecha de fuerza rotulada como "20 N" apuntando hacia la izquierda."	"Busque: Los diagramas deben mostrar una flecha a la izquierda de la caja que apunte a la derecha con el rótulo "30 N", y una flecha a la derecha de la caja que apunte hacia la izquierda con el rótulo "20 N"."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	169	Column 1, Apoyo para las respuestas de los estudiantes, PASO 3	"PASO 3: Los tiempos para llegar al suelo deberían aumentar a medida que aumenta la altura."	"PASO 3: Para poner a prueba tu paracaídas, deja caer el objeto con el paracaídas y mide cuánto tarda en llegar al suelo. [respuesta] Los tiempos de caída deben ser similares en cada prueba, pero variarán debido a errores y otros factores, como el viento."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	195	Column 1, APLICA, answer Sentence 2	"Cuando golpea la piñata y no siente la fuerza de reacción de la piñata haciéndolo retroceder, puede sentir que ha roto la piñata."	"Cuando golpea la piñata y no siente la fuerza de reacción de la piñata haciéndolo retroceder, puede sentir que le ha errado a la piñata."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	192	Column 1, Parte 1: Observar pares de fuerzas, Apoyo para las respuestas de los estudiantes, PASO 3, answer	"Respuesta de ejemplo: Las observaciones de los estudiantes deben ser opuestas a las del paso 2."	"Los estudiantes deben notar que ya sea que ellos o su compañero sean los que empujan con más firmeza, la fuerza que sienten aumenta en comparación con el Paso 1."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	221	Column 1, Dar sentido	"Aprender acerca de cómo la energía no solo se transfiere de una forma a otra, sino que también puede transformarse, desarrolla la comprensión de la energía cinética y potencial."	"Aprender acerca de cómo la energía se transforma y transfiere entre objetos desarrolla la comprensión de la energía cinética y potencial."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	225	Column 1, PASO 3 Sample Answer	"El yo-yo tiene energía potencial gravitatoria cuando está en la mano de la persona. La energía cinética aumenta desde el punto en que se libera hasta que llega al final de la cuerda, cuando la energía cinética cae a cero. A medida que el yo-yo vuelve a subir por la cuerda, la energía cinética vuelve a convertirse en energía potencial."	"A medida que el yo-yo cae, su energía potencial gravitacional disminuye, ya que parte de ella se transforma en energía cinética. Esta energía se transforma de nuevo en energía potencial gravitacional cuando el yo-yo vuelve a subir por la cuerda hasta la mano."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	242	Column 1, REÚNE DATOS Sample Answer	"La pelota de la práctica de laboratorio transfiere energía al vaso y luego se transforma en calor. De la misma manera, la energía se transfiere de las centrales eléctricas a los dispositivos de nuestros hogares, donde se transforma en otras formas de energía, como luz y calor en una bombilla."	"La pelota de la práctica de laboratorio tiene energía potencial gravitacional que se transforma en energía cinética a medida que rueda. La pelota luego transfiere energía cinética al vaso. En la red eléctrica, las centrales eléctricas transfieren energía eléctrica a dispositivos en nuestros hogares donde esa energía puede transformarse en sonido, calor, luz u otra forma de energía."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	321	Column 1, Parte 2: Haz un modelo de la distanciaentre la Tierra y la luna, Paso 3 answer	Correct answer is B. La luna está unas cinco veces más lejos que la distancia alrededor de la Tierra.	Correct answer is C. La luna está unas nueve veces más lejos de la Tierra que la distancia que hay alrededor de la Tierra.
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	331	Column 2, PREDICE answer	Correct answer is C. No importa porque ambos días tienen mareas altas y mareas bajas.	Correct answer is A. El día 12 es mejor porque la marea estará más alta de lo normal durante la marea baja.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	455	Column 1, Dirija un debate en grupo, Sentences 1–3	"Cuando reúna de nuevo a la clase y elabore una definición de pobreza energética para todo el grupo, haga hincapié en que la pobreza energética existe de muchas formas en todo el mundo y que no significa simplemente que la gente no tenga acceso a las fuentes de energía. El acceso a la energía para muchas personas suele ser poco fiable por una razón u otra, y esas razones suelen ser exclusivas de una región. Por ejemplo, Estados Unidos tiene una red energética que puede distribuir energía eléctrica y combustible para cocinar y calentar a la gran mayoría de la población estadounidense; sin embargo, un tercio de los estadounidenses sufre pobreza energética porque las subidas de precios y los altos costes de la energía pueden dificultar el pago de sus facturas de servicios públicos."	"Cuando reúna de nuevo a la clase para hablar sobre soluciones para reducir el uso global de energía, haga hincapié en que el acceso a la energía existe de muchas formas en todo el mundo y que no significa simplemente que la gente no tenga acceso a las fuentes de energía. El acceso a la energía para muchas personas suele ser poco fiable por una razón u otra, y esas razones suelen ser exclusivas de una región. Por ejemplo, Estados Unidos tiene una red energética que puede distribuir energía eléctrica y combustible para cocinar y calentar a la gran mayoría de la población estadounidense; sin embargo, un tercio de los estadounidenses no puede satisfacer sus necesidades energéticas porque las subidas de precios y los altos costes de la energía pueden dificultar el pago de sus facturas de servicios públicos."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	436	Column 1, Información general, sentence 6	"Los niveles de dióxido de carbono pueden aumentar cuando más personas utilizan estos recursos, o pueden disminuir si las personas hacen un esfuerzo consciente para reducir su uso."	Los niveles de dióxido de carbono pueden aumentar cuando más personas utilizan recursos de combustibles fósiles."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	457	Column 2, Diferenciación: Reto, Sentence 1	"Pidale a los estudiantes que describan la relación entre la pobreza energética y los gases de efecto invernadero y cómo están entrelazados."	"Pida a los estudiantes que describan la relación entre el uso energético y los gases de efecto invernadero y cómo están entrelazados."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	463	Column 2, Question 5, question text	"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración inteligente de recursos? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo. Así, los agricultores podrían haber seguido cultivando, lo que permite a los agricultores vender alimentos y evitar la pobreza y ayuda a la gente de sus comunidades a prevenir la desnutrición."	"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración de recursos moderna? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo y la contaminación del aire. Así, los agricultores podrían haber seguido vendiendo cultivos, lo cual evita la pobreza. Esto también habría ayudado a la gente de sus comunidades a prevenir la desnutrición."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9.78036E+12	View Link	TEKS Lesson 6.11.A, Evalúa, Screen 6	Question 5 interactivity, question text	"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración inteligente de recursos? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo. Así, los agricultores podrían haber seguido cultivando, lo que permite a los agricultores vender alimentos y evitar la pobreza y ayuda a la gente de sus comunidades a prevenir la desnutrición."	"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración de recursos moderna? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo y la contaminación del aire. Así, los agricultores podrían haber seguido vendiendo cultivos, lo cual evita la pobreza. Esto también habría ayudado a la gente de sus comunidades a prevenir la desnutrición."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6</i>	9.78036E+12	View Link	301	Question 5, question text	"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración inteligente de recursos? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo. Así, los agricultores podrían haber seguido cultivando, lo que permite a los agricultores vender alimentos y evitar la pobreza y ayuda a la gente de sus comunidades a prevenir la desnutrición."	"¿Cómo se podrían haber reducido los efectos negativos de las tormentas de polvo de la década de 1930 con una administración de recursos moderna? Elige las palabras correctas para completar la descripción. Si se hubieran elegido técnicas agrícolas diferentes, se podría haber evitado la erosión del suelo y la contaminación del aire. Así, los agricultores podrían haber seguido vendiendo cultivos, lo cual evita la pobreza. Esto también habría ayudado a la gente de sus comunidades a prevenir la desnutrición."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	438	Column 2, IDENTIFICA, Sample answer, Sentence 3	"Utilizo minerales de la geósfera porque los minerales pueden convertirse en metales. Bebo agua de la hidrósfera."	"Recojo rocas de la geósfera."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	460	Column 2, bottom, EVALÚA, Sample answer	"Elegiría la Opción 1 porque ahora mismo no tengo dinero, y preferiría tener \$5 que nada."	"Elegiría la Opción 1 porque preferiría tener \$5 que nada."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	450	Column 1, EXPLICA, Sample answer, last sentence	"De este modo, el gobierno está cambiando la protección de los bosques por el apoyo financiero a la población local."	"De este modo, el gobierno está cambiando el apoyo financiero a la población local por la protección de los bosques."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	430	Objetivo de la lección	"Investigue y describa por qué la administración de los recursos es importante en la reducción de la energía global, la pobreza, la malnutrición y la contaminación del aire y el agua."	"Investigue y describa por qué la administración de los recursos es importante en la reducción del uso global de la energía, la pobreza, la malnutrición y la contaminación del aire y el agua."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	432	Column 1, Content Objective	"Investigue y describa por qué la administración de los recursos es importante en la reducción de la energía global, la pobreza, la malnutrición y la contaminación del aire y el agua."	"Investigue y describa por qué la administración de los recursos es importante en la reducción del uso global de la energía, la pobreza, la malnutrición y la contaminación del aire y el agua."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	459	Column 2, Paso 3, Sample answer	"El uso de los recursos y las estrategias de gestión están relacionados con la población, las necesidades individuales y sociales y las oportunidades económicas."	"Los patrones que encontré en el uso y manejo de los recursos incluyen: -El uso de recursos varía según la región. -El uso global de los recursos aumenta a medida que aumenta la población mundial. -La contaminación es a menudo una consecuencia del uso de los recursos. -La gestión de los recursos puede reducir las consecuencias del uso de los recursos".

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	457	Column 1, Fuentes de energía renovables Q2, Sample answer, Sentences 2 and 4	"La energía solar y eólica están disponibles gratuitamente todo el tiempo, pero el coste de captar la energía puede ser caro [...] La energía geotérmica es energía calorífica procedente del subsuelo y no es tan abundante en todos los lugares de la Tierra."	"La energía solar y eólica son renovables, pero el coste de captar la energía puede ser caro [...] La energía geotérmica es energía térmica procedente del subsuelo y no es accesible en muchos lugares."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	445	Column 1, Paso 6, Sample answer, Sentence 2	"La temperatura del aire en la botella con la envoltura de plástico aumentó más rápidamente que la temperatura de la otra botella y siguió aumentando durante 15 minutos de mediciones."	"La temperatura del aire en la botella con la envoltura de plástico aumentó más rápidamente que la temperatura de la otra botella y siguió aumentando durante las mediciones."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	451	Column 2, ANALIZA, Sample answer, last sentence	"Esto es diferente de los factores que afectan la cantidad de tierra cultivable por persona, que depende en gran medida del número de personas que hay que alimentar, así como de sus necesidades nutricionales y de los tipos de alimentos que consumen."	"Esto es diferente de los factores que afectan la cantidad de tierra cultivable por persona, que depende del número de personas que hay que alimentar, así como de la cantidad de tierra cultivable que hay en el mundo."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	441	Column 2, ANALIZA question text, Sentence 5	"Cuando utilizamos de forma irresponsable productos químicos en el exterior o nos deshacemos incorrectamente de los residuos, las precipitaciones pueden crear escorrentías tóxicas que causan contaminación no puntual en las aguas subterráneas."	"Cuando usamos sustancias químicas de forma irresponsable en el exterior o eliminamos los desechos de forma inadecuada en muchos lugares, la lluvia puede crear una escorrentía tóxica que provoca contaminación no puntual en el agua subterránea."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9.78036E+12	View Link	TEKS Lesson 6.11.A, Exploración 1, Screen 6	ANALIZA interactivity question text, Sentence 5	"Cuando usamos sustancias químicas de forma irresponsable en el exterior o eliminamos los desechos de forma inadecuada, la lluvia puede crear una escorrentía tóxica que provoca contaminación no puntual en el agua subterránea."	"Cuando usamos sustancias químicas de forma irresponsable en el exterior o eliminamos los desechos de forma inadecuada en muchos lugares, la lluvia puede crear una escorrentía tóxica que provoca contaminación no puntual en el agua subterránea."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	475	Column 2, first EXPLICA, Sample answer, Sentence 1	"Conservando la energía eléctrica y reduciendo el transporte, disminuirá la cantidad de combustibles fósiles que hay que quemar."	"Conservando la energía eléctrica y reduciendo la dependencia de combustibles fósiles para el transporte, disminuirá la cantidad de combustibles fósiles que hay que quemar."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	476	Column 1, first EXPLICA, Sample answer, Sentence 2	"Las prácticas de conservación pueden garantizar que se utilice menos agua y que se desperdicie menos para que el agua esté disponible cuando se necesite."	"Las prácticas de conservación pueden garantizar que se utilice menos agua y que se desperdicie menos para que el agua esté disponible en el futuro."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	477	Column 1, DESCRIBE, Sample answer	"Los recursos energéticos son limitados y a menudo provocan contaminación. A medida que aumenta la población, aumenta la demanda de energía, y los picos de demanda provocan interrupciones en el acceso y aumentan los costes."	"Los recursos energéticos son limitados y su uso puede provocar contaminación. A medida que aumenta la población, aumenta la demanda de energía."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	470	Column 2, Paso 2, Sample answer, Sentence 3	"Además, es menos caro importar alimentos que cultivarlos en Hawái, porque la tierra allí es muy cara y difícil de preparar y mantener para la agricultura a gran escala, y no es barato ni sencillo traer trabajadores agrícolas."	"Además, ahora hay casi el doble de habitantes en Hawái y muchos más turistas. Esto significa que se necesitan más alimentos que en el pasado."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	476	Column 1, second EXPLICA, Sample answer, sentence 2	"El aumento de la eficiencia de las tuberías de agua, los accesorios y los electrodomésticos puede garantizar que se utilice menos agua para cada tarea y que se desperdicie menos agua, de modo que el agua esté disponible cuando se necesite."	"El aumento de la eficiencia de las tuberías de agua, los accesorios y los electrodomésticos puede garantizar que se utilice menos agua para cada tarea y que se desperdicie menos agua."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	485	Column 2, Matriz de decisiones, Sample answer	"Debe reducir los residuos que entran en el vertedero en un porcentaje determinado. Calificación: 5)—Solución 1: 4. Solución 2: 3Debe poder ser realizado por todos los estudiantes y el personal de la escuela. Calificación: 3)—Solución 1: 2.Solución 2: 3Puede realizarse todos los días que la escuela esté abierta. Calificación: 1)—Solución 1: 3. Solución 2: 3Es divertido para los estudiantes participar. Calificación: 2)—Solución 1: 2. Solución 2: 1Totales: Calificación: 17. Solución 1: 14. Solución 2: 14"	"Debe reducir los residuos que entran en el vertedero. (Calificación: 5); Solución 1: 4, Solución 2: 3Es fácil de realizar. (Calificación: 3); Solución 1: 2, Solución 2: 1Es divertido para los estudiantes participar. (Calificación: 2); Solución 1: 2, Solución 2: 1Totales: Calificación: 14, Solución 1: 11, Solución 2: 9"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	484	Column 2, Paso 3, Sample answer, Sentences 2-4	"Debe reducir los residuos que entran en el vertedero en un porcentaje determinado. Calificación: 5Debe poder ser realizado por todos los estudiantes y el personal de la escuela. Calificación: 1Puede realizarse todos los días que la escuela esté abierta. Calificación: 3"	"Reduce los residuos que entran en el vertedero. Calificación: 5Es fácil de realizar. Calificación: 3"
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	470	Column 2, Paso 2, Sample answer, Sentence 1	"Los hawaianos de hoy tienen una dieta mucho más diferente y diversa que la que tenían los nativos de Hawái antes de la llegada de los occidentales."	"Los hawaianos de hoy tienen una dieta mucho más diferente y diversa que la que tenían los nativos de Hawái hace 1,000 años."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	484	Column 2, Paso 4, Sample answer	"Las posibles limitaciones incluyen que cueste poco o nada de dinero, que no implique el manejo de equipos mecánicos, que no requiera una capacitación especial y que no requiera demasiado espacio o tiempo."	"Las posibles limitaciones incluyen que cueste poco o nada de dinero, que no implique el manejo de equipos mecánicos y que no requiera una capacitación especial."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	492	Column 1, IDENTIFICA PATRONES, Sample answer, sentence 2	"Para satisfacer la necesidad de madera y productos de papel, la mayoría de los árboles que se talan se encuentran en las naciones más pobres de Sudamérica, Asia y África."	N/A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	521	Column 2, Question 3, Option A	"Son dos poblaciones de la comunidad de latundra."	"Son dos poblaciones del ecosistema de latundra."
<i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i>	9.78036E+12	View Link	TEKS Lesson 6.12.C, Evalúa, Screen 4	Question 3 Option A	"Son dos poblaciones de la comunidad de latundra."	"Son dos poblaciones del ecosistema de latundra."
<i>HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6</i>	9.78036E+12	View Link	347	Question 3 Option A	"Son dos poblaciones de la comunidad de latundra."	"Son dos poblaciones del ecosistema de latundra."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	537	Column 2, Paso 3, Sample answer	"Respuesta de ejemplo: El árbol y la hierbaobtienen energía del sol."	"Respuesta de ejemplo: El árbol y el césped obtienen energía del sol. Mis evidencias son que la luz del sol es un factor abiótico y las flechas apuntan desde el sol hacia el árbol y el césped."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	535	Column 1, Criterios de puntuación de la práctica del laboratorio, bullet 3	"El estudiante apoya sus conclusiones y explicaciones con evidencias válidas y fiables."	"El estudiante reúne datos como se describen en su procedimiento."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9.78036E+12	View Link	531	Column 1, Adelanto del vocabulario de la lección	Image of armadillo; image of rock outcrop; image of seagulls	Image of rock outcrop; image of armadillo; image of seagulls
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9780358841777	View Link	628	Column 2, Apoyo para las respuestas de los estudiantes, DESARROLLA UNA AFIRMACIÓN	"Respuesta de ejemplo: Afirmación: Algunos de los organismos que viven cerca de las coladas de lava son unicelulares. Otros son multicelulares. Algunos son autótrofos que pueden fabricar su propio alimento, y otros son heterótrofos que necesitan comer otros seres vivos."	"Respuesta de ejemplo: Afirmación: Algunos de los organismos que viven cerca de las coladas de lava son organismos unicelulares resistentes al calor. Algunos son autótrofos que pueden fabricar su propio alimento."

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9780358841777	View Link	610	Column 1, Información general	"...Algunos de los organismos que viven cerca de las coladas de lava son unicelulares. Otros son multicelulares. Algunos son autótrofos que pueden fabricar su propio alimento, y otros son heterótrofos que necesitan comer otros seres vivos."	"...Algunos de los organismos que viven cerca de las coladas de lava son organismos unicelulares resistentes al calor. Algunos son autótrofos y pueden fabricar su propio alimento."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9780358841777	View Link	619	Column 1, Comprobar la comprensión del estudiante	"Pídales a los estudiantes que expliquen por qué los cubos más pequeños tenían mayor superficie, a pesar de ser más pequeños que el cubo más grande."	"Pídales a los estudiantes que expliquen por qué los cubos más pequeños tenían una mayor relación superficie/volumen, a pesar de ser más pequeños que el cubo más grande."
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9780358841777	View Link	638	Column 1, Información general	"Esencialmente, los genes proporcionan un "código" para que el cuerpo sepa cómo formarse y crecer, pero a veces estos códigos tienen variantes. Tales variantes se conocen como alelos. "	N/A
<i>HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6</i>	9780358841777	View Link	639	Column 1, bullet 2, sentence 2	"Si un número suficiente de individuos de una población desarrolla rasgos ventajosos para su supervivencia, esto puede beneficiar a toda lapoblación."	"Si un número suficiente de individuos de una población tiene rasgos ventajosos para su supervivencia, esto puede beneficiar a toda lapoblación."

Publisher: McGraw Hill

Science, (Spanish) Grade 6

McGraw Hill Ciencias para Texas, Grado 6: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		SEP 19	Scientific Laws and Theories paragraph 4 sentence 2	A scientific law explains why a phenomenon occurs.	A scientific theory explains why a phenomenon occurs.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		10	Volume of Solids, paragraph 1, sentence 3	The particles in solids hold them very close together and tightly held in their positions.	The particles in solids are very close together and are tightly held in their positions.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		12	Life Science Connection, paragraph 1, sentence 3 and 4	This causes the blowfish to puff up, which deters predators from eating them. When danger has passed, the blowfish will slowly return to its normal size.	This causes the blowfish to puff up, which deters predators from eating it. When the danger has passed, the blowfish will slowly return to its normal size.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		12	STEM Connection, Focus on Engineering, paragraph 1, last sentence	These tanks can weigh about 11 to 13 kilograms, but in comparison to how much air they hold, that is quite a load!	They are also lightweight, which allows scuba divers to carry them on their backs.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		17	Lesson 1.1 TEKS 6.6A Review, question 5	Compare Which statement accurately compares the arrangement of atoms and molecules in the image to their arrangement in solids?	Compare Which statement accurately compares the arrangement of atoms in the image to their arrangement in solids?
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		22	Density Ratios, paragraph 1, sentence 1	Sometimes it is simpler to compare the of density of an object to other substances, such as water.	Sometimes it is simpler to compare the density of an object to other substances, such as water.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		22	Density Ratios, paragraph 1, sentence 3	Relative density usually given as a ratio of the density of the object to that of water.	Relative density is usually given as a ratio of the density of the object to that of water.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		22	Density Ratios, paragraph 1, sentence 4	An object floats if the ratio is less than one, and sinks if the ratio is greater than one.	An object floats if the ratio is less than one and sinks if the ratio is greater than one.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		22	Density Comparison, paragraph 1, sentence 1	Given that water has a known density, this can be used to measure the density of objects when directly measuring can not be done.	Water has a known density, so it can be used to determine the density of objects that cannot be measured directly.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		22	Density Comparison, paragraph 1, sentence 3	You can take an object known to float in water, and measure how deep it sinks in the unknown fluid.	You can take an object known to float in water and measure how deep it sinks in the unknown fluid.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		22	Density Comparison, paragraph 1, sentence 4	If it floats higher the fluid is more dense.	If it floats higher, the fluid is more dense.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		23	Density of Gases, paragraph 1, sentence 3 and 4	As you compress a gas, the density of the gas rises. Likewise, when a gas expands to a larger container, the density of the gas lowers.	As you compress a gas, the density of the gas increases. Likewise, when a gas expands to a larger container, the density of the gas decreases.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		23	Density of Water, paragraph 1, sentence 5	If a solid has a density less 1 g/cm ³ , it will float.	If a solid has a density less than 1 g/cm ³ , it will float.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		27	Making Connections, Design question sample answer, sentence 1	When planing the investigation students should be testing the three bodies of water mentioned in the text, they should start by forming a hypothesis then write the steps they would take to test their hypothesis.	When planning the investigation, students should be testing the three bodies of water mentioned in the text. They should start by forming a hypothesis and then writing the steps they would take to test their hypothesis.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		27	Take It Further	Explore the highest saltwater lake in the world on the border of India and China on the virtual field trip Salty Floats.	Explore the highest saltwater lake in the world on the border of India and China on the virtual field trip Salty Floats.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		29	Lesson 1.2 TEKS 6.6D Review, question 5, sentence 2	In a series of experiments to measure the density of this gas, she collected the data shown in the chart.	In a series of experiments to measure the density of this gas, she collected the data shown in Table 1.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		29	Lesson 1.2 TEKS 6.6D Review, question 6, Table 2, Sample 1 Mass	33.8 g	17.8 g
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		29	Lesson 1.2 TEKS 6.6D Review, question 6	TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		33	Explore Lab box, Identify Physical Properties of Elements, TEKS	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.3A, 6.3B, 6.3C, 6.5A, 6.6C	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.3C, 6.5A, 6.6C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		33	Physical Properties of Metals paragraph 3, sentence 2	Luster describes the ability of a metal to reflect light.	Luster describes the ability of a material to reflect light.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		36	Apply It, Explain question sample answer, sentence 2	Some properties of metals are observed, but some properties of nonmetals are observed.	It is shiny, like a metal, but it is brittle, like a nonmetal.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		36	Importance of Metals to Modern Life, paragraph 1, last sentence	Transportation, from cars to aircraft, use metals for their strength, yet malleable properties.	Vehicles, from cars to aircraft, use metals because they are strong, yet malleable.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		37	Importance of Nonmetals to Modern Life, paragraph 1, sentence 2	Fertilizers contain nitrogen and phosphorus which produces the food we eat.	Fertilizers, which are needed to produce the food we eat, contain nitrogen and phosphorus.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		37	Importance of Nonmetals to Modern Life, paragraph 1, sentence 4	Iodine is used as an antiseptic on cuts, and is helpful for treating infections.	Iodine is used as an antiseptic on cuts and is helpful for treating infections.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		37	Apply It, Explain question sample answer	Society uses the elements for the properties of the element. The shortage could prevent scientific and technologic advancement.	A shortage could prevent production of goods or the advancement of science and technology.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		38	Mining for Elements, paragraph 1, sentence 2	With rich underground deposits of elements such as sulphur, iron, silver, and uranium, it's no surprise mining paid off for them.	With rich underground deposits of elements such as sulfur, iron, silver, and uranium, it's no surprise mining was so successful.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		38	Mining for Elements, paragraph 1, sentence 3	These mines produced a lot of ore in their day adding elements to industry to build things that humans use in everyday life.	These mines produced a lot of ore in their day, adding elements to industry to build things that humans use in everyday life.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		38	Uranium, paragraph 1, sentence 1	In 1954, G.H. Strodtman discovered radioactivity near Dewesville in western Karnes County, while exploring for oil.	In 1954, G.H. Strodtman discovered radioactivity near Dewesville in western Karnes County while exploring for oil.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		38	Silver, paragraph 2, sentence 1	Silver (Ag) is a white lustrous metal with excellent electrical conductivity.	Silver (Ag) is a white, lustrous metal with excellent electrical conductivity.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		38	Silver, paragraph 2, sentence 3	It is commonly used in electronic devices, circuit boards, superconductors, and electrical switches.	It is commonly used in electronic devices, circuit boards, superconductors, and electrical switches.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		39	Making Connections, paragraph 1, sentence 1	Elements are everywhere and make up everything in our world from the soil you walk on to manufactured items.	Elements are everywhere and make up everything in our world, from the soil you walk on to manufactured items.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		39	Making Connections, paragraph 1, sentence 2 and 3	Smartphones are abundant in metallic elements. Look at the diagram to see components that make up a smartphone.	Smartphones contain an abundance of metallic elements. Examine the diagram to see components that make up a smartphone.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		39	Making Connections, Apply question, sample answer, sentence 2	For example, neodymium, gadolinium, andpraseodymium are used in the magnets in the phone's speaker because these elements are magnetic.	For example, neodymium andpraseodymium are rare earth elements used in the magnets in the phone's speaker because these elements are magnetic.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		40	Lesson 1.3 TEKS 6.6C Review, question 1	TEKS 6.3A, 6.3B, 6.6C	TEKS 6.3A, 6.6C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		41	Lesson 1.3 TEKS 6.6C Review, question 4	TEKS 6.2B, 6.6C	TEKS 6.6C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		43	Chapter TEKS Review, question 3	TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		43	Chapter TEKS Review, question 4	TEKS 6.1A, 6.6C	TEKS 6.6C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		45	Chapter TEKS Review, question 6	TEKS 6.2B, 6.2C, 6.6D	TEKS 6.2C, 6.6D

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		13	Volume of Gases, Explore Simulation, header	Explore Simulation	Revisit the Explore Simulation
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		35	Revisit the Explore Lab box, Identify Physical Properties of Elements, sentence 1	In the reasoning section of their CER charts, students should include the fact that the physical properties of materials can be grouped into metals, nonmetals, and metalloids.	In the reasoning section of their CER charts, students should include the fact that elements can be grouped into categories based on their properties. These categories include metals, nonmetals, and metalloids.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		13	Volume of Gases, Explore Simulation, above paragraph, missing title	N/A	Compare Volume
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		44	TEKS Review, Assess, question 3, Dual Coded and "On the state assessment..." paragraph	Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 6.2B On the state assessment, students may be asked to identify significant descriptive statistical features.	Use mathematical calculations to assess quantitative relationships in data. TEKS 6.2C On the state assessment, students may be asked to use mathematical calculations to assess quantitative relationships.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		44	TEKS Review, Assess, question 4, choice A	A Correct Metalloids can only conduct electricity at high temperatures. DOK 2	A Correct Metalloids are semiconductors, so they can conduct electricity, but not as well as metals, which are good conductors of electricity. DOK 2
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		44	TEKS Review, Assess, question 4, choice B	B Incorrect Not all metals are magnetic.	B Incorrect Many rare earth elements are magnetic, but not all metals are magnetic.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		44	TEKS Review, question 4, Dual Coded statement, "On the state assessment..." paragraph, and "If students do not..." paragraph	Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 6.1A On the state assessment, students may be asked to ask questions based on information from text. If students do not answer question 4 correctly, have them reread the Physical Properties of Metalloids in Lesson 3.	If students do not answer question 4 correctly, have them reread the Physical Properties of Metalloids and the Physical Properties of Metals sections in Lesson 3.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		45	TEKS Review, Assess, question 5, choice D	D Incorrect To be a liquid, the molecules closer together, but they need to move slower, not faster.	D Incorrect To be a liquid, the molecules need to be closer together, but they need to move slower, not faster.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		45	TEKS Review, Assess, question 5, Dual Coded, TEK	Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories	Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		45	TEKS Review, Assess, question 7, choice C	C Incorrect While the atoms and molecules of a solid do have the least amount of kinetic energy, the atoms and molecules of a gas move faster than a liquid, so they have the greatest amount of kinetic energy.	C Incorrect While the atoms and molecules of a solid do have the least amount of kinetic energy, the atoms and molecules of a gas move faster than those of a liquid, so they have the greatest amount of kinetic energy.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		45	TEKS Review, Assess question 7, choice D	D Incorrect The atoms and molecules of a solid move slower than a liquid, so their kinetic energy would be the least, not the atoms and molecules of the liquid.	D Incorrect The atoms and molecules of a solid move slower than a liquid, so their kinetic energy would be lower than the kinetic energy of the atoms and molecules in a liquid.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Sink or Swim, TEKS	6.1A, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.3C, 6.5A, 6.5B, 6.5C, 6.6D	6.1A, 6.1C, 6.1E, 6.2B, 6.3A, 6.3B, 6.5A, 6.6D

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Elementary Materials, TEKS	6.1C, 6.1E, 6.3A, 6.3B, 6.6C	6.1C, 6.1E, 6.3A, 6.3B, 6.5A, 6.6C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		64	Physical Changes, paragraph 2, sentence 4	Think about cutting the lawn.	Think about cutting the grass.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		65	Chemical Changes, paragraph 1, sentence 1	Sometimes a material will go through a change that causes its identity to change.	Sometimes a material will go through a process that causes its identity to change.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		75	Lesson Review question 3, dual coding statement	Dual Coded engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence TEKS 6.3C	Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		75	Lesson Review, question 6, choice B	Incorrect Mixture 2 and 4 is incorrect because there is no temperature change for Mixture 2.	Incorrect Mixture 2 and 3 is incorrect because there is no temperature change for Mixture 2.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		82	Quick Launch, Roll On, paragraph 2	Now check out the video Ramp Up to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Ramp Up to observe another example of an object changing its motion.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		85	Explore Simulation, TEKS	6.1A, 6.1B, 6.1F, 6.1G, 6.2B, 6.3A, 6.3B, 6.7A	6.1B, 6.1C, 6.1E, 6.1G, 6.2B, 6.3A, 6.3B, 6.7A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		88	Reducing Friction, Identify question sample answer	The surfaces could be flatter or smoother.	Using a lubricant creates less friction between two objects.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		94	Lesson 3.1 TEKS 6.7A Review, question 1, TEKS	TEKS 6.1A, 6.7A	TEKS 6.7A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		94	Lesson 3.1 TEKS 6.7A Review, question 3, TEKS	TEKS 6.2D, 6.7A	TEKS 6.3A, 6.7A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		99	Explore Lab, Calculate Net Forces, TEKS	6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G, 6.2C, 6.3A, 6.7B	6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.5A 6.7B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		104	Lesson 3.1 TEKS 6.7A Review, question 4, diagram	Box with two force arrows. The force arrow pointing left is labeled 5.9 N. The force arrow pointing right is labeled 6.2 N.	Force arrow lengths adjusted so the arrow on the right is longer than the arrow on the left.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		105	Lesson 3.2 TEKS 6.7B Review, question 5, TEKS	TEKS 6.5D, 6.7B	TEKS 6.2C, 6.5D, 6.7B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		105	Lesson 3.2 TEKS 6.7B Review, question 6, diagram	An object with two force arrows. The force pointing to the left is labeled 135 N. The force arrow pointing to the left is unknown. Beneath the object is a force arrow labeled 25 Net.	Remove arrow beneath object and replace with text: Net force = 25 N
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		106	Quick Launch, High Jump, paragraph 2	Now check out the video Jumping Jacks to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Jumping Jacks to observe another example of this phenomenon happening in the real world.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		111	Noncontact Forces, video box, paragraph 2, sentence 1	Now reflect on how gravity works with the third law of motion.	Now reflect on how gravity works with Newton's third law of motion.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		112	A Competitor's Guide to Rowing, paragraph 1, last sentence	Whether you're out for recreation or training to compete, the third law of motion will be involved with your sport.	Whether you're out for recreation or training to compete, Newton's third law of motion will be involved with your sport.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		112	Olympic Training, paragraph 1, last sentence	An object that experiences a force will accelerate, but when the rowers stop rowing, the boat continues to glide through the water in a straight line.	An object that experiences a net force will change its motion, but when the rowers stop rowing, the boat will glide through the water in a straight line.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		113	Making Connections, paragraph 1, sentence 1	All boating activities are subject to the third law of motion.	All boating activities are subject to Newton's third law of motion.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		114	Lesson 3.3 TEKS 6.7C Review, question 2, TEKS	TEKS 6.1A, 6.7C	TEKS 6.7C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		115	Lesson 3.3 TEKS 6.7C Review, question 4, TEKS	TEKS 6.1A, 6.7C	TEKS 6.5A, 6.7C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		115	Lesson 3.3 TEKS 6.7C Review, question 6, TEKS	TEKS 6.2D, 6.7C	TEKS 6.7C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		116	Show What YOU Know, sentence 1	Plan and conduct your own investigation about how to help protect drivers when breaks fail.	Plan and conduct your own investigation about how forces can be used to protect drivers.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		116	Show What YOU Know, bullet 1	In the Design Your Own Lab Crash Course, read the instructions and select what materials you might use to build a model.	In the Engineering Challenge Crash Course, read the instructions and select what materials you might use to build a model.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		116	Show What YOU Know, bullet 2	Plan an investigation to determine the forces involved and how to reduce damage on the car.	Design a solution that uses forces to reduce damage on the car.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		116	Show What YOU Know, bullet 3	Conduct your investigation.	Use the provided materials to build a model and test this solution.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		116	Show What YOU Know, bullet 4, sentence 1	Make a claim about technologies used to help protect drivers in the event that breaks fail.	Make a claim about the effectiveness of your solution.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		118	Chapter TEKS Review, question 3, TEKS	TEKS 6.1A, 6.7B	TEKS 6.1G, 6.7B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		119	Chapter TEKS Review, question 5, TEKS	6.7C	6.3A, 6.7C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		84	TEKS Progression, sentence 1, TEKS	TEKS 5.7A	TEKS 5.7B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		95	Lesson Review, question 4, answer statements	4. A Incorrect This statement is false because the forces would have to be balanced in order for there to be no change in motion. B Incorrect This statement is false because the friction force would have to be greater to slow down the object. C Correct The arrow for the force to the right is longer than the arrow for friction, so the object will accelerate to the right, in the direction of the stronger force. DOK 3D Incorrect This statement is false because the friction force would have to be greater in order for the object to accelerate to the left.	4. A Incorrect The force of gravity is a noncontact force. B Incorrect The upward force from the table is a support force so it would be classified as a normal force, not an applied force. C Correct The object is at rest on the table because the table exerts a support force upward on the object. A support force exerted on an object that touches another stable object is a normal force. DOK 3D Incorrect There is no magnetic force on the object.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		95	Lesson Review, question 6, answer statements	6. A Incorrect This statement is false because neither the masses nor the distance between the object would change if the objects started to spin. B Correct The gravitational force between two objects depends on their masses and the distance between them. An increase in the mass of either object increases the gravitational force between them. DOK 2C Incorrect This statement is false because a decrease in mass would decrease the gravitational force between the objects. D Incorrect This statement is false because the gravitational force decreases if the distance between the objects increases.	6. A Incorrect An increase in the distance between two objects causes the force of gravity to decrease. B Incorrect The Moon is moving away from Earth so the distance between them is increasing. C Correct The Moon is moving away from Earth so the distance between them is increasing. An increase in the distance between two objects causes the force of gravity to decrease. DOK 2D Incorrect The Moon is moving away from Earth so the distance between them is increasing.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		100	STEM Connection, Focus on Math, TEKS	TEKS 6.1A, 6.1B	TEKS Math 6.1A, 6.1B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		100	STEM Connection, Focus on Math, paragraph 2, sentences 2 and 3	One force is 26 newtons, upward. The other force is 46 newtons directed downward.	One force is 25 N upward. The other force is 45 N directed downward.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		100	STEM Connection, Focus on Math, paragraph 2, sentence 6	If we let downward be positive, then the 46 N force is in the positive direction and the 25 N force is in the negative direction.	If we let downward be positive, then the 45-N force is in the positive direction and the 25-N force is in the negative direction.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		107	Teach section, Essential Question	How do forces, such as gravity, friction, and magnetism, act on objects?	How can you identify force pairs that result from Newton's third law of motion?
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Roll On, TEKS	6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.3A, 6.3B, 6.5B, 6.5G, 6.7A	6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.5B, 6.5G, 6.7A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Roll On, Go Online	Now check out the video Ramp Up to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Ramp Up to observe another example of an object changing its motion.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Penny Balance, introduction paragraph, sentence 1	Follow your teacher's instructions and set up the demonstration.	Follow your teacher's instructions and set up the activity.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: High Jump, TEKS	6.1B, 6.1C, 6.1E, 6.3B, 6.3C, 6.5B, 6.7C	6.1B, 6.1C, 6.1E, 6.1G, 6.3B, 6.3C, 6.5B, 6.7C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: High Jump, introduction paragraph	Following your teacher's instructions, jump as high as you can. Draw a diagram of the forces acting on Earth. Describe the motion of you and Earth.	What forces enable you to stand on the floor, jump, and land on the floor again? Follow your teacher's instructions to get some clues. Think about the interactions between objects that occur when you jump. Record your observations. Be sure to ask your teacher for clarification as needed.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: High Jump, Go Online	Now check out the video Jumping Jacks to see the phenomenon you modeled in the activity happening in real life.	Now check out the video Jumping Jacks to observe another example of this phenomenon happening in the real world.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		147	Lesson 4.2 TEKS 6.8B Review, question 4	TEKS 6.8B	TEKS 6.5E, 6.8B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Energy Evaluation, TEKS	TEKS 6.1B, 6.1C, 6.1E, 6.3C, 6.8A	TEKS 6.1B, 6.1C, 6.1E, 6.3C, 6.5A, 6.8A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Popping Good Fun, TEKS	TEKS 6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.8A, 6.8B	TEKS 6.1B, 6.1C, 6.1E, 6.1G, 6.3A, 6.3B, 6.8B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		183	The Moon's Position at High Tide, paragraph 2, sentence 1	The force of gravity exerted on Earth and its oceans decreases as you move away from the Moon.	The force of gravity on Earth and its oceans decreases as the distance from the Moon increases.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		172	Seasons in the Northern Hemisphere, paragraph 2, sentence 1	The coldest day of the year in the western part of the United States is typically closer to the first day of winter, while the coldest day in the east is in January and February.	The coldest day of the year in the western part of the United States is typically closer to the first day of winter, while the coldest day in the eastern part is in January or February.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		174	Everyday Connection head	Everday Connection	Everyday Connection

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Shine a Light, TEKS	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.3C, 6.5A, 6.9A	TEKS 6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.2B, 6.2C, 6.3A, 6.3B, 6.5A, 6.9A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Shine a Light, Introduction paragraph, sentence 2	Follow your teacher's instructions to explore how sunlight interacts with Earth's surface to get some ideas.	Complete the Quick Launch activity to get some ideas by modeling the interaction of sunlight with Earth's surface.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Shine a Light, introduction paragraph sentence 3 and 4	Record your observations. Be sure to ask your teacher for clarification as needed.	Record your observations.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		209	Take It Further, last sentence, under video icon	Check out the widget Clean Air Policy.	Check out the interactive gallery Clean Air Policy.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		211	Lesson 6.1 TEKS 6.10A Review, question 4, TEKS	TEKS 6.5E, 6.10A	TEKS 6.10A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		214	Temperature, Pressure, and Depth, paragraph 3, sentence 2	Drilling deeper into the crust, the high temperatures lead to people and machinery overheating.	When drilling deeper into the crust, the high temperatures lead to people and machinery overheating.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		223	Take It Further	Check out this virtual career fair to learn about more careers in the geosciences!	Check out the virtual career fair Working With Earth to learn about more careers in the geosciences!
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		225	Lesson 6.2 TEKS 6.10B Review, question 5, TEKS	TEKS 6.3A, 6.3D, 6.10B	TEKS 6.10B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		226	Lesson 6.3, The Rock Cycle, Essential Question	How are different types of rocks formed and changed by the geologic processes of the rock cycle?	How are different types of rocks formed and changed by the geologic processes of the rock cycle?
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		229	Explore Simulation, Investigate the Rock Cycle, TEKS	TEKS 6.1A, 6.1B, 6.1G 6.2A, 6.3A, 6.3B, 6.5B, 6.10C	TEKS 6.1B, 6.1C, 6.1E, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.5E, 6.5G, 6.10C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		239	Lesson 6.3 TEKS 6.10C Review, question 5, TEKS	TEKS 6.3A, 6.10C; Math 6.2E	TEKS 6.2B, 6.10C; Math 6.2E
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		243	Chapter TEKS Review, question 5, TEKS	TEKS 6.3A, 6.10C	TEKS 6.10C

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		243	Chapter TEKS Review, question 6, TEKS	TEKS 6.3A, 6.10B	TEKS 6.10B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		211	Lesson Review, Question 2	Answer should give an example for each sphere: Volcanic eruption puts gasses into the atmosphere, blocks out the sun, ash can get into the lungs of living things, ash can also provide nutrients to small life in the sea, impacts evaporation in an area since it can block sunlight, it can also affect water quality. DOK 3	Answer should give an example for each sphere. Biosphere: volcanic ash can get into the lungs of living things, but can also provide nutrients to small life in the sea; atmosphere: a volcanic eruption releases gases and blocks out the Sun; hydrosphere: a volcanic eruption can impact evaporation since it can block sunlight and it can affect water quality. DOK 3
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Lots of Layers, TEKS	TEKS 6.1B, 6.1C, 6.1G, 6.2A, 6.10B	TEKS 6.1C, 6.1G, 6.2A, 6.10B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		249	Conserving Energy Resources, paragraph 1, sentence 1	Fossil fuels and nuclear energy provide about 88 percent of United States energy.	Fossil fuels and nuclear energy provide about 88 percent of the energy used in the United States.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		249	Explore Simulation, TEKS	TEKS 6.1A, 6.1B, 6.1C, 6.1D, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.5E, 6.5G, 6.11B	TEKS 6.1A, 6.1B, 6.1D, 6.1G, 6.3A, 6.3B, 6.5A, 6.5B, 6.11B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		258	Lesson 7.1 TEKS 6.11B Review, question 2, TEKS	TEKS 6.3B, 6.11B	TEKS 6.3A, 6.3B, 6.11B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		258	Lesson 7.1 TEKS 6.11B Review, question 3, TEKS	TEKS 6.3B, 6.11B	TEKS 6.3A, 6.3B, 6.11B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		273	Lesson 7.2 TEKS 6.11A Review, question 4, TEKS	TEKS 6.3A, 6.11A	TEKS 6.3A, 6.3B, 6.11A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		275	Chapter TEKS Review, question 1, TEKS	TEKS 6.1A, 6.2D, 6.11B	TEKS 6.11B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		275	Chapter TEKS Review, question 2, TEKS	TEKS 6.1A, 6.3B, 6.5B, 6.5G, 6.11B	TEKS 6.5G, 6.11B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		275	Chapter TEKS Review, question 3, TEKS	TEKS 6.5B, 6.11A	TEKS 6.11A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		276	Chapter TEKS Review, question 6, TEKS	TEKS 6.1A, 6.3B, 6.5B, 6.5G, 6.11A, 6.11B	TEKS 6.5G, 6.11A, 6.11B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		277	Chapter TEKS Review, question 7, TEKS	TEKS 6.5B, 6.11B	TEKS 6.11B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		259	Lesson Review, question 2	Tilling disturbs the soil, making it more susceptible to erosion. Avoiding tilling keeps the soil secure. DOK 2	Soil-moisture technology can help farmers use the correct amount of water to keep crops healthy. When there are crops in the field, the amount of soil erosion decreases. That is because plant cover lessens the impact of raindrops, which break up and disperse soil particles. Their roots also help hold soil particles together, preventing them from being washed away by water or blown away by wind. DOK 3Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3ACommunicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3BOn the state assessment, students may be asked to propose and communicate solutions about resource conservation.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		259	Lesson Review, question 3	Responses may include collecting rainwater to flush toilets, take showers, and wash clothes, taking shorter showers, and always washing a full load of laundry. DOK 3	Answers may include collecting rainwater to flush toilets, take showers, and wash clothes. They can also take shorter showers and always wash a full load of laundry. DOK 3Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 6.3ADual Coded Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3BOn the state assessment, students may be asked to propose and communicate solutions about resource conservation.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		259	Lesson Review, question 4, TEK	Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations.	Identify and apply patterns to understand and connect scientific phenomena or to design solutions.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		259	Lesson Review, question 5, Dual Coded and sentence starting with "On the state assessment..."	Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 6.1AOn the state assessment, students may be asked to define problems.	Dual Coded Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 6.3BOn the state assessment, students may be asked to communicate solutions about resource management and conservation.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		261	Assess, Managing Natural Resources Globally, Teacher Explanation, last sentence	Managing natural resources globally can also reduce malnutrition and global energy poverty.	Managing natural resources globally can also reduce malnutrition, global energy, and poverty.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		267	Assess, Apply It, sentence 1	Let students work in pairs to come up with an idea for a law that could help reduce either malnutrition or global energy poverty.	Let students work in pairs to come up with an idea for a law that could help reduce either malnutrition, global energy, or poverty.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		269	Assess, Foldables, Lesson Content, last sentence	On the back of the Foldable, have students summarize a current event that illustrates global energy poverty.	On the back of the Foldable, have students summarize a current event that illustrates air pollution, water pollution, malnutrition, global energy, or poverty.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		273	Lesson Review, question 3, choice A	A In 2005, pH levels were around 5.0, which is normal for clean rain water.	Incorrect A In 2005, pH levels were around 5.0, which is normal for clean rain water.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		273	Lesson Review, question 3, choice B	In 2006, pH levels were around 5.5, which is normal for clean rain water.	Incorrect In 2006, pH levels were around 5.3, which is normal for clean rain water.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		273	Lesson Review, question 3, choice D	Incorrect In 2008, pH levels were around 5.3, which is normal for clean rain water.	Incorrect In 2008, pH levels were around 5.0, which is normal for clean rain water.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		306	Lesson 8.2 TEKS 6.12A Review, Question 3	TEKS 6.3B, 6.5B, 6.5D, 6.5G, 6.12A	TEKS 6.3B, 6.5B, 6.5G, 6.12A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Let's Get Organized, TEKS	6.1B, 6.1C, 6.1D, 6.1E, 6.1G, 6.3A, 6.3B, 6.5A, 6.5D, 6.12C	6.1B, 6.1C, 6.1E, 6.3A, 6.3B, 6.4A, 6.5A, 6.5D, 6.12C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Feeding Frenzy, TEKS	6.1B, 6.1C, 6.1D, 6.1G, 6.2A, 6.3A, 6.3B, 6.5B, 6.5D, 6.5G, 6.12A	6.1B, 6.1C, 6.1E, 6.1G, 6.2A, 6.3A, 6.3B, 6.5B, 6.5D, 6.5G, 6.12A
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Catch Your Lunch, introduction paragraph, sentence 2	Follow your teacher's directions to complete an activity that models this type of relationship.	Follow your teacher's directions to complete an activity that models a feeding relationship between organisms.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		330	Naming Cells, paragraph 1, sentence 1	During the sixteenth century, an English scientist named Robert Hooke used a microscope he helped design.	During the seventeenth century, an English scientist named Robert Hooke used a microscope he helped design.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		331	History Connection, paragraph 1, last sentence	The discoveries of Hooke and Leewenhoek showed that living things, or organisms, can be composed of one cell or many cells.	The discoveries of Hooke and Leeuwenhoek showed that living things, or organisms, can be composed of one cell or many cells.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		337	Lesson 9.1 TEKS 6.13A Review Question 5	TEKS 6.1D, 6.13AA They should change the objective lens from 40x to 4x which will make the image bigger. B The scientist should increase the magnification to 1,000x which would keep the image the same size. C They should keep the magnification the same but change the tube length of the microscope. D The scientist should change the magnification to 1,000x which would increase the size of the image so it can be viewed more clearly.	TEKS 6.13AA The scientist should change the objective lens from 40x to 4x, which will make the image bigger. B The scientist should increase the magnification to 1,000x, which will keep the image the same size. C The scientist should keep the magnification the same but change the tube length of the microscope. D The scientist should change the magnification to 1,000x, which will increase the size of the image so it can be viewed more clearly.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		340	Explore Lab, Group Characteristics, TEKS	6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.1G, 6.2A, 6.2B, 6.3A, 6.3B, 6.13B	6.1B, 6.1C, 6.1G, 6.2B, 6.3B, 6.5A, 6.13B
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		340	Explore Lab, Group Characteristics, sentence 2	Examine some extra terrestrial organisms and find out!	Examine some extraterrestrial organisms and find out!
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		342	Number of Cells, paragraph 1, sentence 3	Scientists identify organisms into groups based on whether they are unicellular—composed of one cell, or multicellular—composed of more than one cell.	Scientists sort organisms into groups based on whether they are unicellular—composed of one cell, or multicellular—composed of more than one cell.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		342	Movement, last sentence	A unicellular organism called a paramecium(pa ruh MEE shee um) moves around its watery environment using its cilia.	A unicellular organism called a paramecium(per uh MEE see um) moves around its watery environment using its cilia.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		343	Apply It, question	Evaluate Compare the main characteristics that identify unicellular and multicellular organisms.	Evaluate Compare the main characteristics that identify organisms as either unicellular and multicellular.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		347	Making Connections, Compare question, sentence 1	You are a marine cell biologist that has been studying sea slugs.	You are a marine cell biologist who has been studying sea slugs.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		347	Making Connections, Compare question, sentence 5	You also learn that the sea slug of the species Flabellina is not able to use chloroplasts from algae to photosynthesize.	You also learn that the sea slug of the species Flabellina affinis is not able to use chloroplasts from algae to photosynthesize.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		350	Quick Launch, Discovering Differences, paragraph 2, sentence 1	Check out the video Find the Differences to observe differences in other animals.	Check out the video Find the Differences to observe differences in other species.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		352	Under Inheritance, Image of 3 cats, with the question "Identify Describe three traits..."	Identify Describe three traits that are the same between this cat and her offspring. What traits are different?	Identify Describe two traits that are the same between this cat and her offspring. What traits are different?
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		352	Under Inheritance, Image of 3 cats, with the question "Identify Describe three traits..." Sample Answer	Similar—they have vertical stripes, white patches or similar ears. Differences—all white vs. all black spots	Similar: vertical stripes and similar ears Different: more gray and black fur vs. more white fur

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		356	Changing Climate, paragraph 1, last sentence	If this happens, the bats will not be able to feed off the agave fruit, pollinate flowers, and disperse its seeds.	If this happens, the bats will not be able to feed off the agave fruit, pollinate flowers, and disperse agave seeds.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		357	Making Connections, Analyze question, last sentence	Explain the benefits this variation of the population would have for the plants to survive.	Explain the benefits this variation in the population would have for plant survival.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		357	Making Connections, Analyze question, sample answer	Answers must include that the faster lifecycle means it can reach maturity faster. It can also produce more seeds and variation over a shorter time period, the agave population can react to environmental changes more quickly.	The faster life cycle means it can reach maturity faster. It can also produce more seeds and the number of variations will increase over a shorter time period, the agave population can react to environmental changes more quickly.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		359	Lesson 9.3 TEKS 6.13C Review, Question 5	TEKS 6.2A, 6.5B, 6.13C	TEKS 6.2B, 6.5B, 6.13C
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		361	Chapter TEKS Review, Question 2, Answer Choice D	D There was not enough nutrients for the cells for two weeks so they all died.	D There were not enough nutrients for the cells to survive for two weeks, so they all died.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition</i>	9781266856112		362	Chapter TEKS Review, Question 6	Scientists have discovered that bacteria in a population that normally lives in thermal pools of up to 43°C can now live in a variation of temperatures up to 54°C.	Scientists have discovered that bacteria in a population that normally lives in thermal pools of up to 43°C can now live in temperatures up to 54°C.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		330	TEKS Progressions, paragraph 1	In Grade 5, students analyzed the structures and functions of different species TEKS 6.13A. In this lesson, students expand on this knowledge of the structures and function of organisms to understand the historical development of cell theory and explain the tenants of cell theory.	In Grade 5, students analyzed the structures and functions of different species TEKS 5.13A. In this lesson, students expand on this knowledge of the structures and functions of organisms to understand the historical development of cell theory and explain the tenets of cell theory.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		330	Teach, Naming Cells, sentence 1	Due to their small-scale size, cells cannot be observed with the unaided eye.	Due to their small size, cells cannot be observed with the unaided eye.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		340	TEKS Progressions, paragraph 1, sentence 1	In Grade 4, students explored and explained how structures and functions of plants enable them to survive in their environment, such as waxy leaves and deep roots TEKS 4.13A.	In Grade 4, students explored and explained how structures and functions of plants, such as waxy leaves and deep roots, enable them to survive in their environment TEKS 4.13A.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		340	TEKS Progressions, paragraph 1, sentence 3	In this lesson, students expand on this knowledge to identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, autotrophic and heterotrophic	In this lesson, students expand on this knowledge to identify and compare the basic characteristics of organisms, including prokaryotic and eukaryotic, unicellular and multicellular, and autotrophic and heterotrophic.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		363	TEKS Review, question 7	New species classification:multicellulareukaryoticautoroph	New species classification:multicellulareukaryoteheterotrophDOK 2
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		363	TEKS Review, question 7, sentence starting with "If students..."	If students do not answer question 7 correctly, have them re-read Variations and Autotrophs in Lesson 3.	If students did not answer question 7 correctly, have them re-read Eukaryotic Cells, Multicellular Organisms, and Heterotrophs in Lesson 2.
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: First Step to Discovery, TEKS	6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.1F, 6.3A, 6.3B, 6.4A, 6.5D, 6.5F, 6.13A	6.1A, 6.1B, 6.1C, 6.1D, 6.1E, 6.3A, 6.3B, 6.5D, 6.5F, 6.13A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: First Step to Discovery, Safety Icons	Hand wash icon, Goggles icon, Gloves icon, Scissors icon	Hand wash icon
<i>McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition</i>	9781266737039		1	Quick Launch: Discovering Differences, introduction paragraph, last sentence	Record your observations.	Record your observations. Be sure to ask your teacher for clarification as needed.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 6

Dynamic Science (Spanish) 6th Grade: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i>	9781433406881	View Link	Lesson Guide	6.10C Lesson Guide -- Under Key Concepts -- Gear Activity "Chocolate Rock Cycle (Step One) with Organizer"	Typo spelling2) Calente ----- caliente	Thank you for your feedback. We will update our resources to incorporate your correction.
<i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i>	9781433406881	View Link	Lesson Guide	6.11B Lesson Guide -- Under Key Concepts -- Gear Activity "Farming Models"	"Cres" should be "crees"	Thank you for your feedback. We will update our resources to incorporate your correction.
<i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i>	9781433406881	View Link	Lesson Guide	6.8B Lesson Guide -- Under Key Concepts -- Gear Activity - Conservation of Energy in Transformation Stations; objective paragraph	double word typo - conserva conserva	Thank you for your feedback. We will update our resources to incorporate your correction.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i>	9781433406881	View Link	Study Guide	6.10B Study Guide -- Apply	- The term "núcleo interno" is not used consistently and instead has "núcleo central". The word bank uses one term and the questions use a different term. It should all be "núcleo interno".	Thank you for your feedback. We will update our resources to incorporate your correction.
<i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i>	9781433406881	View Link	1	6.10B Video -- Layers of Earth (8:01 - 9:24)	Throughout the video, terms need to be consistent. As a visual, the video includes "núcleo interior o exterior". However, the narration is aligned with the KSS vocabulary as "núcleo interno o externo".	Thank you for your feedback. We will update our resources to incorporate your correction.
<i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i>	9781433406881	View Link	Study Guide	6.10C Study Guide -- Wrap Up -- Question 3	"Sedimentario" should read "sedimentarias".	Thank you for your feedback. We will change the term to match the singular form of the other terms in this section.
<i>Dynamic Science (Spanish) 6th Grade</i>	9781433407291			6.10C Study Guide -- Wrap Up -- Question 3	Sedimentario	sedimentarias
<i>Dynamic Science (Spanish) 6th Grade</i>	9781433407291			6.10B Video -- Layers of Earth (8:01 - 9:24)	núcleo interior o exterior	núcleo interno o externo
<i>Dynamic Science (Spanish) 6th Grade</i>	9781433407291			6.10B Study Guide -- Apply	núcleo central	núcleo interno
<i>Dynamic Science (Spanish) 6th Grade</i>	9781433407291			6.8B Lesson Guide -- Under Key Concepts -- Gear Activity - Conservation of Energy in Transformation Stations; objective paragraph	conserva conserva	conserva
<i>Dynamic Science (Spanish) 6th Grade</i>	9781433407291			6.11B Lesson Guide -- Under Key Concepts -- Gear Activity Farming Models	cres	crees

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Science (Spanish) 6th Grade</i>	9781433407291			6.10C Lesson Guide -- Under Key Concepts -- Gear Activity Chocolate Rock Cycle (Step One) with Organizer	calente	caliente

Publisher: TPS Publishing

Science, (Spanish) Grade 6

STEAM into Science - Grade 6 Spanish Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes</i>	9781788058919	View Link	p148	Page 147	We Spanish speakers normally use the word "velocidad" for speed, but this is not the correct scientific word. The correct word for speed in Spanish is "rapidez." This must be fixed in any page where the English version uses the word "speed".	TPS agree. Edit submitted and will be made.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p17	p17	mean, median, mode, and range should be:media, mediana, moda, and rangoThere are words in English.Please check the table.	TPS agree. Edit submitted and will be made.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p172	p172	ytu(s) should be rewritten as "o tus"	TPS agree. It should be y tu(s). Meaning you and your partner. Edit submitted and will be made.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p409-410	p409-410	Questions 1 and 2 begin with a lower case "c" instead of a capital "C"	TPS agree, this is an error, and will be edited.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p444	Step 8	Las sentence, the word "considera" needs a capital letter as it is the beginning of a sentence. "Ferula" can be changed to "Tabla de madera" instead as to make it more grade level appropriate.	TPS agree. This word should be in uppercase. As for férula, it will be edited to tablilla de madera.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes</i>	9781788058919	View Link	p193	Rock Cycle	In my opinion, the first sentence needs to be revised in order for it to be more coherent.	TPS agree and it will be edited. Repasa y revisa tu trabajo en Aplicación de la idea con el tiempo todo cambia.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p492-495	p492-495	Number 3 needs to start with a capital "c" and you can add in my opinion, place "foco" in parenthesis next to bombilla keeping into consideration all nationalities.	TPS agree. The C's technical issue has been listed and edits will be made. As for bombilla, foco has been added in parenthesis. Thank you.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p492-495	p492-495	The words after the numbers need to be capitalized and the word "materiales" needs to be lowercased and moved down to start another line.	TPS agree; the C's resulted from a software upload technical issue which was fixed and edits will be made. As for materiales, is now lowercase and moved down one line.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p492-495	p492-495	3. Fases should start with an uppercase letter¿"Cómo" is written with a lowercase letter.	TPS believe the 3. should be removed, and fases is supposed be closer to the phrase las 8 diferentes. Then the number 4. should be switched to 3. This was an error. Cómo and Cuál should both have uppercase letters. Edits submitted and will be made. Thank you.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p384	p384	2nd paragraph - "cuando" needs capital letterlast sentence in 2nd paragraph - "coloca" needs a capital letter3rd paragraph second to last sentence "crees" needs a capital letter.	TPS agree with all comments. Edits listed and will be made.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	View Link	p77	Letter C	This is poorly worded, but can be corrected by adding the word "explica" between the words "y" and "cómo" I would also add the words "es que" right after the word "cómo"	Compara la energía potencial elástica, gravitatoria y química y explica cómo es que se convierten en energía cinética. TPS agree with this request. Edit will be made and submitted.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p89-91	p89-91	The phrase "Que hace bien" may need to be revised so that it does not sound confusing. The word "internet" in paragraphs 4 and 5 needs to read "En el internet" or something similar.	TPS agree. The first one may say, ¿Qué es lo que hace bien? As for the internet, TPS will make edits so that it says El internet.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p409	p409	Capital letters are needed for the words - "como" and "contienen"	TPS agree, edits listed and will be made. Thank you.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p248-252	p248-252	Make sure the tense is more informal instead of Recuerde change to recuerda, su change to tu, continue change to continua, change su modelo for tu modeloThe first time we see the word "bucles" should have "or curls" next to it for imagery purposes.Step 2 Pegue should be changed to PegaStep 4 the words "modelo de prueba need to be in boldBucles needs to be capitalizedStep 5 "de montana ruse" needs to be in boldStep 6 "ahora" needs to not be in bold	TPS agree these phrases would be better suited in the informal version and those words should be in bold. All edits listed and will be made.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p25	p25	On the table, the word "qué" should be preceded the word "Explica" OR the whole sentence should have the Spanish question marks.	TPS agree, Explica qué se puede mejorar.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	View Link	p95-98	Activity 4	Please keep the tense consistent.	TPS agree and see some instances where this happened. Ejecuta un experimento para probar su horno solar utilizando el método científico. Ejecuta is in the tú, informal tense, but su is not, it should be tu. El desafío será calentar 50 ml de agua en un vaso de precipitados en su horno solar diseñado. Utiliza el proceso de ingeniería de diseño que se muestra a continuación como guía para dibujar el diseño de su horno solar. Similarly to this one, it should be tu horno in order to keep it consistent. All are listed on edits and corrections. Thank you.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p479-480	p479-480	Step 8 sentence 4 "Coloca" needs a capital letter Step 8 sentence 8 Manual needs a capital letter "Como puede mejorarse" needs a capital letter Page 480 #2 "Cuando" needs a capital letter	TPS agree, this is an error, and it is listed in our edits and corrections, thank you.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	View Link	p95-98	p95	The word "vaso de precipitados" is incorrect. It should say "vaso de precipitado," without the "s" at the end.	TPS believe it is correct both ways. The Latin American editor double checked multiple websites from Spanish speaking countries, and both are written. However, we can take out the s at the end.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p18-26	p19	2nd box, 2nd and 3rd bullet boxes need the Spanish question marks. On the third box, the third bullet as well. You need a period on the paragraph that starts with the word "una." On the 1st box on page 23, 2nd and 3rd bullet boxes need question marks. The 2nd box, 3rd bullet needs question marks.	TPS agree and this edit will be made and submitted.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p402	not all words in METODO CIENTIFICO are capitalized	not all words in METODO CIENTIFICO are capitalized	TPS agree, this is an error, and it is listed in our edits and corrections, thank you.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p355-359	p355-359	"C" needs to be lower cased	TPS agree, this is an error, and it is listed in our edits and corrections, thank you.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p519-525	p519-525	#3 "de la" as it is repeated.	TPS agree, this is an error, and it is listed in our edits and corrections, thank you.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p179-184	particularly 182 question 4	metaliodes needs to be changed to metaloides	TPS agree, this is an error, and it is listed in our edits and corrections, thank you.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	View Link	p109-110	on letter d, a #5 was accidentally added right after the word "griego"	on letter d, a #5 was accidentally added right after the word "griego"	TPS agree and this edit will be made and submitted.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	View Link	p144-145	Delete paragraph 3 on p 144 due to poor translation. This paragraph does not need to be translated from Spanish to English, as it is linguistically irrelevant and confusing. (The word "spring" has multiple meanings in English, but it only refers to the season in Spanish).More errors on page 145	On p 145:There are multiple words used to translate high tide. Some translations such as "primavera" from "spring" are incorrect. "Un cangrejo estaba atorado en su Anika" does not make sense, but it might've meant that "a crab was stuck on her ankle." Consider having a native Spanish speaker help rewrite the article while comparing the translation from the English, if necessary. A native speaker should have Latin American dialect that will help serve more Spanish speaking Texans.	TPS agree the content is confusing. Edits have been submitted and made. For the Primavera issue, TPS agree that the paragraph be removed. The second issue, cut off the word pelo right before Anika. Anika is the name of one of the characters. It should say, ¡Había un cangrejo enredado en su pelo! Anika rápidamente nadó y desenredó al pequeño cangrejo.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	View Link	p8-9	Chapter 1 - reader story	In the third line after "explica Hamza" it just says "dice Hamza".It should say "Dice Hamza, "Exacto, y Texas tiene . . ."	TPS agree, this is an error, and it is listed in our edits and corrections, thank you.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p711	p711	The word "concurso" should be changed to "competencia"	TPS agree, this is an error, and it is listed in our edits and corrections, thank you.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	View Link	p712-717	P 714	Students are asked to define and give examples of "comensalismo" four times. In order to comply with all breakdowns, we need to change three of those to say "parasitismo,""depredación," and "competencia"	TPS agree, this is an error, and it is listed in our edits and corrections, thank you.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto del profesor</i>	9781788058889	View Link	p1218-1230	p1225-1230	The word "celda" is incorrectly used multiple times. It should be replaced with "célula" every time. As "celda" refers either to a prison cell or a spreadsheet cell.	TPS agree, this is an error, and edit will be made, thank you.
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	View Link	100	Second paragraph, third line.	Construiremos aprendiendo sobre máquinas simples, y construiremos una para que pueda pasar fácilmente a la sala de robótica.	Aprenderemos sobre máquinas simples, y construiremos una para que puedas pasar fácilmente a la sala de robótica.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para el profesor</i>	9781788058865	View Link	34	Top diagram	n/a	Reverse arrows
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	View Link	26	Top diagram	n/a	Reverse arrows
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para el profesor</i>	9781788058865	View Link	91	diagram	n/a	Remove text from graphic
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	View Link	104	diagram	n/a	Remove text from graphic

Publisher: TPS Publishing

Aquatic Science

STEAM into Aquatic Science - High School Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Teacher Text-book - Aquatic Science</i>	9781788059602	View Link	Page 34	Interpreting and analyzing - First line	During or after you investigation	During or after your investigation
<i>Teacher Text-book - Aquatic Science</i>	9781788059602	View Link	Page 169	Bottom of page	Caverns of Sonora Caverns (TX)	Caverns of Sonora (TX)
<i>Student Text-book - Aquatic Science</i>	9781788059619	View Link	Page 25	Interpreting and analyzing - First line	During or after you investigation	During or after your investigation
<i>Student Text-book - Aquatic Science</i>	9781788059619	View Link	Page 120	Bottom of page	Caverns of Sonora Caverns (TX)	Caverns of Sonora (TX)

Publisher: eDynamic Holdings LP

Astronomy

Astronomy 1a/1b: TEKS

Component Title	ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Astronomy 1a/1b</i>	9781959433507		1A	9Ai document's Narrative section provides new content that will be added to Astronomy 1a: Introduction, Unit 3, Lesson 2, "The Cycle of Seasons" subheading, text beginning "Have you ever noticed..." and ending "related to plant growth, farming, or solar energy."	"The elliptical nature of the Earth's orbit causes the seasons to occur" is incorrect. There is a minor effect, as mentioned in the text, but the main point is properly that for Earth seasons arise mainly from axial tilt. (Less importantly, the assertion that the winter/summer difference in distance "does not affect" the seasons is an overstatement; "has only a minor effect" or "has little effect" would be more accurate.)	Thank you for catching this. We will edit the caption for the image of the 4 seasons, found in 1aU3L2 under the heading "The Cycle of Seasons" to "The seasons we experience on Earth arise mainly from axial tilt". We will also edit 1aU3L2 paragraph 5 to say "Although Earth is closest to the Sun in January, the minor distance change has little affect on the amount of sunlight that reaches Earth."

Component Title	ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Astronomy 1a/1b</i>	9781959433507	View Link	1B	Astronomy 1b: Exploring the Universe, Unit 5, Lesson 3, "The Shining Sun" subheading, text beginning "Another concept related to gravity…";	The text says "Gravity is a universal force of attraction between objects, and the amount of gravity is proportional to the distance between and difference in mass between two objects." This is very wrong. A correct version would be "Gravity is a universal force of attraction between objects, and the amount of gravity is inversely proportional to the square of the distance between the objects and the product of their masses."	Will will change this sentence, found in the first paragraph of 1bU2L1 to "Gravity is a universal force of attraction between objects, and the amount of gravity is inversely proportional to the square of the distance between the objects and the product of their masses."
<i>Astronomy 1a/1b</i>	9781959433507	View Link	1B	Astronomy 1b: Exploring the Universe, Unit 5, Lesson 3, "The Shining Sun" subheading, text beginning "Another concept related to gravity…";	The statement "Kepler's third law says that the time a planet or satellite takes to complete one orbit is proportional to its orbital size" is wrong. A more correct statement would be "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". (The law uses the semi-major axis of the orbit to specify size.)	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	View Link	1B	Astronomy 1b: Exploring the Universe, Unit 2, Lesson 1, text beginning "An object that orbits…";	"3.7 billion" should be "13.7 billion" for Big Bang age	This is a typo, thank you for catching it! We will edit to say "13.7 billion"
<i>Astronomy 1a/1b</i>	9781959433507	View Link	1B	Astronomy 1b: Exploring the Universe, Unit 2, Lesson 1, "Gravity and Motion in Space" subheading, text beginning "As planets form, particles in space …";	The book says "Astronomers believe that the solar system began forming from the great explosion of the Big Bang, approximately 3.7 billion years ago. The Big Bang created a gigantic cloud of dust and gas called the solar nebula." This is confusing the Big Bang (13.7 billion years ago) and our solar-system formation (less than 5 billion years ago). Better language would be "Astronomers believe that the solar system began forming approximately 5 billion years ago from a gigantic cloud of dust and gas called the solar nebula."	We will edit the paragraph to say "Astronomers believe that the solar system began forming from the great explosion of the Big Bang, approximately 13.7 billion years ago. The Big Bang created a gigantic cloud of dust and gas called the solar nebula. This cloud contained several times the mass of the Sun that condensed and collapsed into a dense, flat, spinning disk with an extremely hot center. It is thought that the hot central part of the disk gradually became the Sun, while the planets and all other objects in the solar system formed from the remaining material (less than 5 billion years go)."

Publisher: Accelerate Learning Inc.

Biology

STEMscopes Science TX - Biology: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
STEMscopes Science TX - Biology (Online)	9798888266953	View Link	5	first sentence	"have you ever how? Missing a word, probably "wondered".	Adjusted
STEMscopes Science TX - Biology (Online)	9798888266953	View Link	3	Click on the following: Ecological Relationships, 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	The information listed in those two paragraphs are a cut and paste from another article about using Crispr. Not related to content at all.	Adjusted
STEMscopes Science TX - Biology (Online)	9798888266953	View Link	page 7	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 7	there is an extra "a" added after the s in birds	Adjusted
STEMscopes Science TX - Biology (Online)	9798888266953	View Link	page 8	Click on the following: Evidence for 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 complete a reading passage on page 8----the graph	Time should be on X axis, as it always should be. It doesn't make sense for the time to go up.	Adjusted
STEMscopes Science TX - Biology (Online)	9798888266953	View Link	page 6	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 6	Time should be on X axis. Flip your axis	changed
STEMscopes Science TX - Biology (Online)	9798888266953	View Link	para 8	Click on the following: Interactions in Body Systems: Teacher Background (middle left), teacher will read paragraph eight	the circulatory system does not increase heart rate, that is the job of the autonomous nervous system	adjustment made
STEMscopes Science TX - Biology (Online)	9798888266953	View Link	6,7,15	STEMscopediaSee the document titled "Biology_9.A.viii_Narrative_page 6,7,15". This was rewritten to address feedback.	remove the question mark and replace with a period.	Typo fixed

Publisher: BIOZONE Corporation

Biology

Biology for Texas: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for texas</i>	9781991014054	View Link	167	p167 (flipbook p179) Q1. Flipbook password XTfAQY3D Mid page B.1A(i)A arrow	Question states: "What question is your group is trying to answer by doing this experiment? Question should state: What question is your group trying to answer by doing this experiment?"	This will be corrected
<i>Biology for texas</i>	9781991014054	View Link	87	p87 (flipbook p99) Q19. Flipbook password XTfAQY3D	Second sentence should read How can there be so many different types of cells in your body? Remove the word ARE and make the word CELL into Cells.	This will be corrected
<i>Biology for texas</i>	9781991014054	View Link	282	p282 (flipbook p294) Q21. Flipbook password XTfAQY3D	says 'scientific though'	this will be corrected
<i>Biology for texas</i>	9781991014054	View Link	237	p237 (flipbook p249) paragraphs under Modifying Yukon potatoes. Flipbook password XTfAQY3D	Texas A&M Institute should be Texas A&M University	This error will be corrected
<i>Biology for texas</i>	9781991014054	View Link	313	p313 (p325 flipbook) paragraph 2. Flipbook password XTfAQY3D	There is a grammatical error on bullet #3 "competition for a finite SUPPLE of environmental resources" The word should be SUPPLY.	Thank you for spotting this. This error will be corrected
<i>Biology for Texas</i>	9781991014054	View Link	ix	first sentence on page	The tab system helps you identify the TEKS science concepts and scientific and engineering practices, and ELPS within each activity.	The tab system helps you identify the TEKS science concepts and scientific and engineering practices within each activity, and whether there are supporting features in the BIOZONE RESOURCE HUB.
<i>Biology for Texas</i>	9781991014054	View Link	7	middle blue box on 'starch'	It acts an energy storage molecule	It acts as an energy storage molecule
<i>Biology for Texas</i>	9781991014054	View Link	19	question 7	When focusing a specimen, it necessary	When focusing a specimen, it is necessary
<i>Biology for Texas</i>	9781991014054	View Link	22	diagram in middle of page, caption on the far right.	Microbes trapped in the neck of the flask they could not reach the broth	Microbes trapped in the neck of the flask could not reach the broth.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014054	View Link	24	left hand box on Prokaryotic (bacterial) cells, 5th bullet point	DNA a single, circular chromosome.	DNA is a single, circular chromosome.
<i>Biology for Texas</i>	9781991014054	View Link	31	third bullet point at top of page	such as respiration and photosynthesis	such as respiration and photosynthesis
<i>Biology for Texas</i>	9781991014054	View Link	34	first bullet point	signalling	signaling
<i>Biology for Texas</i>	9781991014054	View Link	34	second bullet point	freeze fracture, is the freezing of a cell	freeze fracture is the freezing of a cell
<i>Biology for Texas</i>	9781991014054	View Link	34	bulleted list about the procedure, left of page, next to diagram	immobilise	immobilize
<i>Biology for Texas</i>	9781991014054	View Link	44	first bullet point.	Viruses are disease-causing agents (pathogens), that replicate	Viruses are disease-causing agents (pathogens) that replicate
<i>Biology for Texas</i>	9781991014054	View Link	44	diagram	long tail fibres	long tail fibers
<i>Biology for Texas</i>	9781991014054	View Link	44	diagram	Ebola haemorrhagic fever	Ebola hemorrhagic fever
<i>Biology for Texas</i>	9781991014054	View Link	50	photo on right of page	How quickly an infectious disease spreads also depends of the population's mobility.	How quickly an infectious disease spreads also depends on the population's mobility.
<i>Biology for Texas</i>	9781991014054	View Link	51	third bullet point on page	travelling	traveling
<i>Biology for Texas</i>	9781991014054	View Link	52	second bullet point	racoon dog	raccoon dog
<i>Biology for Texas</i>	9781991014054	View Link	61	title	Cells Cycle	Cell Cycle

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014054	View Link	63	third bullet point, last sentence	axlotl	axolotl
<i>Biology for Texas</i>	9781991014054	View Link	84	third bullet point at top of page	called carcinogens,.	called carcinogens.
<i>Biology for Texas</i>	9781991014054	View Link	87	qu19	How can there be are so many different types of cell	How can there be so many different types of cell
<i>Biology for Texas</i>	9781991014054	View Link	92	text to left of photo	Sperm cells, heart cells, liver cells, and muscles cells	Sperm cells, heart cells, liver cells, and muscle cells
<i>Biology for Texas</i>	9781991014054	View Link	93	top diagram, bottom right label	They organized so they do not to shade each other.	They are organized so they do not to shade each other.
<i>Biology for Texas</i>	9781991014054	View Link	94	qu3	Identify the three distinct components of the space filing model	Identify the three distinct components of the space filling model
<i>Biology for Texas</i>	9781991014054	View Link	114	second bullet point	and cellular process that take place	and cellular processes that take place
<i>Biology for Texas</i>	9781991014054	View Link	114	question 1(b)	Why does an organism needs so many different enzymes?	Why does an organism need so many different enzymes?
<i>Biology for Texas</i>	9781991014054	View Link	121	label on y axis of graph.	Partial pressure of oygen	Partial pressure of oxygen
<i>Biology for Texas</i>	9781991014054	View Link	122	qu9	What is the most likely results if the shape of an enzyme changes?	What are the most likely results if the shape of an enzyme changes?
<i>Biology for Texas</i>	9781991014054	View Link	126	ELPS - overview of body systems	Use the images on the page to recall the different organs systems in the human body.	Use the images on the page to recall the different organ systems in the human body.
<i>Biology for Texas</i>	9781991014054	View Link	127	4th bullet point on page	Plants also have organs systems, although they are less complex than animals.	Plants also have organ systems, although they are less complex than animals'.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014054	View Link	132	first bullet point.	even when the external environmental is changing.	even when the external environment is changing.
<i>Biology for Texas</i>	9781991014054	View Link	151	third bullet point	the developing follicle with surrounds the developing egg	the developing follicle which surrounds the developing egg
<i>Biology for Texas</i>	9781991014054	View Link	153	second bullet point	an ageing placenta	an aging placenta
<i>Biology for Texas</i>	9781991014054	View Link	171	first bullet point	mobilised	mobilized
<i>Biology for Texas</i>	9781991014054	View Link	176	table- fourth text box on left	Pollen is often sticky, to ensure it in securely attached to pollinators.	Pollen is often sticky, to ensure it is securely attached to pollinators.
<i>Biology for Texas</i>	9781991014054	View Link	176	table- sixth text box on left	to ensure pollinators brushes	to ensure pollinators brush
<i>Biology for Texas</i>	9781991014054	View Link	177	second bullet point at bottom of page, just above questions	which will provide nutrient for the seed	which will provide nutrients for the seed
<i>Biology for Texas</i>	9781991014054	View Link	185	question 4	Draw two conclusions fro the experiment	Draw two conclusions from the experiment
<i>Biology for Texas</i>	9781991014054	View Link	187	paragraph under 'background' on right hand side of page	which coverts precursors	which converts precursors
<i>Biology for Texas</i>	9781991014054	View Link	192	question 2	Recall the photo showing of a Venus fly trap	Recall the photo of a Venus fly trap
<i>Biology for Texas</i>	9781991014054	View Link	143	title of investigation	Investigating effect of exercise on breathing rate.	Investigating the effect of exercise on breathing rate.
<i>Biology for Texas</i>	9781991014054	View Link	156	Key question at top of page	clothing	clotting

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014054	View Link	174	key question at top of page	How do the structures of flowers carry out	How do the structures of insect pollinated flowers carry out
<i>Biology for Texas</i>	9781991014054	View Link	182	key question at top of page	How do plants respond to their surroundings?	How do plants respond to external stimuli?
<i>Biology for Texas</i>	9781991014054	View Link	188	key question at top of page	What is the mechanisms	What is the mechanism
<i>Biology for Texas</i>	9781991014054	View Link	197	ELPS title	English Language Proficiency Standarads	English Language Proficiency Standards
<i>Biology for Texas</i>	9781991014054	View Link	198	first bullet point at top of page	superheros	superheroes
<i>Biology for Texas</i>	9781991014054	View Link	207	first bullet point under Hershey and Chase (1952)	the scientific community were slow	the scientific community was slow
<i>Biology for Texas</i>	9781991014054	View Link	210	fourth bullet point	animo acids	amino acids
<i>Biology for Texas</i>	9781991014054	View Link	210	text caption for top photo on page	prebitaic	prebiotic
<i>Biology for Texas</i>	9781991014054	View Link	222	two instances on page: fourth bullet point NAD heading of left photo.	ionising	ionizing
<i>Biology for Texas</i>	9781991014054	View Link	225	information under middle photo	This mutation in beneficial	This mutation is beneficial
<i>Biology for Texas</i>	9781991014054	View Link	226	question 4	don't shown any symptoms	don't show any symptoms
<i>Biology for Texas</i>	9781991014054	View Link	228	diagram step 3	synthesises	synthesizes

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014054	View Link	232	question 5(b)	How can this be principle	How can this principle
<i>Biology for Texas</i>	9781991014054	View Link	234	text under diagram, bottom right of page	The amino acid chains produce are purified	The amino acid chains produced are purified
<i>Biology for Texas</i>	9781991014054	View Link	240	information under left photo	Instead of three types of color sensitive cones in the retina a very few women have four.	Instead of three types of color sensitive cones in the retina, a few women have four.
<i>Biology for Texas</i>	9781991014054	View Link	240	text under right photo	difficultly	difficulty
<i>Biology for Texas</i>	9781991014054	View Link	241	question 3	A chromosomes	A chromosome
<i>Biology for Texas</i>	9781991014054	View Link	246	all instances	labrador	Labrador
<i>Biology for Texas</i>	9781991014054	View Link	246	question 3	How do you think we could we tell	How do you think we could tell
<i>Biology for Texas</i>	9781991014054	View Link	253	question 2	How does variation can arise during meiosis	How can variation arise during meiosis
<i>Biology for Texas</i>	9781991014054	View Link	263	label above left punnett square	homozygous	homozygous
<i>Biology for Texas</i>	9781991014054	View Link	282	first bullet point	genetic	genetics
<i>Biology for Texas</i>	9781991014054	View Link	282	fifth bullet point	organise	organize
<i>Biology for Texas</i>	9781991014054	View Link	282	top of page second line	though	thought

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014054	View Link	244	list of science concepts TEKS	B9.A	B8.A
<i>Biology for Texas</i>	9781991014054	View Link	259	Key Question	How can we predict the outcome of genetic crosses?	How can we use Mendelian genetics to predict the outcome of genetic crosses?
<i>Biology for Texas</i>	9781991014054	View Link	285	first paragraph	desserts	deserts
<i>Biology for Texas</i>	9781991014054	View Link	294	text box on diagram, under land mammals	colonise	colonize
<i>Biology for Texas</i>	9781991014054	View Link	301	question 3	seemly	seemingly
<i>Biology for Texas</i>	9781991014054	View Link	304	Key Question	hypothesises	hypotheses
<i>Biology for Texas</i>	9781991014054	View Link	317	question 2	finch's	finches
<i>Biology for Texas</i>	9781991014054	View Link	321	text box beside moths image	grey	gray
<i>Biology for Texas</i>	9781991014054	View Link	329	third bullet point	labelled	labeled
<i>Biology for Texas</i>	9781991014054	View Link	333	final bullet point on page	diversity often involve	diversity often involves
<i>Biology for Texas</i>	9781991014054	View Link	333	final bullet point on page	sub-species	subspecies
<i>Biology for Texas</i>	9781991014054	View Link	334	several instances	sub-species	subspecies

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014054	View Link	339	first bullet point	large scale	large-scale
<i>Biology for Texas</i>	9781991014054	View Link	339	text in blue box	eastern united States	Eastern United States
<i>Biology for Texas</i>	9781991014054	View Link	315	investigation title numbering	Investigation 8.2	Investigation 8.1
<i>Biology for Texas</i>	9781991014054	View Link	346	ninth learning objective	to represent amount of	to represent the amount of
<i>Biology for Texas</i>	9781991014054	View Link	346	fourth learning objective	follow	following
<i>Biology for Texas</i>	9781991014054	View Link	350	first paragraph	environment in which an organism lives is	environment in which an organism lives.
<i>Biology for Texas</i>	9781991014054	View Link	353	third bullet point	with variations in the environmental	with variations in the environment
<i>Biology for Texas</i>	9781991014054	View Link	354	second bullet point under Disturbance Frequency	made it possible to coral to reestablish	made it possible for coral to reestablish
<i>Biology for Texas</i>	9781991014054	View Link	365	second bullet point	50% or the population	50% of the population
<i>Biology for Texas</i>	9781991014054	View Link	366	final bullet point	destabilization	destabilization
<i>Biology for Texas</i>	9781991014054	View Link	367	Text under 'Red fire ant'	competitively	competitively
<i>Biology for Texas</i>	9781991014054	View Link	368	point 1 on diagram	paralyses	paralyzes

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014054	View Link	368	third bullet point	defence	defense
<i>Biology for Texas</i>	9781991014054	View Link	370	second bullet point	is likely be	is likely to be
<i>Biology for Texas</i>	9781991014054	View Link	370	text in blue box	Researchers have found live blind snakes in some of Eastern screech owl nests	Researchers have found live blind snakes in some Eastern screech owl nests
<i>Biology for Texas</i>	9781991014054	View Link	373	first bullet point	kilometres	kilometers
<i>Biology for Texas</i>	9781991014054	View Link	375	fourth bullet point	maximise	maximize
<i>Biology for Texas</i>	9781991014054	View Link	386	first bullet point	All things on Earth are made of up of chemical elements	All things on Earth are made up of chemical elements
<i>Biology for Texas</i>	9781991014054	View Link	387	question 6	Why it is	Why is it
<i>Biology for Texas</i>	9781991014054	View Link	390	text in blue box, under seasonal	cancelled	canceled
<i>Biology for Texas</i>	9781991014054	View Link	398	first bullet point	This often reduces, the biodiversity	This often reduces the biodiversity
<i>Biology for Texas</i>	9781991014054	View Link	408	second bullet point	United Nation's	United Nations
<i>Biology for Texas</i>	9781991014054	View Link	409	text under third photo, bottom row	cumber	cucumber
<i>Biology for Texas</i>	9781991014054	View Link	411	question 8	Record new the beafish counts	Record the new beafish counts

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014054	View Link	416	first bullet point	the need for of water	the need for water
<i>Biology for Texas</i>	9781991014054	View Link	354	Key Question	a ecosystem	an ecosystem
<i>Biology for Texas</i>	9781991014054	View Link	371	title	dependance	dependence
<i>Biology for Texas</i>	9781991014054	View Link	390	Key question	implication	implications
<i>Biology for Texas</i>	9781991014177	View Link	ix	first sentence on page	The tab system helps you identify the TEKS science concepts and scientific and engineering practices, and ELPS within each activity.	The tab system helps you identify the TEKS science concepts and scientific and engineering practices within each activity, and whether there are supporting features in the BIOZONE RESOURCE HUB.
<i>Biology for Texas</i>	9781991014177	View Link	7	middle blue box on 'starch'	It acts an energy storage molecule	It acts as an energy storage molecule
<i>Biology for Texas</i>	9781991014177	View Link	19	question 7	When focusing a specimen, it necessary	When focusing a specimen, it is necessary
<i>Biology for Texas</i>	9781991014177	View Link	22	diagram in middle of page, caption on the far right.	Microbes trapped in the neck of the flask they could not reach the broth	Microbes trapped in the neck of the flask could not reach the broth.
<i>Biology for Texas</i>	9781991014177	View Link	24	left hand box on Prokaryotic (bacterial) cells, 5th bullet point	DNA a single, circular chromosome.	DNA is a single, circular chromosome.
<i>Biology for Texas</i>	9781991014177	View Link	32	third bullet point at top of page	such as respiration and photosynthesis	such as respiration and photosynthesis
<i>Biology for Texas</i>	9781991014177	View Link	34	first bullet point	signalling	signaling
<i>Biology for Texas</i>	9781991014177	View Link	34	second bullet point	freeze fracture, is the freezing of a cell	freeze fracture is the freezing of a cell

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	34	bulleted list about the procedure, left of page, next to diagram	immobilise	immobilize
<i>Biology for Texas</i>	9781991014177	View Link	44	first bullet point.	Viruses are disease-causing agents (pathogens), that replicate	Viruses are disease-causing agents (pathogens) that replicate
<i>Biology for Texas</i>	9781991014177	View Link	44	diagram	long tail fibres	long tail fibers
<i>Biology for Texas</i>	9781991014177	View Link	44	diagram	Ebola haemorrhagic fever	Ebola hemorrhagic fever
<i>Biology for Texas</i>	9781991014177	View Link	50	photo on right of page	How quickly an infectious disease spreads also depends of the population's mobility.	How quickly an infectious disease spreads also depends on the population's mobility.
<i>Biology for Texas</i>	9781991014177	View Link	51	third bullet point on page	travelling	traveling
<i>Biology for Texas</i>	9781991014177	View Link	52	second bullet point	raccoon dog	raccoon dog
<i>Biology for Texas</i>	9781991014177	View Link	61	title	Cells Cycle	Cell Cycle
<i>Biology for Texas</i>	9781991014177	View Link	63	third bullet point, last sentence	axlotl	axolotl
<i>Biology for Texas</i>	9781991014177	View Link	84	third bullet point at top of page	called carcinogens,.	called carcinogens.
<i>Biology for Texas</i>	9781991014177	View Link	87	qu19	How can there be are so many different types of cell	How can there be so many different types of cell
<i>Biology for Texas</i>	9781991014177	View Link	92	text to left of photo	Sperm cells, heart cells, liver cells, and muscles cells	Sperm cells, heart cells, liver cells, and muscle cells

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	93	top diagram, bottom right label	They organized so they do not to shade each other.	They are organized so they do not to shade each other.
<i>Biology for Texas</i>	9781991014177	View Link	94	qu3	Identify the three distinct components of the space filing model	Identify the three distinct components of the space filling model
<i>Biology for Texas</i>	9781991014177	View Link	114	second bullet point	and cellular process that take place	and cellular processes that take place
<i>Biology for Texas</i>	9781991014177	View Link	114	question 1(b)	Why does an organism needs so many different enzymes?	Why does an organism need so many different enzymes?
<i>Biology for Texas</i>	9781991014177	View Link	121	label on y axis of graph.	Partial pressure of oygen	Partial pressure of oxygen
<i>Biology for Texas</i>	9781991014177	View Link	122	qu9	What is the most likely results if the shape of an enzyme changes?	What are the most likely results if the shape of an enzyme changes?
<i>Biology for Texas</i>	9781991014177	View Link	126	ELPS - overview of body systems	Use the images on the page to recall the different organs systems in the human body.	Use the images on the page to recall the different organ systems in the human body.
<i>Biology for Texas</i>	9781991014177	View Link	127	4th bullet point on page	Plants also have organs systems, although they are less complex than animals.	Plants also have organ systems, although they are less complex than animals'.
<i>Biology for Texas</i>	9781991014177	View Link	132	first bullet point.	even when the external environmental is changing.	even when the external environment is changing.
<i>Biology for Texas</i>	9781991014177	View Link	151	third bullet point	the developing follicle with surrounds the developing egg	the developing follicle which surrounds the developing egg
<i>Biology for Texas</i>	9781991014177	View Link	153	second bullet point	an ageing placenta	an aging placenta
<i>Biology for Texas</i>	9781991014177	View Link	167	qu1.	what question is your is group...	what question is your group...

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	171	first bullet point	mobilised	mobilized
<i>Biology for Texas</i>	9781991014177	View Link	176	table- fourth text box on left	Pollen is often sticky, to ensure it is securely attached to pollinators.	Pollen is often sticky, to ensure it is securely attached to pollinators.
<i>Biology for Texas</i>	9781991014177	View Link	176	table- sixth text box on left	to ensure pollinators brushes	to ensure pollinators brush
<i>Biology for Texas</i>	9781991014177	View Link	177	second bullet point at bottom of page, just above questions	which will provide nutrient for the seed	which will provide nutrients for the seed
<i>Biology for Texas</i>	9781991014177	View Link	185	question 4	Draw two conclusions fro the experiment	Draw two conclusions from the experiment
<i>Biology for Texas</i>	9781991014177	View Link	187	paragraph under 'background' on right hand side of page	which coverts precursors	which converts precursors
<i>Biology for Texas</i>	9781991014177	View Link	192	question 2	Recall the photo showing of a Venus fly trap	Recall the photo of a Venus fly trap
<i>Biology for Texas</i>	9781991014177	View Link	143	title of investigation	Investigating effect of exercise on breathing rate.	Investigating the effect of exercise on breathing rate.
<i>Biology for Texas</i>	9781991014177	View Link	156	Key question at top of page	clothing	clotting
<i>Biology for Texas</i>	9781991014177	View Link	174	key question at top of page	How do the structures of flowers carry out	How do the structures of insect pollinated flowers carry out
<i>Biology for Texas</i>	9781991014177	View Link	182	key question at top of page	How do plants respond to their surroundings?	How do plants respond to external stimuli?
<i>Biology for Texas</i>	9781991014177	View Link	188	key question at top of page	What is the mechanisms	What are the mechanisms

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	197	ELPS title	English Language Proficiency Standarads	English Language Proficiency Standards
<i>Biology for Texas</i>	9781991014177	View Link	198	first bullet point at top of page	superheros	superheroes
<i>Biology for Texas</i>	9781991014177	View Link	207	first bullet point under Hershey and Chase (1952)	the scientific community were slow	the scientific community was slow
<i>Biology for Texas</i>	9781991014177	View Link	210	fourth bullet point	animo acids	amino acids
<i>Biology for Texas</i>	9781991014177	View Link	210	text caption for top photo on page	prebitaic	prebiotic
<i>Biology for Texas</i>	9781991014177	View Link	222	two instances on page: fourth bullet point NAD heading of left photo.	ionising	ionizing
<i>Biology for Texas</i>	9781991014177	View Link	225	information under middle photo	This mutation in beneficial	This mutation is beneficial
<i>Biology for Texas</i>	9781991014177	View Link	226	question 4	don't shown any symptoms	don't show any symptoms
<i>Biology for Texas</i>	9781991014177	View Link	228	diagram step 3	synthesises	synthesizes
<i>Biology for Texas</i>	9781991014177	View Link	232	question 5(b)	How can this be principle	How can this principle
<i>Biology for Texas</i>	9781991014177	View Link	234	text under diagram, bottom right of page	The amino acid chains produce are purified	The amino acid chains produced are purified
<i>Biology for Texas</i>	9781991014177	View Link	240	information under left photo	Instead of three types of color sensitive cones in the retina a very few women have four.	Instead of three types of color sensitive cones in the retina, a few women have four.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	240	text under right photo	difficultly	difficulty
<i>Biology for Texas</i>	9781991014177	View Link	241	question 3	A chromosomes	A chromosome
<i>Biology for Texas</i>	9781991014177	View Link	246	all instances	labrador	Labrador
<i>Biology for Texas</i>	9781991014177	View Link	246	question 3	How do you think we could we tell	How do you think we could tell
<i>Biology for Texas</i>	9781991014177	View Link	253	question 2	How does variation can arise during meiosis	How can variation arise during meiosis
<i>Biology for Texas</i>	9781991014177	View Link	263	label above left punnett square	homozygous	homozygous
<i>Biology for Texas</i>	9781991014177	View Link	282	first bullet point	genetic	genetics
<i>Biology for Texas</i>	9781991014177	View Link	282	fifth bullet point	organise	organize
<i>Biology for Texas</i>	9781991014177	View Link	244	list of science concepts TEKS	B9.A	B8.A
<i>Biology for Texas</i>	9781991014177	View Link	259	Key Question	How can we predict the outcome of genetic crosses?	How can we use Mendelian genetics to predict the outcome of genetic crosses?
<i>Biology for Texas</i>	9781991014177	View Link	285	first paragraph	desserts	deserts
<i>Biology for Texas</i>	9781991014177	View Link	294	text box on diagram, under land mammals	colonise	colonize

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	301	question 3	seemly	seemingly
<i>Biology for Texas</i>	9781991014177	View Link	304	Key Question	hypothesises	hypotheses
<i>Biology for Texas</i>	9781991014177	View Link	317	question 2	finch's	finches
<i>Biology for Texas</i>	9781991014177	View Link	321	text box beside moths image	grey	gray
<i>Biology for Texas</i>	9781991014177	View Link	329	third bullet point	labelled	labeled
<i>Biology for Texas</i>	9781991014177	View Link	333	final bullet point on page	diversity often involve	diversity often involves
<i>Biology for Texas</i>	9781991014177	View Link	333	final bullet point on page	sub-species	subspecies
<i>Biology for Texas</i>	9781991014177	View Link	334	several instances	sub-species	subspecies
<i>Biology for Texas</i>	9781991014177	View Link	339	first bullet point	large scale	large-scale
<i>Biology for Texas</i>	9781991014177	View Link	339	text in blue box	eastern united States	Eastern United States
<i>Biology for Texas</i>	9781991014177	View Link	315	investigation title numbering	Investigation 8.2	Investigation 8.1
<i>Biology for Texas</i>	9781991014177	View Link	346	ninth learning objective	to represent amount of	to represent the amount of

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	346	fourth learning objective	follow	following
<i>Biology for Texas</i>	9781991014177	View Link	350	first paragraph	environment in which an organism lives is	environment in which an organism lives.
<i>Biology for Texas</i>	9781991014177	View Link	353	third bullet point	with variations in the environmental	with variations in the environment
<i>Biology for Texas</i>	9781991014177	View Link	354	second bullet point under Disturbance Frequency	made it possible to coral to reestablish	made it possible for coral to reestablish
<i>Biology for Texas</i>	9781991014177	View Link	365	second bullet point	50% or the population	50% of the population
<i>Biology for Texas</i>	9781991014177	View Link	366	final bullet point	destabilization	destabilization
<i>Biology for Texas</i>	9781991014177	View Link	367	Text under 'Red fire ant'	competitively	competitively
<i>Biology for Texas</i>	9781991014177	View Link	368	point 1 on diagram	paralyses	paralyzes
<i>Biology for Texas</i>	9781991014177	View Link	368	third bullet point	defence	defense
<i>Biology for Texas</i>	9781991014177	View Link	370	second bullet point	is likely be	is likely to be
<i>Biology for Texas</i>	9781991014177	View Link	370	text in blue box	Researchers have found live blind snakes in some of Eastern screech owl nests	Researchers have found live blind snakes in some Eastern screech owl nests
<i>Biology for Texas</i>	9781991014177	View Link	373	first bullet point	kilometres	kilometers

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	375	fourth bullet point	maximise	maximize
<i>Biology for Texas</i>	9781991014177	View Link	386	first bullet point	All things on Earth are made of up of chemical elements	All things on Earth are made up of chemical elements
<i>Biology for Texas</i>	9781991014177	View Link	387	question 6	Why it is	Why is it
<i>Biology for Texas</i>	9781991014177	View Link	390	text in blue box, under seasonal	cancelled	canceled
<i>Biology for Texas</i>	9781991014177	View Link	398	first bullet point	This often reduces, the biodiversity	This often reduces the biodiversity
<i>Biology for Texas</i>	9781991014177	View Link	408	second bullet point	United Nation's	United Nations
<i>Biology for Texas</i>	9781991014177	View Link	409	text under third photo, bottom row	cumber	cucumber
<i>Biology for Texas</i>	9781991014177	View Link	411	question 8	Record new the beafish counts	Record the new beafish counts
<i>Biology for Texas</i>	9781991014177	View Link	416	first bullet point	the need for of water	the need for water
<i>Biology for Texas</i>	9781991014177	View Link	354	Key Question	a ecosystem	an ecosystem
<i>Biology for Texas</i>	9781991014177	View Link	371	title	dependance	dependence
<i>Biology for Texas</i>	9781991014177	View Link	390	Key question	implication	implications

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	3	answer to qu2	cell wall	a cell wall
<i>Biology for Texas</i>	9781991014177	View Link	11	answer to qu 9(a)	the interactions between the amino acids is broken.	the interactions between the amino acids are broken.
<i>Biology for Texas</i>	9781991014177	View Link	32	answer ro qu 5(b)	re tested	re-tested
<i>Biology for Texas</i>	9781991014177	View Link	44	answer to qu 3.	fibres	fibers
<i>Biology for Texas</i>	9781991014177	View Link	56	answer to qu 8.	life threatening	life-threatening
<i>Biology for Texas</i>	9781991014177	View Link	57	answer to qu 2	choropyll	chlorophyll
<i>Biology for Texas</i>	9781991014177	View Link	60	answer to qu 19 c	travelling	traveling
<i>Biology for Texas</i>	9781991014177	View Link	62	ELPS page title	ELPS	ELPS English Language Proficiency Standards
<i>Biology for Texas</i>	9781991014177	View Link	79	answer to qu 2	response to environment	response to the environment
<i>Biology for Texas</i>	9781991014177	View Link	83	answer to qu 3(b)	genes results in	genes result in
<i>Biology for Texas</i>	9781991014177	View Link	87	answer to 17(b)	therefore, both cells a complete	therefore, both cells are a complete
<i>Biology for Texas</i>	9781991014177	View Link	97	answer to 4c	as as result	as a result

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	98	answer to qu3	catalyses	catalyzes
<i>Biology for Texas</i>	9781991014177	View Link	102	answer to qu3	refers the exchange	refers to the exchange
<i>Biology for Texas</i>	9781991014177	View Link	103	answer to qu6	respiration on bacteria	respiration in bacteria
<i>Biology for Texas</i>	9781991014177	View Link	113	answer to qu 2b	catabolic reaction break	catabolic reactions break
<i>Biology for Texas</i>	9781991014177	View Link	114	answer to qu 1a	cellular process	cellular processes
<i>Biology for Texas</i>	9781991014177	View Link	146	answer to 4b	maximise	maximize
<i>Biology for Texas</i>	9781991014177	View Link	156	answer to qu 2	catalyse	catalyze
<i>Biology for Texas</i>	9781991014177	View Link	158	answer to qu3	bodies	body's
<i>Biology for Texas</i>	9781991014177	View Link	172	answer to qu3	structure	structures
<i>Biology for Texas</i>	9781991014177	View Link	183	answer to qu 2a	dominate shoot growths	dominant shoot grows
<i>Biology for Texas</i>	9781991014177	View Link	184	answer to qu 2	This in only occurs	This only occurs
<i>Biology for Texas</i>	9781991014177	View Link	191	answer to qu 2b	cells that above and below	cells above and below

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	192	answer to qu3	passes	pass
<i>Biology for Texas</i>	9781991014177	View Link	192	answer to qu3	systems	system
<i>Biology for Texas</i>	9781991014177	View Link	195	answer to qu 17	have	has
<i>Biology for Texas</i>	9781991014177	View Link	195	answer to qu 18	time	times
<i>Biology for Texas</i>	9781991014177	View Link	198	answer to qu 4	produce	produced
<i>Biology for Texas</i>	9781991014177	View Link	198	answer to qu 4	more of less	more or less
<i>Biology for Texas</i>	9781991014177	View Link	223	answer to qu 1b	eigth	eighth
<i>Biology for Texas</i>	9781991014177	View Link	226	answer to qu 4	in the an abnormal	in an abnormal
<i>Biology for Texas</i>	9781991014177	View Link	226	answer to qu 7	students may used	stuentns may use.
<i>Biology for Texas</i>	9781991014177	View Link	234	answer to qu 1	synthesised	synthesized
<i>Biology for Texas</i>	9781991014177	View Link	197	first ELPS instructions	incorrect italics	italics to be corrected
<i>Biology for Texas</i>	9781991014177	View Link	245	ELPS page title	ELPS	ELPS English Language Proficiency Standards

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	271	answer to qu 6	alleles in seen	alleles is seen
<i>Biology for Texas</i>	9781991014177	View Link	284	ELPS page title	ELPS	ELPS English Language Proficiency Standards
<i>Biology for Texas</i>	9781991014177	View Link	298	answer to qu3	After the apoptosis	After apoptosis
<i>Biology for Texas</i>	9781991014177	View Link	298	answer to qu3	wing of bat	wings of bats
<i>Biology for Texas</i>	9781991014177	View Link	301	answer to qu3	artefact	artifact
<i>Biology for Texas</i>	9781991014177	View Link	311	ELPS page title	ELPS	ELPS English Language Proficiency Standards
<i>Biology for Texas</i>	9781991014177	View Link	311	ELPS 1.E.i instructions	What two different ways you can begin	What two different ways can you begin
<i>Biology for Texas</i>	9781991014177	View Link	320	answer to qu3 c	disruption	disruptive
<i>Biology for Texas</i>	9781991014177	View Link	320	answer to qu5	parents birds	parent birds
<i>Biology for Texas</i>	9781991014177	View Link	330	answer to qu2	species biology	species' biology
<i>Biology for Texas</i>	9781991014177	View Link	332	answer to qu 1b	change in a the frequency	change in the frequency
<i>Biology for Texas</i>	9781991014177	View Link	335	answer to qu 9b	cancelled	canceled

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	347	ELPS page title	ELPS	ELPS English Language Proficiency Standards
<i>Biology for Texas</i>	9781991014177	View Link	348	answer to qu 3(b)	wider climate to cooler	wider climate to cool
<i>Biology for Texas</i>	9781991014177	View Link	377	answer to qu 1	A food chain is sequence	A food chain is a sequence
<i>Biology for Texas</i>	9781991014177	View Link	387	answer to qu 6	cycle though	cycle through
<i>Biology for Texas</i>	9781991014177	View Link	392	answer to qu 1b	The rate of has been accelerating	The rate of pH change has been accelerating
<i>Biology for Texas</i>	9781991014177	View Link	396	answer to qu3	consequences	consequence
<i>Biology for Texas</i>	9781991014177	View Link	414	answer to qu2 c	plants are no longer are able to grow	plants are no longer able to grow
<i>Biology for Texas</i>	9781991014177	View Link	416	answer to qu2	receives	receive
<i>Biology for Texas</i>	9781991014177	View Link	CG25	activity 12	key words	keywords
<i>Biology for Texas</i>	9781991014177	View Link	CG25	activity 23,24,25	endocytosis	endocytosis
<i>Biology for Texas</i>	9781991014177	View Link	CG27	activity 53	emphasising	emphasizing
<i>Biology for Texas</i>	9781991014177	View Link	CG27	activity 65	of amylase enzyme	of the amylase enzyme

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	CG28	activity 66	understating	understanding
<i>Biology for Texas</i>	9781991014177	View Link	CG28	activity 66	as a the	as the
<i>Biology for Texas</i>	9781991014177	View Link	CG28	activity 72,73	homeostasis	homeostasis
<i>Biology for Texas</i>	9781991014177	View Link	CG29	activity 95	theses	these
<i>Biology for Texas</i>	9781991014177	View Link	CG31	activity 123	visual	visualize
<i>Biology for Texas</i>	9781991014177	View Link	CG32	activity 131	Use, and an initial	Use an initial
<i>Biology for Texas</i>	9781991014177	View Link	CG32	activity 132	PCR, and PCR could be a familiar term to students, but they probably won't have without knowledge of the process. Create sequencing cards, students annotate them a summary of the process step.	PCR could be a familiar term to students, but they probably won't have knowledge of the process. Create sequencing cards: students annotate them with a summary of the process step.
<i>Biology for Texas</i>	9781991014177	View Link	CG32	activity 136	ethisc	ethics
<i>Biology for Texas</i>	9781991014177	View Link	CG32	activity 142, 143, 144	if for review	it for review
<i>Biology for Texas</i>	9781991014177	View Link	CG33	activity 156	than	then
<i>Biology for Texas</i>	9781991014177	View Link	CG34	activity 170	ask student	ask students
<i>Biology for Texas</i>	9781991014177	View Link	CG35	activity 174	time line	timeline

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	CG35	content anchor	How does an elephant..	"How does an elephant
<i>Biology for Texas</i>	9781991014177	View Link	CG35	activity 180	follow by a	follow with a
<i>Biology for Texas</i>	9781991014177	View Link	CG36	activity 186	eaten by new predator	eaten by a new predator
<i>Biology for Texas</i>	9781991014177	View Link	CG36	activity 189	how it's use	how it is used
<i>Biology for Texas</i>	9781991014177	View Link	CG37	activity 195	examples are provide	examples are provided
<i>Biology for Texas</i>	9781991014177	View Link	CG37	activity 195	human populations,.	human populations.
<i>Biology for Texas</i>	9781991014177	View Link	CG37	activity 197	nylon. this	nylon. This
<i>Biology for Texas</i>	9781991014177	View Link	CG37	activity 201	although will	although they will
<i>Biology for Texas</i>	9781991014177	View Link	CG37	activity 201	as a important	as an important
<i>Biology for Texas</i>	9781991014177	View Link	CG39	activity 229/230	eacher	teacher
<i>Biology for Texas</i>	9781991014177	View Link	CG39	activity 233	will requires	will require
<i>Biology for Texas</i>	9781991014177	View Link	CG39	activity 235	Mt Saint Helens is provided as a case study as its eruption in 1980	Mt Saint Helens is provided as a case study.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology for Texas</i>	9781991014177	View Link	CG41	activity 259	results a logical way	results in a logical way

Publisher: Cengage Learning Inc.

Biology

National Geographic Biology, Texas Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology Texas Teacher Edition</i>	9780357859063	View Link	583	page numbers for Index and Credits	Index ... 583 Credits ... 598	Index ... 580 Credits ... 595

Publisher: Discovery Education Inc

Biology

Science Techbook for Texas by Discovery Education - Biology: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Techbook for Texas by Discovery Education - Biology (Digital)</i>	9781616296551	View Link	Lesson 5 Reading Passage	Unit: Plants > Concept: Plant Form and Function > 5E: Explore > Lesson 5: How Do Plants Transport Water and Organic Molecules? > Section: Reading Passage > Passage: Plant Transport Processes	"hypothesis for explaining the movement of water up plants is the cohesion-tension theory. "If the theory is explaining the movement it is no longer an hypothesis.	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	View Link	Lesson 5	Unit: Cells > Concept: Cell Structure and Function > 5E: Explore > Lesson 5: What Is the Role of Mitochondria in Eukaryotic Cells? > Section: Reading Passage > Passage: Origins of Mitochondria	"This theory is supported by the fact that some eukaryotic cells, such as amoebas, have structures that are similar to mitochondria but lack their own DNA."Wording is miss leading that mitochondria does not have DNA and/or Amoeba not have DNA which both do have DNA.	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	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Tech-book for Texas by Discovery Education: Biology</i>	9781616291518		https://app.discoveryeducation.com/learn/assessment/a3cd5571-b813-44c8-b574-0395d69d58ba/preview	Unit 2 > Concept 1 > Cell Structure and Function Concept Summative Assessment > Item 7	What is the structure of nucleic acids in a cell?A. Nucleic acids serve as a source of energy for the cell.B. They provide channels that allow for the passage of molecules through a membrane.C. Nucleic acids are extremely large and complex molecules when found within cells.D. They form a membrane around a cell to provide a protective layer.	How do nucleic acids function to support the operation of key cellular processes?A. Nucleic acids serve as the primary source of energy for the cell.B. They create channels that let molecules travel through the membrane.C. Nucleic acids use stored genetic information to make new proteins.D. They form a membrane around a cell to provide a protective layer.
<i>Science Tech-book for Texas by Discovery Education: Biology</i>	9781616291518		https://app.discoveryeducation.com/learn/player/7cd950a4-b5cf-4c3d-95cd-718c2fbc8c49	Unit 1 > Concept 1 > Lesson 8 > Lesson Planning	What Are the Characteristics of Enzymes?(45mins)	What Are the Characteristics of Enzymes?(25 mins)
<i>Science Tech-book for Texas by Discovery Education: Biology</i>	9781616291518		https://app.discoveryeducation.com/learn/player/7cd950a4-b5cf-4c3d-95cd-718c2fbc8c49	Unit 1 > Concept 1 > Lesson 8 > Lesson Planning > Facilitating the Learning	FACILITATING THE LEARNINGTime: 30 min	FACILITATING THE LEARNINGTime: 15 min
<i>Science Tech-book for Texas by Discovery Education: Biology</i>	9781616291518		https://app.discoveryeducation.com/learn/player/7cd950a4-b5cf-4c3d-95cd-718c2fbc8c49	Unit 1 > Concept 1 > Lesson 8 > Lesson Planning > Check for Understanding	CHECK FOR UNDERSTANDINGTime: 10 min	CHECK FOR UNDERSTANDINGTime: 5 min

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Science Tech-book for Texas by Discovery Education: Biology</i>	9781616291518		https://app.discoveryeducation.com/learn/assessment/037c1c40-0a51-47c8-bbba-c56782717793/preview	Unit 7 > Concept 1 > The History of Life on Earth Concept Summative Assessment > Item 18	Part A The ranges of leopards (in Africa) and jaguars (in South America) are shown in the map below. [image] Millions of years ago, South America and Africa were connected in one landmass called Pangaea. Using this knowledge, what can we conclude about leopards and jaguars? A. They are the same species. B. They share a common ancestor. C. They are able to mate with one another. D. They are unrelated because it has been a long time.	Part A The map shows the ranges of two different species of large cats: jaguars in South America and leopards in Africa. They share many physical characteristics, but differ in some ways. [updated image: jaguar that has spots] Which of the following claims best describes how these two animals, despite living in different parts of the world, share so many traits? A. Some leopards have relocated to South America by water and adapted to fit in with their new surroundings. B. Jaguars traveled from South America into Asia and eventually migrated into Africa and adapted accordingly. C. They shared a common ancestor from millions of years ago when the two continents were connected. When the continents split, the groups were separated on the land masses now known as Africa and South America. D. When humans traveled from Africa to the Americas, they brought domesticated leopards with them. As the interest in large cats declined, they were reintroduced into the wild and were forced to adapt there.
<i>Science Tech-book for Texas by Discovery Education: Biology</i>	9781616291518		https://app.discoveryeducation.com/learn/assessment/aa109132-9d53-4b3e-9443-f5c69c27492e/preview	Unit 3 > Concept 1 > Interactions of Biological Systems Concept Summative Assessment > Item 9	This question has two parts. First, answer Part A. Then answer Part B. Part A A student is building a model of the digestive system. They place mashed food into a long tube, which travels to a sac where food is churned and compressed, and a second, longer tube where liquids are absorbed away. The student notices that what is left behind at the end is still fairly undigested. Why is this the case? A. The student forgot to include the stomach, which helps break things down. B. The student did not include enzymes, which are a major component in digestion. C. The student did not include the physical chewing of the mouth to break down food. D. The student did not include the intestine, which is where most of the digestive process occurs. correct answer: B	This question has two parts. First, answer Part A. Then answer Part B. Part A Katelyn's doctor recently told her that her pancreas is not able to help her body absorb nutrients. Which of the following statements accurately explains this pancreatic condition? A. The pancreas is not producing essential digestive enzymes. B. It is no longer able to recognize highly nutritious foods. C. The pancreas is not churning the food sufficiently enough. D. It is not able to push food through the digestive system. correct answer: A
<i>Science Tech-book for Texas by Discovery Education: Biology</i>	9781616291518		https://app.discoveryeducation.com/learn/assessment/aa109132-9d53-4b3e-9443-f5c69c27492e/preview	Unit 3 > Concept 1 > Interactions of Biological Systems Concept Summative Assessment > Item 10	Part B Why is the aspect of the missing piece from the model in Part A important in aiding digestion? A. Stomach acid has a pH of two, and that is acidic enough to break down most foods. B. Amylase, pepsin, and maltase are major digestive enzymes, which speed up the digestive process. C. If food is not chewed, it will come out only partially digested, because at no other point does it get compressed or churned. D. The small and large intestines make up the majority of the digestive tract and are where food spends the longest amount of time.	Part B Which statement supports your answer to Part A? A. The pancreas releases hormones that help to recognize nutrients and absorb them. B. Digestive enzymes aid in the breakdown of food, which helps to absorb nutrients. C. Malnutrition occurs if the pancreas is unable to move food through the gastrointestinal tract. D. Food that is not broken down by pancreatic churning gets stuck in the gastrointestinal tract.

Publisher: EduSmart

Biology

2024 EduSmart Science Biology: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
2024 EduSmart Science Biology	9781939511256 GB	View Link	5	text for testing for allelopathy	Sentence does not make sense. "The leaf can absorb water from rain, and as the water moves across and through the leaf, what drips below the tree is no longer water. It is more like tea. Tea is made from the leaves of a species of evergreen plant called Camellia sinensis."	We have changed to text to: As rainfall lands on the leaves, the water interacts with the leaf surface and may accumulate dissolved chemicals from the leaf. These chemicals can dissolve in the water from rain. As the water moves across the leaf, what drips below the tree is no longer just water. It is a dilute solution of chemicals from the leaves and water. This process is called foliar leaching. Edited document is at https://drive.google.com/file/d/1Rs1mUISNcEE337sKkzYdxFTVD7iyru2d/view?usp=drive_link

Publisher: Kiddom

Biology

OpenStax Biology powered by Kiddom - Online and Print: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
OpenStax Biology powered by Kiddom	9781960634566	View Link	[1389]	Unit 8 Ecology > Chapter 46 Ecosystems > Review Questions > #22	"effect" should be "affect"	We will use the word "affect" instead of effect.

Publisher: McGraw Hill

Biology

McGraw Hill Texas Biology: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Biology Student Edition	9780077006754		vi	Front Matter TOC: Chapter 0	Chapter 0 TEKS 13.A, 13.B, 13.C	Chapter 0 TEKS 1.A, 1.B, 1.G, 1.H, 2.A, 2.D, 3.B, 3.C, 4.B
McGraw Hill Texas Biology Student Edition	9780077006754		50	Parasitism header, 2nd paragraph, line 4	does not kill the host, Instead, it only harms or	does not kill the host. Instead, it only harms or
McGraw Hill Texas Biology Student Edition	9780077006754		67	Eutrophication header, line 2	fertilizers, And, like	fertilizers. And, like
McGraw Hill Texas Biology Student Edition	9780077006754		157	Seasons header, paragraph 1 last sentence, and Ask Yourself	During the spring and fall, neither pole points toward the Sun, as shown in Figure 22B. Ask Yourself Relate the tilt of Earth's axis to seasons.	During the spring and fall, the Sun shines equally on both the northern and southern hemispheres, as shown in Figure 22B.
McGraw Hill Texas Biology Student Edition	9780077006754		157	Figure 22B	Image 22B: Arrows to left of the globe and globe is half shaded	Image 22B: Arrows are below globe, and all of globe is the same (not shaded)
McGraw Hill Texas Biology Student Edition	9780077006754		267	Figure 9 caption	The energy used when forming the bonds to make carbon dioxide and water is less than the energy required to break the bonds of glucose and oxygen, and energy is released during the reaction.	The energy released when forming the bonds to make carbon dioxide and water is more than the energy required to break the bonds of glucose and oxygen.
McGraw Hill Texas Biology Student Edition	9780077006754		267	Energy of Reactions header, 1st paragraph, 1st-4th sentence	Metabolic reactions can release energy. For example, inside animal and plant cells, glucose is metabolized into carbon dioxide and water in an exergonic reaction that releases energy, as shown in Figure 9. Exergonic reactions are reactions that release energy. In exergonic reactions, products contain less energy than reactants, because the energy to form the bonds of the products is less than the energy needed to break the bonds of the reactants.	Metabolic reactions can release energy. For example, in the cells of most organisms, glucose is converted into carbon dioxide and water in an exergonic reaction that releases energy, as shown in Figure 9. Exergonic reactions are reactions that release energy. In exergonic reactions, the energy released when the bonds in the products are formed is more than the energy needed to break the bonds in the reactants.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Biology Student Edition	9780077006754		455	Genome editing header, paragraph 1, line 4	A well-known genome editing tool is CRIPSR-Cas9.	A well-known genome editing tool is CRISPR-Cas9.
McGraw Hill Texas Biology Student Edition	9780077006754		506	Driving Question	How is it that scientists are still discovering new species such as the blue-throated hillstar?	How is it that scientists are still discovering new species, such as the blue-throated hillstar?
McGraw Hill Texas Biology Student Edition	9780077006754		549	Paleozoic era header, 1st paragraph,, last line	the Cambrian explosion.[highlighted]	the Cambrian explosion. [not highlighted]
McGraw Hill Texas Biology Student Edition	9780077006754		557	Figure 22, caption, Look Closer	Incorrect art placed; Figure 22 Primate lineage is thought to have begun about 60 mya from a common ancestor into prosimians, monkeys, and hominoids. Look Closer Identify which of the following primates would be considered hominids.	Place new art, which is larger. Figure 22 Primate lineage began about 60 mya from a common ancestor.
McGraw Hill Texas Biology Student Edition	9780077006754		557	Monkeys header, 1st sentence	Monkeys include both old world monkeys and new world monkeys.	Monkeys include both Old World monkeys and New World monkeys.
McGraw Hill Texas Biology Student Edition	9780077006754		568	LESSON 2 Vocabulary, center column	• era • eon • Cambrian explosion	• era • eon
McGraw Hill Texas Biology Student Edition	9780077006754		613	1st paragraph, line 5	need water to reproduce as shown in Figure 15.	need water to reproduce, as shown in Figure 15.
McGraw Hill Texas Biology Student Edition	9780077006754		613	2nd paragraph, line 2	changes in abiotic factors like nutrients, temperature	changes in abiotic factors like nutrients, temperature,
McGraw Hill Texas Biology Student Edition	9780077006754		705	Amphibians header, 1st paragraph, sentence 2	Ectotherms[highlight] are animals whose body temperature is regulated by external sources such as sunlight.	Ectotherms[highlight] are animals whose body temperature is regulated by external sources, such as sunlight.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Biology Student Edition	9780077006754		778	LESSON 2 Vocabulary, center column	• lung• artery	• lung• alveolus• artery
McGraw Hill Texas Biology Teacher Edition	9781265765026		xxvi	CHAPTER 0, top of page	TEKS 1.A, 1.B, 1.G, 1.H, 2.A, 2.B, 2.D, 3.C, 4.B	TEKS 1.A, 1.B, 1.G, 1.H, 2.A, 2.D, 3.B, 3.C, 4.B
McGraw Hill Texas Biology Teacher Edition	9781265765026		xxvi	Lesson 4	1.A, 1.B, 1.G, 2.A, 2.B, 3.C	TEKS 1.A, 1.B, 1.G, 2.A, 3.B, 3.C
McGraw Hill Texas Biology Teacher Edition	9781265765026		2	TEKS at a Glance	TEKS 2.A Identify advantages and limitations of models such as theirsize, scale, properties, and materials. (Build to the TEKS)	N/A
McGraw Hill Texas Biology Teacher Edition	9781265765026		57	Unpack the TEKS, 4.C	[TEKS 4.C] Research and explore connections between grade-levelappropriate science concepts and STEM careers.	[TEKS 4.C] Research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field in order to investigate STEM careers.
McGraw Hill Texas Biology Teacher Edition	9781265765026		256	TEKS at a Glance	[TEKS 13.D] Explain how environmental change, including change due to human activity, affects biodiversity and analyze how changes in biodiversity impact ecosystem stability. (Beyond the TEKS)	N/A
McGraw Hill Texas Biology Teacher Edition	9781265765026		598	VIDEOS & INTERACTIVES, Lesson 3 row	Interactive Visual Literacy: MultipleAlleles: Blood; Sexlinked Traits:Colorblindness	Interactive Visual Literacy: MultipleAlleles: Blood; Sexlinked Traits:Color Blindness
McGraw Hill Texas Biology Teacher Edition	9781265765026		674	Answer Key, Page 444	Page 444 Figure 11 Look Closer Determine the order of nucleotides by reading the DNA gel from bottom edge to top edge. ACACGTCTGCAG	Page 444 Figure 11 Look Closer Determine the order of nucleotides by reading the DNA gel from bottom edge to top edge. TGTGCAGACGTC
McGraw Hill Texas Biology Teacher Edition	9781265765026		693	Targeted Strategies table, Listening column/Lesson 1 row	2C	2C, 3G

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Biology Teacher Edition</i>	9781265765026		700	ELPS Support	2C	2C, 3G
<i>McGraw Hill Texas Biology Teacher Edition</i>	9781265765026		898	Figure 19	Tabaco moasic virus	Tobacco moasic virus
<i>McGraw Hill Texas Biology Teacher Edition</i>	9781265765026		952	TEKS at a Glance	[TEKS 13.A] Investigate and evaluate how ecological relationships, including predation, parasitism, commensalism, mutualism, and competition, influence ecosystem stability. (Beyond the TEKS)	[TEKS 13.D] Explain how environmental change, including change due to human activity, affects biodiversity and analyze how changes in biodiversity impact ecosystem stability. (Beyond the TEKS)
<i>McGraw Hill Texas Biology Teacher Edition</i>	9781265765026		1158	Unpack the TEKS, bottom of page	By exploring how human body systems interact with each other to affect changes in blood pressure, regulate glucose homeostasis, regulate body temperature, and protect against injury, this lesson is designed to complete the coverage of [TEKS 12.A].	By exploring how human body systems interact with each other to affect changes in blood pressure, regulate glucose homeostasis, regulate body temperature, and protect against injury, this lesson is designed to complete the coverage of [TEKS 12.A]. This lesson also covers [TEKS 5.C].

Publisher: Savvas Learning

Biology

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology Digital Components</i>	9781428553941	View Link	Worksheet Link	Quick Lab: What is a Cell? (Scroll to the second page, Part B: Compare the Size of a Plant Cell and a Bacterial Cell, and find Step 1)	In the question title, it says "record qualitative data" but the breakout is about quantitative data and the students are recording data in numerical data so this is quantitative data	Thank you. We are correcting the head to read: "Collect Quantitative Data" Links to corrected copies of the worksheet: Student version: https://docs.google.com/document/d/1Hg3vUhrXgMiS4K9VVO8hviS-aa7MpSWFn2JB3yiuHFg/edit#heading=h.r0o4ztinwodt Teacher version: https://docs.google.com/document/d/1Wzj9FPisGBMeQ2uOZlzZ38ZL8bnyCPDWzkDHdnl6ZMI/edit#heading=h.nnkxxogwknzn
<i>Biology Student Handbook</i>	9781418358921	View Link	294	p. 294, Question 51 Analyze	"how is geneflow is an evolutionary mechanism" --typo remove the second "is"	Thank you. We are rewording this question as follows: "How can gene flow be considered to be an evolutionary mechanism?" A revised copy of the page can be viewed here: https://drive.google.com/file/d/1doA5gEkBJO1jr2qLg990Jltw57AZM0Uf/view?usp=drive_link
<i>Biology Student Handbook</i>	9781418358921	View Link	36	side column, Prokaryotic Cell diagram	Prokaryotic Cell, leader was pointing to cell wall (but labeled Cell Membrane)	Prokaryotic Cell, label should read "Cell wall" same art, add label "Cell membrane"
<i>Biology Student Handbook</i>	9781418358921	View Link	182	Visual Analogy: Translation art, bottom right panel of art	The free/finished polypeptide has too many amino acids	Correct art so that the free/finished polypeptide is the same length as the polypeptide attached in the ribosome
<i>Biology Student Handbook</i>	9781418358921	View Link	220, 228, 230	See column H	Existing material uses term genomic imprinting in some cases and genetic imprinting in others. (see p. 220, Vocab list; p. 228, Genome Privacy, line 1; p. 228, main column, Gene Imprinting head, vocab term, second paragraph, line 1, fourth paragraph, line 5, side column; and p. 230, Question 40, line 1)	In all cases, change genomic imprinting to genetic imprinting

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology Student Handbook</i>	9781418358921	View Link	221	Restriction Enzymes art and text on page	In all cases--text and art, italicize the first three letters of each restriction enzyme; change BamI to BamHI	EcoRI;BamHI; HaeIII
<i>Biology Student Handbook</i>	9781418358921	View Link	241	PCR Testing for COVID-19	In art, and steps 1, 5, and 6, "COVID" Step 2, caption, "The single-stranded RNA genome of the virus is copied into double-stranded DNA."	In art, and steps 1, 5, and 6, "COVID-19" Step 2, caption, "Single-stranded RNA in the sample is copied into double-stranded DNA."
<i>Biology Student Handbook</i>	9781418358921	View Link	259	Solving Problems captionRevisit Anchoring Phenomenon	Solving Problems caption, line 1, "zebra fish"Revisit AP, line 4, "prompt"	Solving Problems caption, line 1, "zebrafish"Revisit AP, line 4, "prompts"
<i>Biology Student Handbook</i>	9781418358921	View Link	261	Revisit Anchoring Phenomenon	Line 9, "and improvement to"	Line 9, "and improvements to"
<i>Biology Student Handbook</i>	9781418358921	View Link	300	Fossils and Ancient Life	First paragraph, Line 4, "life on earth"First paragraph, last sentence "Scientists must gather as much information from the available fossil records."	First paragraph, Line 4, "life on Earth"First paragraph, delete the last sentence ("Scientists must gather...")
<i>Biology Student Handbook</i>	9781418358921	View Link	305	Geologic Time Scale caption	last line, "Phanerozoic era."	last line, "Phanerozoic eon."
<i>Biology Student Handbook</i>	9781418358921	View Link	351	The Parts of a Flower diagram	The Parts of a Flower art, the Ovary and Ovule structures are not included in the Carpel master label	Art has been corrected; the labels and leaders to the Stamen, Anther, and Filament has been switched with the Carpel, Stigma, and Style. The corrected art master label for the Carpel includes the Ovule and Ovary as well as Stigma and Style
<i>Biology Student Handbook</i>	9781418358921	View Link	379	Question 59Question 63	Question 59, "SEP Plan an Investigation You are doing an investigation on water transport in carnation plants. You compare the ability of modified plants to pull up food-colored water through the stem. How could you design an experiment to test the effects of evaporation on water transport without removing the leaves? What do you predict will happen?"Question 63, "In this experimental setup, what is the control? What are the two variables?"	Question 59, "SEP Plan an Investigation You are doing an investigation on water transport in carnation plants. How could you design an experiment, using food-colored water, to test the effects of evaporation on water transport without removing the leaves? What do you predict will happen?" Question 63, "In this experimental setup, what is the control? What is the independent variable?"
<i>Biology Student Handbook</i>	9781418358921	View Link	533	Hunting and Fishing, second paragraph	Line 1, "Properly managed and monitored..."Line 4, "white-tailed deer. Bull illegal trophy hunting"	Line 1, "Proper management and monitoring ..."Line 4, "white-tailed deer. But illegal trophy hunting"
<i>Biology Teacher Guide</i>	9781418358921	View Link	T34	Investigation 10, Experience 2	Investigation 10, Experience 2 entry, Biogeography and Homologies	Investigation 10, Experience 2 entry, Biogeography and Homologies

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Biology Teacher Guide</i>	9781418358921	View Link	T37	TEKS Correlation chart, entry for 1F	Organize quantitative and qualitative and data using scatter-plots, line graphs, bar graphs, charts, data tables, digital tools, diagrams, scientific drawings, and student-prepared models.	Organize quantitative and qualitative data using scatterplots, line graphs, bar graphs, charts, data tables, digital tools, diagrams, scientific drawings, and student-prepared models.
<i>Biology Teacher Guide</i>	9781418358938	View Link	49	Main column, first paragraph under Rise Up, line 5	Main column, first paragraph under Rise Up, line 5 question (in blue) Ask What affect do	Main column, first paragraph under Rise Up, line 5 question (in blue) Ask What effect do
<i>Biology Teacher Guide</i>	9781418358938	View Link	54	Main column, Materials list for Inquiry Lab, last line	with clamp, 20-mL syringe, 27-mL vials with screw caps, 2 weighing dishes	with clamp, 20-mL syringe, 2 7-mL vials with screw caps, 2 weighing dishes
<i>Biology Teacher Guide</i>	9781418358938	View Link	198	Preview the Investigation, line 3	mechanism of evolution, ...	mechanisms of evolution, ...
<i>Biology Teacher Guide</i>	9781418358938	View Link	295	side column, Take it Local, line 2	Carter Blood Care Center to learn how	Carter BloodCare Center to learn how
<i>Biology Teacher Guide</i>	9781418358938	View Link	296	main column, bottom of page	Nutrient and Waste Systems in Animals	Nutrient and Waste Regulation in Animals
<i>Biology Student Digital Access</i>	9781428553941			Investigation Answer Key, Investigation 4, question 43	Question 43, Predicted genotype ratios: RrGg: 1/4, rrGg: 1/4; Rrgg: 1/4; rrgg: ¼; Predicted phenotype ratios: round, green: 1/4; elongated, green: 1/4; round, striped: 1/4; elongated, striped: 1/4	Question 43 (answer changed to reflect student facing question in the Experience Handbook due to TEKS-required change): Students' Punnett squares should model parental combinations that result in all round, green offspring. For each trait there must be at least one parent with the homozygous dominant genotype in order to produce all round, green offspring. Possible combinations include Rrgg x RRGG, RrGG x RRGg, and rrgg x RRGG. Parents that both have the genotype RRGG will be true-breeding and produce all round, green offspring.
<i>Biology Student Digital Access</i>	9781428553941			Investigation Answer Key, Investigation 9, question 15	Question 15, Use Mathematical Calculations In the diagram of allele frequencies, there are a total of 50 alleles—20 are black (B) and 30 are brown (b). How many of each allele would be present in a total of 100 alleles? There would be 40 black and 60 brown alleles.	Question 15 (answer changed to reflect student facing question in the Experience Handbook due to TEKS-required change): Organize Quantitative Data Using Scientific Drawings Make a scientific drawing to organize allele frequency data for a population of mice that has a total of 40 alleles—30 are black (B) and 10 are brown (b). Students' scientific drawings should have 40 symbols that each represent a single allele. 30 symbols should be labeled or styled as the black (B) allele and 10 as the brown (b) allele.

Publisher: Smart Biology

Biology

BIOLOGY Texas: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	View Link	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=640781cfa562d5002f415200 (This will bring you to Unit 5, Chapter 18, Module 6)</p> <p>Step 2. Click on "ASSESS" on the left of the page (is should already be selected by default).</p> <p>Step 3. Read all assessment questions. Students have to develop an explanation supported by data.</p>	Climate is weather conditions prevailing in an area in general or over a long period. NOT refers to a physical region and Biomes is all the biotic and abiotic factors in a specific region. NOT a collection of species that live in a specific region.	We will change "climate" to "climate zone".
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	View Link	See-description-below	<p>The "investigate" and "evaluate" components are taught together, so the instructions below will be the same for these two breakouts.</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=63a47bad369ecf65fe1e65d6 (This will bring you to Unit 5, Chapter 19, 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. Please note that these quiz questions cover all topics throughout this module, not just this breakout. Since all of the topics in this set of breakouts are in the same module, this "Step 2" (the end-of-module quiz) will be the same for each.</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=640781f3a562d5002f415201 (This will bring you to Unit 5, Chapter 19, Module 5)</p> <p>Step 4. Click on "APPLY: Activity" on the left. Read through activity question 1. Note that the format of all of our activities is the same throughout all chapters, only the questions themselves differ.</p>	Intraspecies and interspecies are commonly used terms in Texas Biology and should be considered interchangeable with intraspecific and interspecific. However the former answers were marked as incorrect in the quiz.	We will delete this question.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060		N/A	Chapter 2, Module 1, Lesson 3, Figure 1 caption (log into www.smart-biology.com with provided credentials to view)	Figure 1. Charge is something we're all familiar with in our everyday world. For example, A. lightning, B. magnets, C. static electricity, and D. batteries.	Figure 1. A molecule of water. Notice that each shared pair of electrons consists of one electron that belongs to a hydrogen atom and another electron that belongs to the oxygen atom.
<i>BIOLOGY Texas / Student Edition</i>	9781777945053		N/A	Chapter 2, Module 1, Lesson 3, Figure 1 caption (log into www.smart-biology.com with provided credentials to view)	Figure 1. Charge is something we're all familiar with in our everyday world. For example, A. lightning, B. magnets, C. static electricity, and D. batteries.	Figure 1. A molecule of water. Notice that each shared pair of electrons consists of one electron that belongs to a hydrogen atom and another electron that belongs to the oxygen atom.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060		N/A	Chapter 2, Module 2, Lesson 3, Paragraph 3, last sentence (log into www.smart-biology.com with provided credentials to view)	(Figure 1, Right)	(Figure 2, Right)
<i>BIOLOGY Texas / Student Edition</i>	9781777945053		N/A	Chapter 2, Module 2, Lesson 3, Paragraph 3, last sentence (log into www.smart-biology.com with provided credentials to view)	(Figure 1, Right)	(Figure 2, Right)
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060		N/A	Chapter 2, Module 4, Lesson 3, Paragraphs 2-4 (log into www.smart-biology.com with provided credentials to view)	Each nucleotide possesses one of the four main types of nitrogenous bases: adenine, guanine, thymine, or cytidine. Technically there are five types of nitrogenous bases, the fifth being uridine (Figure 1, Right). However as we'll see in a later section, when uridine is used, it is used only as a substitute for thymine. Thymine and uridine are structurally very similar and function in the same way, so for now we can think of them as two very similar versions of the same nitrogenous base. These five nitrogenous bases can be divided into two categories: purines and pyrimidines. Adenine and guanine are purines while cytidine, thymine, and uridine are pyrimidines (Figure 1, Right). Nucleotides are named after the type of nitrogenous base that they contain. For example, the nucleotides adenosine, guanosine, cytosine, thymine, and uracil possess the nitrogenous bases adenine, guanine, cytosine, thymine, and uridine respectively (Figure 2). Furthermore, the term "mono-", "di-", or "triphosphate" is added to the end to indicate the number of phosphate groups present. So for example, the nucleotide guanosine diphosphate possesses the purine nitrogenous base guanine as well as two phosphate groups.	Each nucleotide possesses one of the four main types of nitrogenous bases: adenine, guanine, thymine, or cytosine. Technically there are five types of nitrogenous bases, the fifth being uracil (Figure 1, Right). However as we'll see in a later section, when uracil is used, it is used only as a substitute for thymine. Thymine and uracil are structurally very similar and function in the same way, so for now we can think of them as two very similar versions of the same nitrogenous base. These five nitrogenous bases can be divided into two categories: purines and pyrimidines. Adenine and guanine are purines while cytosine, thymine, and uracil are pyrimidines (Figure 1, Right). Nucleotides are named after the type of nitrogenous base that they contain. For example, the nucleotides adenosine, guanosine, cytidine, thymidine, and uridine possess the nitrogenous bases adenine, guanine, cytosine, thymine, and uracil respectively (Figure 2). Furthermore, the term "mono-", "di-", or "triphosphate" is added to the end to indicate the number of phosphate groups present. So for example, the nucleotide guanosine diphosphate possesses the purine nitrogenous base guanine as well as two phosphate groups.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>BIOLOGY Texas / Student Edition</i>	9781777945053		N/A	Chapter 2, Module 4, Lesson 3, Paragraphs 2-4 (log into www.smart-biology.com with provided credentials to view)	Each nucleotide possesses one of the four main types of nitrogenous bases: adenine, guanine, thymine, or cytosine. Technically there are five types of nitrogenous bases, the fifth being uridine (Figure 1, Right). However as we'll see in a later section, when uridine is used, it is used only as a substitute for thymine. Thymine and uridine are structurally very similar and function in the same way, so for now we can think of them as two very similar versions of the same nitrogenous base. These five nitrogenous bases can be divided into two categories: purines and pyrimidines. Adenine and guanine are purines while cytosine, thymine, and uridine are pyrimidines (Figure 1, Right). Nucleotides are named after the type of nitrogenous base that they contain. For example, the nucleotides adenosine, guanosine, cytosine, thymine, and uracil possess the nitrogenous bases adenine, guanine, cytosine, thymine, and uracil respectively (Figure 2). Furthermore, the term "mono-", "di-", or "triphosphate" is added to the end to indicate the number of phosphate groups present. So for example, the nucleotide guanosine diphosphate possesses the purine nitrogenous base guanine as well as two phosphate groups.	Each nucleotide possesses one of the four main types of nitrogenous bases: adenine, guanine, thymine, or cytosine. Technically there are five types of nitrogenous bases, the fifth being uracil (Figure 1, Right). However as we'll see in a later section, when uracil is used, it is used only as a substitute for thymine. Thymine and uracil are structurally very similar and function in the same way, so for now we can think of them as two very similar versions of the same nitrogenous base. These five nitrogenous bases can be divided into two categories: purines and pyrimidines. Adenine and guanine are purines while cytosine, thymine, and uracil are pyrimidines (Figure 1, Right). Nucleotides are named after the type of nitrogenous base that they contain. For example, the nucleotides adenosine, guanosine, cytosine, thymine, and uridine possess the nitrogenous bases adenine, guanine, cytosine, thymine, and uracil respectively (Figure 2). Furthermore, the term "mono-", "di-", or "triphosphate" is added to the end to indicate the number of phosphate groups present. So for example, the nucleotide guanosine diphosphate possesses the purine nitrogenous base guanine as well as two phosphate groups.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060		N/A	Chapter 3, Module 4, Lesson 4, Paragraph 2, last sentence (log into www.smart-biology.com with provided credentials to view)	The only difference between DNA and RNA macromolecules other than the difference in sugar is that in RNA the nucleotide uracil is used in place of thymidine.	The only difference between DNA and RNA macromolecules other than the difference in sugar is that in RNA the nucleotide uridine is used in place of thymidine.
<i>BIOLOGY Texas / Student Edition</i>	9781777945053		N/A	Chapter 3, Module 4, Lesson 4, Paragraph 2, last sentence (log into www.smart-biology.com with provided credentials to view)	The only difference between DNA and RNA macromolecules other than the difference in sugar is that in RNA the nucleotide uracil is used in place of thymidine.	The only difference between DNA and RNA macromolecules other than the difference in sugar is that in RNA the nucleotide uridine is used in place of thymidine.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060		N/A	Chapter 4, Module 1, Lesson 1, Paragraph 2, fourth sentence (log into www.smart-biology.com with provided credentials to view)	It represents the minimum distance from the center of each atom for which van Der Waals interactions, hydrogen bonds, and ionic bonds can occur.	It represents the minimum distance from the center of each atom for which van der Waals interactions, hydrogen bonds, and ionic bonds can occur.
<i>BIOLOGY Texas / Student Edition</i>	9781777945053		N/A	Chapter 4, Module 1, Lesson 1, Paragraph 2, fourth sentence (log into www.smart-biology.com with provided credentials to view)	It represents the minimum distance from the center of each atom for which van Der Waals interactions, hydrogen bonds, and ionic bonds can occur.	It represents the minimum distance from the center of each atom for which van der Waals interactions, hydrogen bonds, and ionic bonds can occur.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060		N/A	Chapter 4, Module 3, Lesson 9, Paragraph 2 (log into www.smart-biology.com with provided credentials to view)	COPII proteins aggregate with each other at specific angles to ultimately form a sphere (Figure 1, Left). Because they are bound to the plasma membrane via adaptor proteins, COPII proteins pull out spherical pieces of plasma membrane. This is a way to transport contents from one intracellular compartment to another. We'll learn more about this process in the next chapter.	COPII proteins aggregate with each other at specific angles to ultimately form a sphere (Figure 1, Left). Because they are bound to the membrane via adaptor proteins, COPII proteins pull out spherical pieces of membrane. This is a way to transport contents from one intracellular compartment to another. We'll learn more about this process in the next chapter.
<i>BIOLOGY Texas / Student Edition</i>	9781777945053		N/A	Chapter 4, Module 3, Lesson 9, Paragraph 2 (log into www.smart-biology.com with provided credentials to view)	COPII proteins aggregate with each other at specific angles to ultimately form a sphere (Figure 1, Left). Because they are bound to the plasma membrane via adaptor proteins, COPII proteins pull out spherical pieces of plasma membrane. This is a way to transport contents from one intracellular compartment to another. We'll learn more about this process in the next chapter.	COPII proteins aggregate with each other at specific angles to ultimately form a sphere (Figure 1, Left). Because they are bound to the membrane via adaptor proteins, COPII proteins pull out spherical pieces of membrane. This is a way to transport contents from one intracellular compartment to another. We'll learn more about this process in the next chapter.

Biology

BIOLOGY Texas: ELPS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	View Link	(See description below)	Please log in to " www.smart-biology.com " with the same credentials as before, then go to: https://www.smart-biology.com/textbook/module?id=64002ab3560222002ff1554a and click on "GO BEYOND: Real-World Relevance" on the left. Please see figure, read description below figure, and read question/answer. Students use their prior knowledge of the word "organic", as they understand it from everyday life, to understand the meaning of the word "organic" as it relates to chemistry and biology.	In the image that is on the right you show a molecule of arsenic. Arsenic is not a molecule, it is an element that does not contain carbon. Therefore it is not organic.	We will remove arsenic from this list.

Publisher: Summit K12 Holdings

Biology

Dynamic Biology: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Biology</i>	9781433406898			Teacher Guide Biology Master Materials List	NA	Link was broken during the review.

Publisher: TPS Publishing

Biology

STEAM into Biology - High School Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Student Textbook - Biology</i>	9781788059572	View Link	p110	expository text Haber process Paragraph five, third sentence	Ammonium (NH ₃) is incorrect as Ammonia is (NH ₃) and Ammonium is (NH ₄).	Agree. Change Ammonium to Ammonia
<i>Student Textbook - Biology</i>	9781788059572	View Link	p223-230	223 - Interphase	Using the abbreviation IPMAT will lead to misconceptions. Interphase is not part of mitosis (PMAT). They are separate phases of the cell cycle.	Agree. Change IPMAT to PMAT and IP on to P on....
<i>Student Textbook - Biology</i>	9781788059572	View Link	p261-265	Expository text - 261-Keywords Gene Expression, 263 - first paragraph, 264	Practice question #3 RNA Not RMA.	Agree, although Practice Question #2. Change RNA to RMA
<i>Student Textbook - Biology</i>	9781788059572	View Link	Page 419	Plenary - Slide numbers corrected	Students should come up with their own hypotheses based on slides 29-30, or they can try to interpret the graph on slide 29.Slides 17-18: Students should be thinking about the differing body sizes, food sources and temperatures (warm-blooded, coldblooded) of the 2 host animals.Slide 19: The different hosts provide the ideal conditions for the different stages in the heartworm's life cycle.	Students should come up with their own hypotheses based on slide 16-20, or they can try to interpret the graph on slide 19.Slides 16-18: Students should be thinking about the differing body sizes, food sources and temperatures (warm-blooded, coldblooded) of the 2 host animals.Slide 18: The different hosts provide the ideal conditions for the different stages in the heartworm's life cycle.
<i>Teacher Textbook - Biology</i>	9781788059565	View Link	Page 458	Practive question 2, first bullet answer	cc,ccc	cccc,ccc

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Teacher Text-book - Biology</i>	9781788059565	View Link	Page 162	Last bullet	<ul style="list-style-type: none"> Speak using grade-level content area vocabulary in context to build academic language proficiency. 	<ul style="list-style-type: none"> Speak using grade-level content area vocabulary in context to build academic language proficiency.

Publisher: Accelerate Learning Inc.

Chemistry

STEMscopes Science TX - Chemistry: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>STEMscopes Science TX - Chemistry (Online)</i>	9798888266724	View Link	page 8 rubric	Light and the Atomic Emission Spectra, 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 read a rubric on page 8	There is no rubric on this assignment. The pdf itself only goes to page 4.	Will add missing rubric

Publisher: McGraw Hill

Chemistry

McGraw Hill Texas Chemistry : ELPS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179	View Link	241	The English Language Proficiency Standards box provides three levels of an activity to support students in understanding the meaning of the words ion, cation, and anion before reading.	The answer response says that adding an electron will make an atom positive.	Thank you for the feedback. We will correct this error for the implementation course.

Chemistry

McGraw Hill Texas Chemistry : TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		13	page 13 narrative	$1.8(35) + 32 = 95^{\circ}\text{F}$	$1.8(35^{\circ}\text{C}) + 32 = 95^{\circ}\text{F}$

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		13	page 13 narrative	$35^{\circ}\text{F} - 32/1.8 = 1.7^{\circ}\text{C}$	$(35^{\circ}\text{F} - 32)/1.8 = 1.7^{\circ}\text{C}$
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		77	page 77, last sentence of last paragraph	...within % of the...	...within 1% of the...
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		81	page 81, Table 3	1/840	1/1840
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		107	page 107, Table 1	Orbt	Orbit
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		209	page 209	Figure 15	Figure 12
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		210	page 210, Figure 13	Figure 16	Figure 13
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		212	page 212	Figure 17	Figure 14
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		213	page 213	Figure 18	Figure 15
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		215	page 215	Figure 19	Figure 16
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		215	page 215	Figure 20	Figure 17

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		216	page 216	Figure 21	Figure 18
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		216	page 216	Figure 22	Figure 19
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		217	page 217	Figure 23	Figure 20
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		217	page 217	Figure 24	Figure 21
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		219	page 219	Figure 25	Figure 22
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		220	page 220	Figure 26	Figure 23
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		221	page 221	Figure 26	Figure 23
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		223	page 223	Figure 27	Figure 24
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		224	page 224	Figure 28	Figure 25
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		225	page 225	Figure 29	Figure 26

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Chemistry Student Edition	9780077006808		226	page 226	Figure 30	Figure 27
McGraw Hill Texas Chemistry Student Edition	9780077006808		226	page 226	Figure 31	Figure 28
McGraw Hill Texas Chemistry Student Edition	9780077006808		227	page 227	Figure 32	Figure 29
McGraw Hill Texas Chemistry Student Edition	9780077006808		228	page 228	Figure 33	Figure 30
McGraw Hill Texas Chemistry Student Edition	9780077006808		229	page 229	Figure 34	Figure 31
McGraw Hill Texas Chemistry Student Edition	9780077006808		278	page 278, Example Problem 4	[missing calculation added in]	mass Au × (1 mol Au/grams Au) = moles Au [blue anno]Apply the conversion factor[end blue anno]31.1 g Au × 1 mol Au/196.97g Au = 0.158 mol Au [blue anno]Substitute mass Au = 31.1 g and inverse molar mass Au = 1 mol/196.97 g. Multiply and divide numbers and units.[end blue anno]
McGraw Hill Texas Chemistry Student Edition	9780077006808		326	page 326	05.00 g AgNO3	0.500 g AgNO3
McGraw Hill Texas Chemistry Student Edition	9780077006808		345	page 345, Example Problem 3	MOLAR VOLUME	Boyle's Law
McGraw Hill Texas Chemistry Student Edition	9780077006808		348	Page 348, Example Problem 4	40.°C	40.0°C

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Chemistry Student Edition	9780077006808		348	Page 348, Example Problem 4	75.°C	75.0°C
McGraw Hill Texas Chemistry Student Edition	9780077006808		348	Page 348, Example Problem 4	Slove	Solve
McGraw Hill Texas Chemistry Student Edition	9780077006808		356	Page 356, Example Problem 7	121.01 amu	12.01 u
McGraw Hill Texas Chemistry Student Edition	9780077006808		356	Page 356, Example Problem 7	1. 01 amu	1.01 u
McGraw Hill Texas Chemistry Student Edition	9780077006808		356	Page 356, Example Problem 7	12.01 amu	12.01 u
McGraw Hill Texas Chemistry Student Edition	9780077006808		356	Page 356, Example Problem 7	4.04 amu	4.04 u
McGraw Hill Texas Chemistry Student Edition	9780077006808		356	Page 356, Example Problem 7	16.05 amu	16.05 u
McGraw Hill Texas Chemistry Student Edition	9780077006808		383	page 383, Table 3	Table 4	Table 3
McGraw Hill Texas Chemistry Student Edition	9780077006808		383	page 383, Table 3	and	,
McGraw Hill Texas Chemistry Student Edition	9780077006808		409	page 409, Example Problem 2	(0.283 mol C ₆ H ₁₂ O ₆ /0.1005 L solution)	0.282 mol C ₆ H ₁₂ O ₆ /1 L solution

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Chemistry Student Edition	9780077006808		424	page 424, Example Problem 6	Example Problem 5	Example Problem 6
McGraw Hill Texas Chemistry Student Edition	9780077006808		431	Page 431, Example Problem 7	Example Problem 6	Example Problem 7
McGraw Hill Texas Chemistry Student Edition	9780077006808		453	Page 453, Table 3	$\Delta H^\circ \text{comb}$	$\Delta H^\circ \text{comb}$ (kJ/mol)
McGraw Hill Texas Chemistry Student Edition	9780077006808		460	Page 460, Look Closer	...for the decomposition of SO ₃ to form S and O ₂for the decomposition of 2SO ₃ to form 2S and 3O ₂ .
McGraw Hill Texas Chemistry Student Edition	9780077006808		506	Page 506, Figure 24	[A/B photos in figure 24 changing places]	[A/B photos in figure 24 changing places]
McGraw Hill Texas Chemistry Student Edition	9780077006808		509	Page 509, simulations blurb	Simulations and Virtual Labs Explore the Reversible Reactions simulation and Equilibrium Constants virtual lab to further understand chapter concepts.	Simulations and Virtual Labs Explore the Salts and Solubility simulation to further understand chapter concepts.
McGraw Hill Texas Chemistry Student Edition	9780077006808		518	Page 518, third paragraph	[swap labels below equation:]Base Acid	[swap labels below equation:]Acid Base
McGraw Hill Texas Chemistry Student Edition	9780077006808		529	Page 529, last paragraph	[swap labels below equation for both reactants and products:]Acid BaseConjugate baseConjugate acid	[swap labels below equation for both reactants and products:]BaseAcidConjugate acidConjugate base
McGraw Hill Texas Chemistry Student Edition	9780077006808		529	Page 529, last paragraph	H ₂ O(1)	H ₂ O(l)
McGraw Hill Texas Chemistry Student Edition	9780077006808		541	Page 541, Figure 18	[wrong photo placed]	[placing correct photo, showing titration with pH meter]

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		541	Page 541, below Acid-base titration head	[fix bad break; Mg(OH) ₂ should not break across line:]Mg(OH) ₂	[bad break fixed:] MgOH ₂
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		654	Page 654, Example Problem 2	elased	elased
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		657	Page 657, Figure 16 art label	atom	nucleus
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		687	Page 687, Table 3	[incorrect art of structural formula placed]	[correct structural formula art placed]
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		696	Page 696, Example Problem 3	NAMING BRANCED-CHAIN ALKANESName the alkane shown.	NAMING BRANCED-CHAIN ALKENESName the alkene shown.
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		717	Page 717, Table 1	Carbonyl	Carboxyl
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		733	Page 733, Table 10	N/A	* represents a hydrogen atom, carbon chain, or ring bonded to the functional group
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		734	Page 734, Table 11	N/A	* represents a hydrogen atom, carbon chain, or ring bonded to the functional group
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		847–866	Index	[Index entries off by two pages for several chapters]	[Repour index across entire page range with corrected page references.]
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		xxvi	(top of page)	1.A, 1.B, 1.G, 1.H, 2.A, 2.B, 2.D, 3.B, 3.C, 4.A, 4.B	1.A, 1.B, 1.G, 1.H, 2.A, 2.D, 3.B, 3.C, 4.B

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		53	Answer Key	peak is ~280 DU, minimum is ~140 DU; variation = 280 DU – 140 DU = 140 D	peak is ~250 DU, minimum is ~110 DU; variation = 250 DU – 110 DU = 140 D
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		121	Elaborate	SEP: Obtaining, Evaluating, and Communicating Information 10 min	SEP: Obtaining, Evaluating, and Communicating Information 60 min
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		128	(top of page)	Obtaining, Evaluating, and Communicating Information 10 minutes	Obtaining, Evaluating, and Communicating Information 60 minutes
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		133	TEKS Progression	TEKS 7.6A	TEKS 7.6.A
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		133	Unpack the TEKS	TEKS 5.A	TEKS 6.D
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		189	(middle of page)	Figure 19	Figure 20
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		241	(middle of page)	Say: This is an ion. It has a positive charge, so we call it	Say: This is an ion. It has a negative charge, so we call it
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		241	(middle of page)	which word means a positively charged ion?	Which word means a negatively charged ion?
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		278	Videos & Interactives, Lesson 3		
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		489	Answer Key	Chemical energy is stored in food as the chemical potential energy in the bonds of molecules. Increasing the temperature will reduce the yield.	The temperature of the reaction is kept below 400oC because the reaction yield decreases if the temperature is allowed to rise.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		505	(top of page)	8.92	2.99
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		505	(top of page)	[formatting: square root symbols incorrectly set as separate symbols for numerator and denominator]	[formatting: extend square root symbol to cover entire fractions]
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		674	Engage	Quick Demo: An Endothermic Exchange 5 min	Quick Demo: An Endothermic Change 5 min
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		769	TEKS Progression	Grade 6	Grade 8
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		847	(top of page)	about 0.3 mol/L·s	Using the right triangle shown in the graph, $[\Delta H_{2O2}]$ is about 0.40 mol/L and Δt is about 4 s. $0.40 \text{ mol/L}/4\text{s} = 0.1 \text{ mol/L}\cdot\text{s}$.
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		868	Elaborate	SEP: Obtaining, Evaluating, and Communication Information 10 min	SEP: Obtaining, Evaluating, and Communicating Information 10 min
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		868	Differentiation Resources	Science Literary Essentials 15 min	Science Literacy Essentials 15 min
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		964	Videos & Interactives, Lesson 3	IVL**: Naming Alkanes	IVL**: Naming Alkenes
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		988	(top of page)	Ask Yourself Describe the belief known as vitalism. Vitalism says that a “vital force” exists in organisms that is not found in inorganic substances.	Ask Yourself Describe how the belief known as vitalism was discredited. Vitalism was discredited after scientists realized they could synthesize organic compounds.
McGraw Hill Texas Chemistry Teacher Edition	9781265762179		1148	(top of page)	Chapter 5	Chapter 24

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		1148	Labs, Chapter 24	GeoLAB: Pinpoint a Source of Pollution	ChemLAB: Pinpoint a Source of Pollution
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265762179		1149	Chapter Close	GeoLAB: Pinpoint a Source of Pollution Labs 45 minutesStudents will analyze data to pinpoint the source of pollution.	ChemLAB: Pinpoint a Source of Pollution Labs 50 minutesStudents will analyze possible pollution sources and causes of a cyanobacteria bloom near a city and make recommendations to residents of the city about proposed developments based on their analysis. Students should complete this lab after Lesson 3.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265763015		Digital Suite (eBook page 222)	Table 5 (eBook--long description)	N/A	A central gray sphere is connected to two green spheres, one to its left and one to its right. The angle formed by the three spheres is labeled as one hundred and eighty degrees. A second label indicates that the molecular shape is linear.
<i>McGraw Hill Texas Chemistry Teacher Edition</i>	9781265763015		Digital Suite, Assessment	Digital Suite	How would this technology most likely impact society?	How would this technology most likely impact society?

Publisher: Myriad Sensors, Inc.

Chemistry

Conceptual Academy Chemistry (Texas Edition): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Conceptual Academy Chemistry Student Edition</i>	9781961087019	View Link	Card2	Card 2: Section 2.2 (a) Discovering the Atom. Paragraph 5, Figure 2.5, and paragraph 6.	Postulates are incorrect.1. Elements are made of extremely small indivisible particles called atoms. 2. Atoms of a given element are identical in size, mass and other properties.3. Atoms of different elements combine in simple whole-number ratios to form chemical compounds. 4. In chemical reactions, atoms are combined, separated or rearranged.	Thank you for this feedback. We will add the word "paraphrased" to qualify the statements as in: "some of which are paraphrased as follows:" We will then edit the paraphrased postulates to be more consistent to Dalton's original statements.

Publisher: Kiddom

Chemistry

OpenStax Chemistry powered by Kiddom - Online and Print: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
OpenStax Chemistry powered by Kiddom - Online and Print	9781960634580	View Link		<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXXkoyOMs/edit?usp=sharing</p> <p>Omissions: Each chapter has an Exercises section which has additional assessment questions for each Lesson.</p> <p>https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59699718-d96e-11ed-b76e-02ac80d4242c</p>	<p>Omissions: Each chapter has an Exercises section which has additional assessment questions for each Lesson.</p> <p>https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59699718-d96e-11ed-b76e-02ac80d4242c</p>	<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXXkoyOMs/edit?usp=sharing</p> <p>Omissions: Each chapter has an Exercises section which has additional assessment questions for each Lesson.</p> <p>https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59699718-d96e-11ed-b76e-02ac80d4242c</p>
OpenStax Chemistry powered by Kiddom - Online and Print 9	781960634580	View Link		<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXXkoyOMs/edit?usp=sharing</p> <p>Omission: Introduction to Chapter 1 suggests students, alone, with a partner, or in a group, use a KWL chart to support their learning</p> <p>https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59698861-d96e-11ed-b4b0-02ac80d4242c</p> <p>Show less</p>	<p>Omission: Introduction to Chapter 1 suggests students, alone, with a partner, or in a group, use a KWL chart to support their learning</p> <p>https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59698861-d96e-11ed-b4b0-02ac80d4242c</p> <p>Show less</p>	<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXXkoyOMs/edit?usp=sharing</p> <p>Omission: Introduction to Chapter 1 suggests students, alone, with a partner, or in a group, use a KWL chart to support their learning</p> <p>https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:59698861-d96e-11ed-b4b0-02ac80d4242c</p> <p>Show less</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
OpenStax Chemistry powered by Kiddom - Online and Print	9781960634580			<p>Omission: The EB guidance in section 4.2 suggests that EB students present to fellow ELL student OR to a group of students that includes native speakers</p> <p>https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:5969969c-d96e-11ed-b74e-02ac80d4242c</p> <p>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 rely 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.</p>	<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing</p> <p>Omission: The EB guidance in section 4.2 suggests that EB students present to fellow ELL student OR to a group of students that includes native speakers</p> <p>https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:5969969c-d96e-11ed-b74e-02ac80d4242c</p> <p>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 rely 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.</p>	<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing</p> <p>Omission: The EB guidance in section 4.2 suggests that EB students present to fellow ELL student OR to a group of students that includes native speakers</p> <p>https://app.kiddom.co/curriculum/718798/node/4c44df76-4e26-437b-ba2b-1076e5fa4d35:0e75556d-d975-11ed-9b22-06e283ab245a:5969969c-d96e-11ed-b74e-02ac80d4242c</p> <p>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 rely 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.</p>

Publisher: TPS Publishing

Chemistry

STEAM into Chemistry - High School Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Teacher Text-book	9781788059480	View Link	Page 352	Sodium box	Box shows 11 in top left and 2 in bottom left	Change to 23 in top left and 11 in bottom left
Student Text-book	9781788059497	View Link	Page 225	Sodium box	Box shows 11 in top left and 2 in bottom left	Change to 23 in top left and 11 in bottom left

Publisher: Savvas Learning

Chemistry

Texas Experience Chemistry (Print with digital): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Chemistry Student Handbook</i>	9781418358891	View Link	515	Investigation 14, Experience 3, graphic, 3rd paragraph	coulomb/kg	coulombs/kg

Publisher: Summit K12 Holdings

Chemistry

Dynamic Chemistry: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Chemistry</i>	9781433406973			Lesson Guide 6.2: Activity Putting it All Together: Calculating Mass and Particles	Formulat Unit was designated as F.U.	The new unit is designated as "for. units"
<i>Dynamic Chemistry</i>	9781433406966			Teacher Guide: Chemistry Master Materials List	NA	NAThe link did not work during the review.

Publisher: Cengage Learning Inc.

Earth Systems Science

Earth Systems, Texas Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	View Link	753	The Sun and the Eight Planets, paragraph 2	The cause of gravity (vocabulary term) is not listed for the effect of creating the collapse of materials that creates the accretionary disk and subsequently the protoplanets. The process is described but a new/uncertified teacher may not use the proper terminology without it being mentioned in the materials.	Thank you for your comment. Gravity has been added to the page.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	View Link	753	The Sun and the Eight Planets, paragraph 2	The process is described in the text however TEKS vocabulary is not included. Gravity, accretion, protoplanets.	Thank you for your comment. The terms <i>gravity</i> , <i>accretion</i> , and <i>protoplanet</i> have been added to the page.
<i>Earth Systems, Texas Edition Student Edition</i>	9798214068589	View Link	627	LA 19.1, #5	"fl" in reflection has a print error x3	Thank you for your comment. The typos have been corrected.
<i>Earth Systems, Texas Edition TE Print</i>	9798214068725		549	3rd line orange box	Possessives Remind students that most singular nouns form the possessive with 's, while most plural nouns form the possessive with s'.	Possessives Remind students that most singular nouns form the possessive with 's, while most plural nouns form the possessive with s'.
<i>Earth Systems, Texas Edition TE Print</i>	9798214068725		TX26	(1) E(iii) correlation(1) G correlation	11.4 p. 369; 19.3 p. 630; 22.4 p. 741; 25.2 p. 8198.2 p. 251; 11.3 p. 331	11.4 p. 355; 19.3 p. 630; 22.4 p. 741; 25.2 p. 8198.2 p. 251; 11.3 p. 341
<i>Earth Systems, Texas Edition TE Print</i>	9798214068725		TX27	(2) G correlation	1 EAW p. 7; 4 EAW p. 99; 6 EAW p. 165; 9 EAW p. 273; 15 EAW 483; 11.3 p. 649; 22 CS p. 724; 25 CS p. 810	1 EAW p. 7; 4 EAW p. 99; 6 EAW p. 165; 9 EAW p. 273; 15 EAW 483; 20 EAW p. 649; 22 CS p. 724; 25 CS p. 810
<i>Earth Systems, Texas Edition TE Print</i>	9798214068725		TX29	(4) C(iii) correlation	9.4 p. 634; 22.2 p. 729	19.4 p. 634; 22.2 p. 729
<i>Earth Systems, Texas Edition Assessment Handbook</i>	9798214076768		199	answer #11	11. biomass	11. biomass fuel
<i>Earth Systems, Texas Edition Assessment Handbook</i>	9798214076768		240	answer #6	6. B	6. B, C
<i>Earth Systems, Texas Edition Assessment Handbook</i>	9798214076768		243	answers #1, 8	1. B, C, D8. C, D	1. A, C, E8. C, D, E

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Earth Systems, Texas Edition / Assessment Handbook</i>	9798214076768		244	answer #9	9. pediment	9. fjord
<i>Earth Systems, Texas Edition / Assessment Handbook</i>	9798214076768		251	answer #5	5. D	5. B, E
<i>Earth Systems, Texas Edition / Assessment Handbook</i>	9798214076768		264	answer #4	4. C	4. C, E, F
<i>Earth Systems, Texas Edition / SE Print</i>	9798214068589		TX26	E(iii) correlation G correlation	11.4 p. 369; 19.3 p. 630; 22.4 p. 741; 25.2 p. 819 8.2 p. 251; 11.3 p. 331	11.4 p. 355; 19.3 p. 630; 22.4 p. 741; 25.2 p. 819 8.2 p. 251; 11.3 p. 341
<i>Earth Systems, Texas Edition / SE Print</i>	9798214068589		TX27	G correlation	1 EAW p. 7; 4 EAW p. 99; 6 EAW p. 165; 9 EAW p. 273; 15 EAW 483; 11.3 p. 649; 22 CS p. 724; 25 CS p. 810	1 EAW p. 7; 4 EAW p. 99; 6 EAW p. 165; 9 EAW p. 273; 15 EAW 483; 20 EAW p. 649; 22 CS p. 724; 25 CS p. 810
<i>Earth Systems, Texas Edition / SE Print</i>	9798214068589		TX29	C(iii) correlation	9.4 p. 634; 22.2 p. 729	19.4 p. 634; 22.2 p. 729
<i>Earth Systems, Texas Edition / SE Print</i>	9798214068589		121	Data Analysis #6	Generalize Patterns In Yellowstone Park, hotmagma lies closer to the surface than it does in most places on Earth. How would you need to adjust both Figure 4-9A and Figure 4-9B to represent metamorphism in the rocks under Yellowstone?	Generalize Patterns In Yellowstone Park, hotmagma lies closer to the surface than it does in most places on Earth. How would you need to adjust both Figure 4-199A and Figure 4-199B to represent metamorphism in the rocks under Yellowstone?
<i>Earth Systems, Texas Edition / SE Print</i>	9798214068589		627	Figure 19-9 art labels	letters "fl" in art labels rendering as symbol	updated art so that letters "fl" rendering correctly
<i>Earth Systems, Texas Edition / SE Print</i>	9798214068589		817	Data Analysis #5	Evaluate Do all the data support Hubble's hypothesis about an expanding universe?	Evaluate Does all the data support Hubble's hypothesis about an expanding universe?

Publisher: McGraw Hill

Integrated Physics and Chemistry

McGraw Hill Texas Integrated Physics and Chemistry: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		19	Text after TEKS Pill 1.F at the bottom of the page	Organize quantitative and qualitative data using oral or written lab reports, labeled drawings, particle diagrams, charts, tables, graphs, journals, summaries, or technology-based reports.	Organize quantitative and qualitative data using labeled drawings and diagrams, graphic organizers, charts, tables, and graphs.
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		38	First paragraph under header Adding displacements	You know that you can add distances to get the total distance. For example, $2\text{ m} + 3\text{ m} = 5\text{ m}$. But how would you add the displacements 5 m east and 10 m east? Directions in math problems are much like units: you can add numbers with like directions. For example, suppose a student walks 5 m east, stops at a crosswalk, and then walks another 5 m east, as modeled on the left in Figure 5. His displacement is	You know that you can add distances to get the total distance. For example, $2\text{ m} + 3\text{ m} = 5\text{ m}$. But how would you add the displacements 5 m east and 5 m east? Directions in math problems are much like units: you can add numbers with like directions. For example, suppose a student walks 5 m east, stops at a crosswalk, and then walks another 5 m east, as modeled in Figure 5A. His displacement is
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		72	After TEKS 5.C at the bottom of the page	Apply the concepts of momentum and impulse to design, evaluate, and refine a device to minimize the net force on objects during collisions such as those that occur during vehicular accidents, sports activities, or the dropping of personal electronic devices.	Apply the concepts of momentum and impulse to design, evaluate, and refine a device to minimize the net force on objects during collisions such as those that occur during vehicular accidents, sports activities, or the dropping of personal electronic devices.
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		137	Equation below the second paragraph under header Coulomb's Law	d^2	d^2
McGraw Hill Texas Integrated Physics and Chemistry Student Edition	9780076981687		355	Last sentence in the Biology Connection paragraph	This lowers its density and helps it sink.	This increases the fish's overall density and helps it sink.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Integrated Physics and Chemistry Student Edition</i>	9780076981687		451	Paragraph below Mass-Energy Equation box.	The speed of light in a vacuum is about 3.80×10^8 (380 billion) m/s. The example problem on the next page will help you understand mass-energy equivalence.	The speed of light in a vacuum is about 3.00×10^8 (300 billion) m/s. The example problem here will help you better understand mass-energy equivalence.
<i>McGraw Hill Texas Integrated Physics and Chemistry Student Edition</i>	9780076981687		550	Second sentence of paragraph under header Salts	(Ca ²⁺)	(Ca ²⁺)
<i>McGraw Hill Texas Integrated Physics and Chemistry Student Edition</i>	9780076981687		551	Second sentence of third paragraph under header Common Salts	(Ca ²⁺)	(Ca ²⁺)
<i>McGraw Hill Texas Integrated Physics and Chemistry Student Edition</i>	9780076981687		554	Inside the Apply Science, under header Identify the Problem	Al(OH) ₂	Al(OH) ₃
<i>McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition</i>	9781265771430		698	In Table, column Ge, row Formula of the Oxide	GeO ₂	GeO ₂

Publisher: Myriad Sensors, Inc.

Integrated Physics and Chemistry

Conceptual Academy Integrated Physics and Chemistry: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Conceptual Academy Integrated Physics and Chemistry Student Edition</i>	9781961087033	View Link	AllCards	Phenomenon: Pulled from the Ground. Cards 4 through 9.	Methane Hydrate Debate - student assignment should be L-Z not L-S	Thank you. We will make this change.
<i>Conceptual Academy Integrated Physics and Chemistry Student Edition</i>	9781961087033	View Link	AllCards	Special Lesson: A Focus on Fossil Fuels. Card numbers: 2, 6, 7	All if the figures and images show the broken symbol and are not loading.	Thank you for this catch. We will fix this image link.

Publisher: Summit K12 Holdings

Integrated Physics and Chemistry

Dynamic Integrated Physics and Chemistry: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	View Link	2	1.1 Lesson Guide -- under Apply and Extend - 4th gray box activity - "Graphing Motion Investigation - Key" - Procedure Question #6	The correct answers, given the data in the table and the question prompts, are incorrect. The simulation does not match the data table and the numbers given in the questions do not make sense with the teacher key answers in this citation. We cannot give suggestions for correcting this because the goal of this activity is unclear. This appears to be an activity and not a narrative so is also categorized incorrectly. The teacher key lists it as 'Procedure' instead of 'Question', which is incorrect and confusing.	This activity will be edited so that the data table matches the simulation. Answers will be corrected, and the objective on the virtual will be added to the student guide and teacher guide.
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	View Link	1	1.5 Study Guide Key -- Core Vocabulary Section - Questions #7	Question 7 is misleading to students and an over-simplification of chemical reactions. Students at this level will not be able to infer the connection between chemical reactions and electromagnetic force.	Question 7 will be edited to improve the connection between chemical bonding and the electromagnetic force.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	View Link	1	2.4 Study Guide Key -- Apply	The video describes conduction between solids, as well as between liquids, but the Study Guide states the definition of conduction is: The movement of thermal energy through a system by direct contact. This is between solids. This inconsistency will confuse students and needs to be corrected.	The definition of conduction in the Study Guide will be edited to include liquids.
<i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i>	9781433407093	View Link	1	2.5 Lesson Guide -- Under Teach and Discuss -- 4th Gray Box Activity - "Literacy Connection: Seismic Wave Article - Teacher" - Procedure - #3-5	Teacher - Procedure 2Seismis should be Seismic	The spelling of seismic will be corrected.
<i>Dynamic Integrated Physics and Chemistry</i>	9781433407093			Lesson 2.4 Study Guide Key	The movement of thermal energy through a system by a current. This occurs in gases.	The movement of thermal energy through a system by a current. This occurs in liquids and gases.
<i>Dynamic Integrated Physics and Chemistry</i>	9781433407093			Lesson Guide 1.1Activity: Graphing Motion Investigation	NA	Data Table has been corrected.
<i>Dynamic Integrated Physics and Chemistry</i>	9781433407093			Lesson 2.5Activity: Transfer of Energy by Waves-Teacher	seismis	Corrected spelling to: seismic
<i>Dynamic Integrated Physics and Chemistry</i>	9781433407093			Lesson 1.5 Study GuideQuestion 7	This force creates all the chemical reactions happening in your body attracts and repels.	This force attracts and repels.

Publisher: TPS Publishing

Integrated Physics and Chemistry

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Student Text-book - Integrated Physics and Chemistry</i>	9781788053198	View Link	Page 163	Plenary	n/a	Move Planery to top of page 164.

Publisher: McGraw Hill

Physics

McGraw Hill Texas Physics: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	View Link	Sci-14–Sci-15	Digital: 4 of 197 Print: Sci-14–Sci-15 Under "Diversity and Contributions in Sci-ence," Paragraphs 1–2; Under "Historical contribu-tions," Paragraph 1; Under "Current con-tributions," Para-graphs 1–3	Same as previous Cecelia Payne was not the first female professor at Harvard.	Cecelia Payne became the first female FULL professor. We will adjust text to better reflect this.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	View Link	164–168	Digital: 42 of 197 Print: 164–168 Under "Path of a Projectile," all paragraphs; under "Independence of Motion in Two Dimen-sions" and its subheads, all paragraphs; under "Horizontally Launched Projectiles"and its subheads, all paragraphs, "Prob-lem-Solving Strategies: Motion in Two Dimensions" (Steps 5–7), and "Example Problem 1: A SLIDING PLATE"	In the section Path of a Projectile; figure 1 is repeated with the same caption which is not necessaryIn the last paragraph you mention when no other forces are acting on an object except gravity. This would be the perfect time to include a snip about that being defined as free fall. Then you can state many in-stances ignore air resistance so we treat it like free fall so we only consider the gravitational force pulling the object down.	Thank you for your feedback. Figure 1 is repeated in error in the eBook. This will be adjusted. The second comment will be taken into future consideration.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	View Link	112–113	Digital: 30 of 197 Print: 112–113 Under "Newton's Second Law" and "Solving problems with Newton's second law," all para-graphs	This needs to be labeled as a tension force that each person is exerting or creating on the pillow.	Thank you for your feedback. Our intent is to provide an infor-mal dicussion of tension here. Tension is fully discussed in les-son 4. When we discuss tension, we do provide more free body diagrams.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846	View Link	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	The diagrams and explanations need to label and explain that the force down with the mass' are the force of gravity and la-beled properly as such.	Thank you for your feedback. We will add language to page 106 to further clarify the gravity. We also provide support in the teacher edition to address applied forces.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Physics Student Edition	9780077006846	View Link	105–106	Digital: 29 of 197Print: 105–106Under "Free-Body Diagrams," paragraphs 1–2; "Using free-body diagrams," all paragraphs; "Problem-Solving Strategy"	as before there needs to be labels that explicitly state where the applied forces are.	Thank you for your feedback. We will add language to page 106 to further clarify the applied force. We also provide support in the teacher edition to address applied forces.
McGraw Hill Texas Physics Student Edition	9780077006846	View Link	648–649, 653	Digital: 143 of 197Print: 648–649, 653Under "Rates of Charge Flow and Energy Transfer," paragraphs 2–4; "Example Problem 1: ELECTRIC POWER AND ENERGY"; under "Using Ohm's law," paragraph 1	It is correct how it is written but it is not usually seen as Power = Energy / timeTypically we see it, teach it and write it as P = W/t.This allows us to know that the energy is work and can be solved by W = Fd or Fdcosine(theta). so then P = Fd/t And the unit for work is Joules so the Joules tells us it is energy because that is the unit used when discussing energy.	Thank you for your feedback. We will take this into future consideration.
McGraw Hill Texas Physics Student Edition	9780077006846		26	Example Problem 7, step "2. Solve for the Unknown," blue coaching text on right	State the formula for the volume of a rectangle.	State the formula for the volume of a rectangular prism.
McGraw Hill Texas Physics Student Edition	9780077006846		65	Ask Yourself question (middle of page)	Identify[n space]In the equation for position, which variable is the slope? and which variable is the y-intercept?	Identify[n space]In the equation for position, which variable is the slope and which variable is the y-intercept?
McGraw Hill Texas Physics Student Edition	9780077006846		91	First paragraph, last sentence, and table title	Table 4	Table 1
McGraw Hill Texas Physics Student Edition	9780077006846		124	Bottom of page, after last paragraph, 2nd line of TEKS text	free-body	free body
McGraw Hill Texas Physics Student Edition	9780077006846		130	Example Problem 5, step 1, bullet 3, sentence 1	Draw the free-body diagram, and label for forces.	Draw the free-body diagram, and label the forces.
McGraw Hill Texas Physics Student Edition	9780077006846		140	Example Problem 1, art, bottom triangle, angle label	$\theta = 135^\circ$	$\theta_2 = 135^\circ$
McGraw Hill Texas Physics Student Edition	9780077006846		151	Example Problem 4, step 2a, third direction line	Find Ff and substitute it into the expression for a.	Find Ff.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Physics Student Edition	9780077006846		151	Example Problem 4, step 2a, fourth direction line	Looking at the diagram, we see that the frictional force is in the negative direction, so $F_f = -\mu kmg$.	Looking at the diagram, we see that the frictional force is in the negative direction, so $F_f = -\mu kmg$, which can be substituted into the expression for a .
McGraw Hill Texas Physics Student Edition	9780077006846		180	2nd Ask Yourself	How are vectors used to describe relative motion in two dimensions	How are vectors used to describe relative motion in two dimensions?
McGraw Hill Texas Physics Student Edition	9780077006846		181	Example Problem 4, Step 2, 2nd set of gray boxes, blue coaching text on right	Substitute $v_{m/b} = 0.7 \text{ m/s}$, $v_{b/w} = 4.0 \text{ m/s}$.	Substitute $v_{m/b} = 0.75 \text{ m/s}$, $v_{b/w} = 4.0 \text{ m/s}$.
McGraw Hill Texas Physics Student Edition	9780077006846		192	Figure 7 caption	Three of the four moons	Two of the four moons
McGraw Hill Texas Physics Student Edition	9780077006846		247	Bottom of page, after last paragraph, 2nd line of TEKS text	real-world	real-world
McGraw Hill Texas Physics Student Edition	9780077006846		284	Example Problem 1, label below art	Player does work on hockey puck.	Stick does work on hockey puck.
McGraw Hill Texas Physics Student Edition	9780077006846		285	Example Problem 2, label below art	Sailor does work on the boat.	Rope does work on the boat.
McGraw Hill Texas Physics Student Edition	9780077006846		370	Figure 25 caption	Mussels and small crabs observed around a formerly active hydrothermal vent.	Mussels and small crabs can be found around a formerly active hydrothermal vent.
McGraw Hill Texas Physics Student Edition	9780077006846		384	First paragraph, last sentence	Also, land absorbs and releases energy more quickly than water.	In addition to the effects from albedo, water can absorb and retain more energy than land of the same temperature.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		387	Fourth paragraph (begins with run-in-head "Density Currents")	Another type of ocean current is a density current. Density currents are caused by differences in the temperature and salinity of ocean water, which, in turn, affect density. Density currents move slowly in deep ocean waters, following a general path that is known as the global conveyor belt.	Another type of ocean current is a density current. Density currents move slowly in deep ocean waters, following a general path that is known as the global conveyor belt. Because water density is affected by changes in temperature and salinity, this process is also called thermohaline circulation.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		392	Paragraph 3	Tectonic plates move apart along divergent boundaries. Most divergent boundaries are found along the seafloor. As shown in Figure 13, magma rises along the boundary as plates separate. The magma hardens and forms a mid-ocean ridge. A mid-ocean ridge is a continuous mountain chain on the ocean floor. Volcanoes and earthquakes are common along the ridge. Some divergent boundaries form on continents. When continental crust separates, the stretched crust forms a long, narrow depression called a rift valley. A rift system has worked to separate the African and Arabian plates over the course of 30 million years.	Tectonic plates move apart along divergent boundaries. Most divergent boundaries are found along the seafloor. As shown in Figure 13, magma rises along the boundary as the plates separate. Once it reaches the surface, the magma hardens and forms a mid-ocean ridge. A mid-ocean ridge is a continuous mountain chain on the ocean floor. When continental crust separates, the stretched crust forms a long, narrow depression called a rift valley. A rift system has separated the African and Arabian plates over the course of 30 million years. Most divergent boundaries have volcanoes and earthquake activity.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		399	Paragraph 1, sentence 3	Chemical weathering occurs when rocks and minerals are broken down due to chemical reactions, such as water reacting with substances in the rocks.	Chemical weathering occurs when rocks and minerals are broken down or have their compositions changed by chemical reactions, such as water reacting with substances in the rocks.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		412	Paragraph 2, sentence 2	These conditions occur most frequently in an area called "Tornado Alley," which extends from northern Texas through Oklahoma, Kansas, and Missouri.	These conditions occur most frequently in an area called "Tornado Alley," which extends from Texas through South Dakota.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		428	First paragraph, sentence 1	Solar panels are becoming a common site on homes and businesses as people become more aware of the benefits of using solar technology to generate electricity..	Solar panels are becoming a common sight on homes and businesses as people become more aware of the benefits of using solar technology to generate electricity..
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		459	Last paragraph, sentence 1	If you took a snapshot of a transverse wave on a coiled spring toy, it might look like one of the waves shown in Figure 9.	If you took a snapshot of a transverse wave on a rope, it might look like one of the waves shown in Figure 9.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		547	Figure 15	[main caption]Figure 15[n space]A virtual, upright, enlarged image is formed when an object, such as the block tower on the left, is placed between the focal point and the surface of a concave mirror. The ray diagram of this situation is shown on the right. Look Closer[n space]Explain the cause of the appearance of the other images in the mirror.	[format figure like other multi-part figures in the book; crop in tighter on dog in left photo][main caption]Figure 15[n space]A virtual, upright, enlarged image is formed when an object is placed between the focal point and the surface of a concave mirror. Look Closer[n space]Explain the cause of the appearance of the other images (the grass and sky) in the mirror.[under left image]15A[n space]Reflection from a Concave Mirror[under right image]15B[n space]Ray Diagram for a Concave Mirror

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Physics Student Edition	9780077006846		552	Paragraph 1, sentence 1	The Hubble Space Telescope (HST) is an example.	The Hubble Space Telescope (HST) is an example of optics precision.
McGraw Hill Texas Physics Student Edition	9780077006846		588	Bottom of page, after last paragraph, 2nd line of TEKS text	standing waves	standing wave,
McGraw Hill Texas Physics Student Edition	9780077006846		597	Bottom of page, after last paragraph, 2nd line of TEKS text	standing waves	standing wave,
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, problem statement	In a Millikan oil-drop experiment, a particular oil drop weighs 2.4×10^{-14} N. The parallel plates are separated by a distance of 1.2 cm. When the potential difference between the plates is 450 V, the drop is suspended. a. What is the net charge on the oil drop? b. If the upper plate is positive, how many excess electrons are on the oil drop?	In a Millikan oil-drop experiment, a particular oil drop weighs 2.4×10^{-14} N. The parallel plates are separated by a distance of 1.2 cm. When the potential difference from the positive upper plate to the negative lower plate is -450 V, the drop is suspended. a. What is the net charge on the oil drop? b. How many excess electrons are on the oil drop?
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, art	$\Delta V = 450$ V	$\Delta V = -450$ V
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, list of Knowns	$\Delta V = 450$ V $F_g = 2.4 \times 10^{-14}$ N $d = 1.2$ cm	$\Delta V = -450$ V $F_g = -2.4 \times 10^{-14}$ N $d = 1.2$ cm
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, Step 2, part a, 1st set of gray boxes	$F_e = F_g$ $qE = F_g$ Substitute $F_e = qE$. $q(\Delta V/d) = F_g$ Substitute $E = \Delta V/d$.	$F_e = -F_g$ $qE = -F_g$ Substitute $qE = F_e = -F_g$. $q(\Delta V/d) = -F_g$ Substitute $E = \Delta V/d$.
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, Step 2, part a, 2nd set of gray boxes	$q = F_g d / \Delta V = (2.4 \times 10^{-14} \text{ N})(0.012 \text{ m}) / 450 \text{ V}$ Substitute $F_g = 2.4 \times 10^{-14}$ N, $d = 0.012$ m, $\Delta V = 450$ V. $= 6.4 \times 10^{-19}$ C	$q = -F_g d / \Delta V = -(2.4 \times 10^{-14} \text{ N})(0.012 \text{ m}) / -450 \text{ V}$ Substitute $F_g = -2.4 \times 10^{-14}$ N, $d = 0.012$ m, $\Delta V = -450$ V. $= -6.4 \times 10^{-19}$ C
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, Step 2, part b, 1st set of gray boxes	$n = q/e = 6.4 \times 10^{-19} \text{ C} / 1.602 \times 10^{-19} \text{ C}$ Substitute $q = 6.4 \times 10^{-19}$ C, $e = 1.602 \times 10^{-19}$ C. $= 4.0$	$n = q/e = -6.4 \times 10^{-19} \text{ C} / -1.602 \times 10^{-19} \text{ C}$ Substitute $q = -6.4 \times 10^{-19}$ C, $e = -1.602 \times 10^{-19}$ C. $= 4.0$

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, Step 2, part b, text after gray boxes	The magnitude of the net charge on the drop is 6.4×10^{-19} C, which indicates 4 excess electrons.	The net charge on the drop is -6.4×10^{-19} C, which indicates 4 excess electrons.
McGraw Hill Texas Physics Student Edition	9780077006846		640	Example Problem 6, problem statement, sentence 1	A sphere was connected to the + pole of a 40-V battery while the – pole was connected to Earth.	A sphere was connected to the + pole of a 40.0-V battery while the – pole was connected to Earth.
McGraw Hill Texas Physics Student Edition	9780077006846		660	Paragraph 2, sentence 1; Figure caption	Figure 15	Figure 14
McGraw Hill Texas Physics Student Edition	9780077006846		662	Figure 16 art	[image shows a battery that is a mix of a 9-V and a D cell]	[make this a standard 9-V battery]
McGraw Hill Texas Physics Student Edition	9780077006846		673	paragraph 2, sentence 3	A ground-fault interrupter (GFI) is a device that contains an electronic circuit that detects small current differences between the two wires in the cord connected to an appliance. [note: bold text is highlighted]	A ground-fault circuit interrupter (GFCI) is a device that contains an electronic circuit that detects small current differences between the two wires in the cord connected to an appliance. [note: bold text is highlighted]
McGraw Hill Texas Physics Student Edition	9780077006846		723	Connecting Math to Physics, text (top of page)	CONNECTING MATH to Physics Inequalities [n sapce] Study the following expressions to help you understand the relationships among potential difference (V), current (I), and the number of coils in transformers (N) in primary and secondary circuits.	Connecting Math to Physics Inequalities [n sapce] Study the expressions in the chart to help you understand the relationships among potential difference (V), current (I), and the number of coils in transformers (N) in primary and secondary circuits.
McGraw Hill Texas Physics Student Edition	9780077006846		755	Figure 19 caption	Airport security can quickly use backscatter X-ray images to view the contents of luggage.	Airport security can use X-ray images to quickly view the contents of luggage.
McGraw Hill Texas Physics Student Edition	9780077006846		755	Paragarph 2	Another common use of X-rays is for airline security. Security officers at airports need to check luggage for weapons and other banned items, but with so many travelers, visual inspection would be far too time-consuming. X-ray imagers solve this problem by providing a look inside luggage without opening it. Backscatter systems produce images by detecting lower-energy X-rays that reflect off the luggage contents, as shown in Figure 19.	Another common use of X-rays is for airline security. Security officers at airports need to check luggage for weapons and other banned items, but with so many travelers, visual inspection would be far too time-consuming. X-ray imagers solve this problem by providing a look inside luggage without opening it, as shown in Figure 19. Newer backscatter systems produce more detailed images by detecting lower-energy X-rays that reflect off the luggage contents. Backscatter X-rays are also used to scan passengers.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Physics Student Edition	9780077006846		761	Second to last paragraph, second sentence	Backscatter X-ray systems are used at airline security stations to check for dangerous items in luggage.	X-ray systems are used at airline security stations to check for dangerous items in luggage. Backscatter X-ray systems can be used to scan passenger.
McGraw Hill Texas Physics Student Edition	9780077006846		803	Table 1, laser printer art, speech bubble 2, sentence 1	The laser's light changes the electrostatic charge on the photo-sensitive drum.	The laser's light changes the electrostatic charge on the photo-sensitive drum.
McGraw Hill Texas Physics Student Edition	9780077006846		831	paragraph 2, last 2 sentences	The nucleus is incredibly dense—about 1.4×10^{18} kg/m ³ . Only 1 cm ³ of mass at this density would have a mass of about 1 billion tons!	The nucleus is incredibly dense—on the order of 10 ¹⁷ kg/m ³ . Only 1 cm ³ of matter at this density would have a mass of about 1 billion tons!
McGraw Hill Texas Physics Student Edition	9780077006846		833	1st paragraph under "Mass Defect and Binding Energy," sentences 5 and 6	The sum of the masses of two protons and two neutrons is 4.031882 u, but careful measurement shows that the mass of a helium nucleus is only 4.002603 u. The actual mass of the helium nucleus is less than the mass of its constituent parts by 0.029279 u.	The sum of the masses of two protons and two neutrons is 4.031882 u, but careful measurement shows that the mass of a helium nucleus is only 4.001505 u. The actual mass of the helium nucleus is less than the mass of its constituent parts by 0.030377 u.
McGraw Hill Texas Physics Student Edition	9780077006846		834	3rd paragraph (2nd under equation box), first sentence	In the example of a helium nucleus, the mass defect is 0.029279 u.	In the example of a helium nucleus, the mass defect is 0.030377 u.
McGraw Hill Texas Physics Student Edition	9780077006846		838	Table 1, middle column, row 3	charge +1	charge -1
McGraw Hill Texas Physics Student Edition	9780077006846		850	1st paragraph, last sentence	The net result (subtracting out the two protons produced in the final step) is that four protons produce one ⁴ He, two positrons, and two neutrinos.	The net result (subtracting out the two protons produced in the final step) is that four protons produce one ⁴ He, two positrons, two neutrinos, and two gamma rays.
McGraw Hill Texas Physics Student Edition	9780077006846		853	Figure 21 caption, sentence 2	The main sequence is the path of stellar evolution that most stars take, including the Sun.	The Sun can be found on the main sequence.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		854	Paragraph 2	Only about the innermost 10 percent of a star's mass can undergo nuclear reactions, because temperatures outside of this core never become hot enough for reactions to occur. Thus, when the hydrogen in its core is gone, a star has a helium center and outer layers made of hydrogen-dominated gas. Some hydrogen continues to react in a thin layer at the outer edge of the helium core, as illustrated in Figure 22. Meanwhile, as the core contracts, the temperature in the core becomes hot enough, at 100 million K, for helium to react and fuse into carbon. The increased energy output from helium-to-carbon fusion in the core increases the rate of hydrogen-to-helium fusion in the outer layer of the core. This in turn forces the outer layers of the star to expand and cool. The star is considered a giant because it is larger, but the color is red because the outer surface is relatively cool. Red giants are located to the upper right of the main sequence on the H-R diagram.	Only about the innermost 10 percent of a star's mass can undergo nuclear reactions because temperatures outside of this core never become hot enough for reactions to occur. When the hydrogen in its core is gone, a star is left with a helium center and outer layers made of mostly hydrogen gas. The helium core then contracts and heats up, allowing a thin shell of hydrogen to fuse around it, as illustrated in Figure 22. The ignition of the hydrogen shell causes the outer hydrogen layers to expand and cool. The star is considered a giant because it is larger, but the color is red because the outer surface is relatively cool. As helium builds up, the temperature in the core becomes hot enough, at 300 million K, for helium to react and fuse into carbon. The fusing helium causes the outer hydrogen layers to expand and cool even more. Red giants are located to the upper right of the main sequence on the H-R diagram.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		908	Induced electromotive force, definition	The potential difference across a wire that results from the production of an electric field.	The potential difference across a wire that results from electromagnetic induction.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		911	Magnetic field, definition	The area around a magnet, or around any current-carrying wire or coil of wire, where a magnetic force exists.	The area around a magnet, or around any moving electric charge, where another magnet would experience magnetic force.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		914	Pair production, definition	The conversion of energy into a matter-antimatter pair of particles.	The conversion of a photon or Z boson into a matter-antimatter pair of particles.
<i>McGraw Hill Texas Physics Student Edition</i>	9780077006846		916	Quantized, definition	The property of energy that it exists only in bundles of specific amounts.	The property of a quantity that it exists only in bundles of specific amounts.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		xxix	left column, Lesson 3	LESSON 3 TEKS 5.C	LESSON 3 TEKS 5.A, 5.C
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		5	Right column, PhysicsLAB, last sentence	This lab should be done after Lesson 1.	This lab should be done after Lesson 2.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Physics Teacher Edition	9781265775384		61	Table, 2nd standard under "High School," TEKS 5.C	Describe and analyze motion in one dimension using equations with the concepts of distance, displacement, speed velocity, frames of reference, and acceleration.	Describe and analyze motion in one dimension using equations with the concepts of distance, displacement, speed, velocity, frames of reference, and acceleration.
McGraw Hill Texas Physics Teacher Edition	9781265775384		71	"Page 43 Figure 6 Look Closer," answer	It would indicate a position of +5.	It would indicate a position of +5 m.
McGraw Hill Texas Physics Teacher Edition	9781265775384		71	"Page 44 Figure 8 Look Closer," answer	The displacement from the lamppost to the cactus is –20 m, or 20 m to the left.	The displacement from the lamppost to the cactus is –19 m, or 19 m to the left.
McGraw Hill Texas Physics Teacher Edition	9781265775384		74	Right column , under "Differentiation Resources"	LearnSmart TEKS 4.B 15 min	N/A
McGraw Hill Texas Physics Teacher Edition	9781265775384		78	2nd item on page, "Activity," first sentence	Have students use Figure 10 to calculate the time in different time zones given the following information.	Have students use Figure 14 to calculate the time in different time zones given the following information.
McGraw Hill Texas Physics Teacher Edition	9781265775384		107	Lesson 3 blue header bar	TEKS 5.C Free Fall	TEKS 5.A TEKS 5.C Free Fall
McGraw Hill Texas Physics Teacher Edition	9781265775384		110	Lesson 1, Lesson Vocabulary, center column	acceleration-time graph	acceleration-time graphaverage acceleration
McGraw Hill Texas Physics Teacher Edition	9781265775384		114	bottom of right column	REVIEW RESOURCESLearnSmart TEKS 5.A TEKS 5.B TEKS 5.C 15 min	DIFFERENTIATION RESOURCESLearnSmart TEKS 5.A TEKS 5.C 15 min
McGraw Hill Texas Physics Teacher Edition	9781265775384		128	Flowchart on right	describe analyzemotion in one dimensionusingequationsand-concepts	describe analyzemotion in one dimensionusingequations with concepts ofdistance displacementsspeed velocityframes of references acceleration
McGraw Hill Texas Physics Teacher Edition	9781265775384		175	last item on page, "Topic: Newton's Second Law." answer text	$= 1.20 \times 10^2 \text{ m/s}^2 = F_{\text{net}}/a = 1.10 \times 10^5 \text{ N}/(1.20 \times 10^2 \text{ m/s}^2) = 917 \text{ kg}$	$= 1.202 \times 10^2 \text{ m/s}^2 = F_{\text{net}}/a = 1.10 \times 10^5 \text{ N}/(1.202 \times 10^2 \text{ m/s}^2) = 915 \text{ kg}$

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Physics Teacher Edition	9781265775384		194	2nd item on page, "IN-CLASS Example 4," first line of answer text	Earth exerts a downward force on you: $F_{\text{Earth on you}} = mg = (55 \text{ kg})(9.8 \text{ N/kg}) = -540 \text{ N}$	Earth exerts a downward force on you: $F_{\text{Earth on you}} = mg = (55 \text{ kg})(-9.8 \text{ N/kg}) = -540 \text{ N}$
McGraw Hill Texas Physics Teacher Edition	9781265775384		195	Under "Topic: Tension," "Visual Literacy" and accompanying image	Figure 26	Figure 27
McGraw Hill Texas Physics Teacher Edition	9781265775384		199	"Page 125"	Figure 23	Figure 24
McGraw Hill Texas Physics Teacher Edition	9781265775384		199	"Page 127"	Figure 25	Figure 26
McGraw Hill Texas Physics Teacher Edition	9781265775384		203	right column, Driving Question Close, last sentence	Students will conclude that the force would be greater, meaning that the wheelchair user would need to exert more effort to push themselves up the ramp.	N/A
McGraw Hill Texas Physics Teacher Edition	9781265775384		221	flowchart on right	[flowchart does not accurately reflect the TEKS]	[between top two ovals, add in blue text] including[for the bottom three ovals, revise so that it reads as follows][left oval]free body diagram [right oval]relationship between force and acceleration
McGraw Hill Texas Physics Teacher Edition	9781265775384		252	left column, last light blue header bar	Angled Launched Projectiles	Angled Launches
McGraw Hill Texas Physics Teacher Edition	9781265775384		325	Under "Evaluate," "Topic: Earth's Motion" and accompanying figure	Figure 20	Figure 21
McGraw Hill Texas Physics Teacher Edition	9781265775384		327	after last item on page	N/A	Page 261 Ask Yourself Explain why a lunar eclipse does not happen every full moon. A lunar eclipse can only happen when the Moon is within Earth's umbral shadow, but usually the Moon in its orbit passes above or below Earth's shadow.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Physics Teacher Edition	9781265775384		368	"Page 235 Ask Yourself," last sentence of pink answer text	The variable θ is the angle between the force and the distance from the axis of rotation to the point where the force is exerted.	The variable θ is the angle between the force and the displacement from the axis of rotation to the point where the force is exerted.
McGraw Hill Texas Physics Teacher Edition	9781265775384		562	First item on page, title	Interactive Visual Literacy: Gas Laws	Interactive Visual Literacy: Combined Gas Law
McGraw Hill Texas Physics Teacher Edition	9781265775384		591	last item on page, "Visual Literacy: Figure 2"	Ask students to study Figure 2 and trace the pathways by which solar radiation is absorbed and reflected. Radiation is absorbed by clouds, the atmosphere, and Earth's surface. Radiation is reflected by clouds and Earth's surface.	Ask students to study Figure 2 and trace the pathway by which solar radiation is absorbed and reflected. Solar radiation is transferred to Earth's surface, then from Earth to the atmosphere. Infrared radiation is emitted by the atmosphere and absorbed by Earth.
McGraw Hill Texas Physics Teacher Edition	9781265775384		597	"Page 383 Figure 2 Look Closer"	Describe the different pathways solar radiation can take once it reaches Earth. About 29 percent of solar radiation is reflected into space by Earth's surface, the atmosphere, or clouds. Another 23 percent is absorbed by the atmosphere and clouds. About 48 percent is absorbed by Earth's surface.	N/A
McGraw Hill Texas Physics Teacher Edition	9781265775384		643	table, left column, text of TEKS	Describe how energy is conserved through transfers and transformations in systems such as electrical circuits, food webs, amusement park rides, and photosynthesis.	Describe how energy is conserved through transfers and transformations in systems such as electrical circuits, food webs, amusement park rides, or photosynthesis.
McGraw Hill Texas Physics Teacher Edition	9781265775384		658	table, left column, text of TEKS	Describe how energy is conserved through transfers and transformations in systems such as electrical circuits, food webs, amusement park rides, and photosynthesis.	Describe how energy is conserved through transfers and transformations in systems such as electrical circuits, food webs, amusement park rides, or photosynthesis.
McGraw Hill Texas Physics Teacher Edition	9781265775384		687	flow chart in right column, 2nd oval from top on right side	wave propagation in various media	wave propagation in various types of media
McGraw Hill Texas Physics Teacher Edition	9781265775384		706	2nd item under "Elaborate" header, sentences 3 and 4	Because of her interest in fluids, she invented the Ayrton fan that could safely remove gases from underground chambers. It became a deterrent to wartime gas attacks.	Because of her interest in fluids, she invented the Ayrton fan that could safely remove gases from underground chambers, making working conditions safer in sewers and mines.
McGraw Hill Texas Physics Teacher Edition	9781265775384		710	Unpack the TEKS	[TEKS 8.D icon] The student knows the characteristics and behavior of waves. The student is expected to:	[TEKS 8.D icon] The student knows the characteristics and behaviors of waves. The student is expected to:

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Physics Teacher Edition	9781265775384		721	flowchart on right, top oval	Investigate the behavior of waves	investigate behaviors of waves
McGraw Hill Texas Physics Teacher Edition	9781265775384		728	2nd item on page, "Clarify a Preconception," last 2 sentences	Ask students what will eventually happen to southwestern California and Baja if present plate motions continue for millions of years at a rate of about 5 cm/y. Southwestern California and Baja will become an island off the coast of Oregon in 20 million years.	Ask students what will eventually happen to southwestern California and Baja California if present plate motions continue for millions of years at a rate of about 5 cm/y. Southwestern California and Baja California will become an island off the coast of Oregon in 20 million years.
McGraw Hill Texas Physics Teacher Edition	9781265775384		767	Bullet point under "Unpack the TEKS"	investigate behaviors of waves including reflection, refraction, diffraction, interference, standing wave, the Doppler effect and polarization and superposition.	investigate behaviors of waves, including reflection, refraction, diffraction, interference, standing wave, the Doppler effect and polarization and superposition.
McGraw Hill Texas Physics Teacher Edition	9781265775384		800	ELPS Support box, Beginning and Intermediate text	Beginning Use two rulers to demonstrate parallel and perpendicular. For each example, place two rulers parallel to each other. Point and say: They're parallel. With your hands, follow the directions of the rulers and say: The lines go straight ahead and never cross. Then repeat, but this time place the rulers so that they cross paths. Point and say: They're perpendicular. They cross paths. Repeat twice, once placing the rulers parallel, the other time perpendicular. Each time, point and ask: Are they parallel or perpendicular? parallel / perpendicular Intermediate Use two rulers to demonstrate parallel and perpendicular. For each example, place two rulers parallel to each other. Point and say: They're parallel. With your hands, follow the directions of the rulers and say: The lines go straight ahead and never cross. Then repeat, but this time place the rulers so that they cross paths. Point and say: They're perpendicular. They cross paths. Repeat twice, once placing the rulers parallel, the other time perpendicular. Each time, point and ask: Are they parallel or perpendicular? How do you know? Provide sentence frames: They're _____. parallel / perpendicular I know because they _____ paths. don't cross / cross	Beginning Use two rulers to demonstrate parallel and perpendicular. For each example, place two rulers parallel to each other. Point and say: They're parallel. With your hands, follow the directions of the rulers and say: The lines go straight ahead and never cross. Then repeat, but this time place the rulers so that they cross paths at 90°. Point and say: They're perpendicular. They cross paths at 90°. Repeat twice, once placing the rulers parallel, the other time perpendicular. Each time, point and ask: Are they parallel or perpendicular? parallel / perpendicular Intermediate Use two rulers to demonstrate parallel and perpendicular. For each example, place two rulers parallel to each other. Point and say: They're parallel. With your hands, follow the directions of the rulers and say: The lines go straight ahead and never cross. Then repeat, but this time place the rulers so that they cross paths at 90°. Point and say: They're perpendicular. They cross paths at 90°. Repeat twice, once placing the rulers parallel, the other time perpendicular. Each time, point and ask: Are they parallel or perpendicular? How do you know? Provide sentence frames: They're _____. parallel / perpendicular I know because they _____ paths. don't cross / cross at 90°
McGraw Hill Texas Physics Teacher Edition	9781265775384		806	Under "Essential Question" head	How do scientists use the Doppler effect to measure how stars and galaxies are moving?	How do scientists use the Doppler effect to determine how stars and galaxies are moving?

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		809	1st item under "Engage"	Have students make their initial claims, using the Claim Evidence Reasoning (CER) strategy, to answer the essential question, "How do scientists use the Doppler effect to measure how stars and galaxies are moving?"	Have students make their initial claims, using the Claim Evidence Reasoning (CER) strategy, to answer the essential question, "How do scientists use the Doppler effect to determine how stars and galaxies are moving?"
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		812	1st item under "Elaborate"	Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the question, "How do scientists use the Doppler effect to measure how stars and galaxies are moving?"	Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the question, "How do scientists use the Doppler effect to determine how stars and galaxies are moving?"
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		833	"Page 541 Figure 9 Look Closer," answer	The boy could not see his full height because light rays from the lower half of his body would be at such a large angle of incidence that the reflected ray would not reach his eye. However, because of the law of reflection, the boy could see most of his height by moving away from the mirror.	If the top of the mirror is aligned with the boy's eyes, then light rays from his feet will be directed to his eyes; however, he won't be able to see the part of his head that is above his eyes. If the mirror is moved upward so that the top is aligned with the top of his head, he can see his head, but his feet will be cut off. So while light from his entire height is reflected by the half mirror, his eyes are not always positioned to see his full height as a virtual image.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		836	2nd from last item on the bottom right	LearnSmart TEKS 8.C 15 min	LearnSmart TEKS 8.D 15 min
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		845	"Page 547 Figure 15 Look Closer"	Explain the cause of the appearance of the other images in the mirror. The flag and the desk appear inverted because they are beyond the focal point of the mirror.	Explain the cause of the appearance of the other images (the grass and sky) in the mirror. The grassy hill and the sky appear inverted because they are beyond the focal point of the mirror.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		849	last item on page, "Discussion," answer text	The virtual image height gets larger and larger, and then disappears when the object reaches the focal point. The light rays are reflected as parallel rays that never meet. The mirror and magnification equations suggest that the virtual image is infinitely far away and infinitely large.	The virtual image height gets larger and larger, and then disappears when the object reaches the focal point. Similarly, the real image height increases until the object far from the mirror reaches the focal point. The light rays from the focal point are reflected as parallel rays that never meet. The mirror and magnification equations suggest that the virtual image is infinitely far away and infinitely large.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		855	1st item on page, "Topic: Calculating Image Position," last line of answer to part b.	The image is 19 cm inside the mirror.	The image is 19 cm behind the mirror.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Physics Teacher Edition	9781265775384		882	Last item on page, "Quick Research: Types of Chromatic Aberration," pink answer text	Like the motion of particles in a longitudinal wave, the colors of light are spread out along the axis in longitudinal chromatic aberration. Like the motion of particles in a longitudinal wave, the colors of light are spread out perpendicular to the axis in transverse chromatic aberration.	Like the motion of particles in a longitudinal wave, the colors of light are spread out along the axis in longitudinal chromatic aberration. Like the motion of particles in a transverse wave, the colors of light are spread out perpendicular to the axis in transverse chromatic aberration.
McGraw Hill Texas Physics Teacher Edition	9781265775384		917	2nd item on page, header	Topic: Thin Film Interference	Topic: Thin-Film Interference
McGraw Hill Texas Physics Teacher Edition	9781265775384		929	Under "Revisit the Essential Question"	How are interference and diffraction related?	How are interference and diffraction of light related?
McGraw Hill Texas Physics Teacher Edition	9781265775384		1013	2nd item on page (title, 1st sentence) and figure caption	Figure 15	Figure 14
McGraw Hill Texas Physics Teacher Edition	9781265775384		1036	left column, last light blue header bar	Combined Series-Parallel Circuits	Combination Series-Parallel Circuits
McGraw Hill Texas Physics Teacher Edition	9781265775384		1037	last item on page, "Quick Demo: Breaking a Circuit," last 4 sentences	Turn on the power supply and slowly increase the current until the steel wool is ignited and melts to break the circuit. Ask students to explain what happened. The increasing current heated the steel wool enough to melt it. Have students consider how this concept could be used as a safety device in home electrical circuits.	Turn on the power supply and slowly increase the current until the steel wool rapidly oxidizes to form iron(III) oxide, which crumbles and causes the circuit to break. Visually, this may look like the steel wool is melting. Ask students to explain what happened. The increasing current heated the steel wool enough to cause it to burn. Have students consider how this concept could be used as a safety device in home electrical circuits.
McGraw Hill Texas Physics Teacher Edition	9781265775384		1041	1st light blue header bar	Topic: Combined Series-Parallel Circuits	Topic: Combination Series-Parallel Circuits
McGraw Hill Texas Physics Teacher Edition	9781265775384		1046	"Relevance: Why should students care?" 2nd sentence	You probably overloaded the circuit by demanding too much power at once.	You may have overloaded the circuit by demanding too much power at once or one of the devices may have a short circuit..

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1181	Under "Evaluate," under "Topic: Using X-rays"	How are X-rays used in airport security? They are used in backscatter systems to produce images from lower-energy X-rays that reflect off luggage contents.	How are X-rays used in airport security? They are used in scanning systems that reveal luggage contents; backscatter systems, which use lower energy X-rays, are used to screen passengers.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1218	Left column, 3rd light blue header bar under "Explain"	Quantized Energy	Quantized Energy in Atoms
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1222	1st light blue header bar	Topic: Quantized Energy	Topic: Quantized Energy in Atoms
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1227	2nd to last item on page, title	Topic: Quantized Energy	Topic: Quantized Energy in Atoms
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1233	right column, last item	LearnSmart TEKS 9.D	LearnSmart TEKS 8.F, 9.D
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1234	Under "Explore," 1st item, title and Sentences 1 and 2	Astronomy Connection: Willamina Fleming 20 minutesHave students research the work of Willamina Fleming and then share their findings with a partner or with the class. Willamina Paton Stevens Fleming (1857– 1911) was an American physicist who was born in Scotland.	Astronomy Connection: Williamina Fleming 20 minutesHave students research the work of Williamina Fleming and then share their findings with a partner or with the class. Williamina Paton Stevens Fleming (1857– 1911) was an American physicist who was born in Scotland.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1238	1st item on page, last 3 sentences	The same principle was achieved with light (LASER) in 1959 by Theodore Harold Maimen. Have students research the 1964 Nobel Prize in Physics. Townes, along with Russians Nicolay B. Basov and Aleksandr M. Prokhorov, received the 1964 Nobel Prize in Physics for “fundamental work in quantum electronics, which led to the construction of oscillators and amplifiers based on the maser-laser principle.”	The same principle was achieved with light (LASER) in 1959–1960 by Theodore Harold Maimen. Have students research the 1964 Nobel Prize in Physics. Townes, along with Russians Nicolay G. Basov and Aleksandr M. Prokhorov, received the 1964 Nobel Prize in Physics for “fundamental work in the field of quantum electronics, which has led to the construction of oscillators and amplifiers based on the maser-laser principle.”
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1246	Lesson 2 blue header bar	TEKS 8.E	N/A

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
McGraw Hill Texas Physics Teacher Edition	9781265775384		1282	right column, between items 1 and 2	N/A	[in light blue header bar]Mass Defect and Binding Energy
McGraw Hill Texas Physics Teacher Edition	9781265775384		1287	Just above Item 2, "IN-CLASS Example 1"	N/A	[insert blue-gray topic bar with text] Topic: Mass Defect and Binding Energy
McGraw Hill Texas Physics Teacher Edition	9781265775384		1287	item 2, "IN-CLASS Example 1," answer	The mass defect of ^{12}H is 0.0023880 u; the binding energy is -2.2244 MeV. The mass defect of ^{24}He is 0.030377 u; the binding energy is -28.296 MeV. There is a large change in binding energy from ^{12}H to ^{24}He .	The mass defect of ^{12}H is 0.002388 u; the binding energy is -2.2244 MeV. The mass defect of ^{24}He is 0.030377 u; the binding energy is -28.296 MeV. There is a large change in binding energy from ^{12}H to ^{24}He .
McGraw Hill Texas Physics Teacher Edition	9781265775384		1291	"Page 832 Ask Yourself," last sentence	An element's atomic mass is the weighted average of the isotopes of the element.	An element's atomic mass is the weighted average of the element's isotope masses.
McGraw Hill Texas Physics Teacher Edition	9781265775384		1300	Item 2, "IN-CLASS Example 1," question	Write the nuclear equation for the decay of radioactive ^{378}Rb to ^{378}Sr by the emission of a beta particle and an antineutrino.	Write the nuclear equation for the decay of radioactive ^{378}Rb to ^{388}Sr by the emission of a beta particle and an antineutrino.
McGraw Hill Texas Physics Teacher Edition	9781265775384		1305	item 1, table, bottom row, center column	New isotopes	New element
McGraw Hill Texas Physics Teacher Edition	9781265775384		1314	1st item on page, 2nd sentence in black text	Each reaction has an input of one neutron and an output of two neutrons.	Each reaction has an input of one neutron and an output of three neutrons.
McGraw Hill Texas Physics Teacher Edition	9781265775384		1327	Under "Topic: Star Formation," answer text	The gravitational forces pulling the matter in a star inward toward the center are balanced by the outward pressure sustained by compression and by the thermal and kinetic energy released by nuclear reactions in the core.	The gravitational forces pulling the matter in a star inward toward the center are balanced by the outward pressure sustained by compression and by the thermal energy released by nuclear reactions in the core.
McGraw Hill Texas Physics Teacher Edition	9781265775384		1335	right column, False Cognates, first sentence	Point out false cognates to help students avoid errors.	Point out false cognates to help students avoid errors.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1398	Induced electromotive force, definition	The potential difference across a wire that results from the production of an electric field.	The potential difference across a wire that results from electromagnetic induction.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1401	Magnetic field, definition	The area around a magnet, or around any current-carrying wire or coil of wire, where a magnetic force exists.	The area around a magnet, or around any moving electric charge, where another magnet would experience magnetic force.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1404	Pair production, definition	The conversion of energy into a matter-antimatter pair of particles.	The conversion of a photon or Z boson into a matter-antimatter pair of particles.
<i>McGraw Hill Texas Physics Teacher Edition</i>	9781265775384		1406	Quantized, definition	The property of energy that it exists only in bundles of specific amounts.	The property of a quantity that it exists only in bundles of specific amounts.

Publisher: Myriad Sensors, Inc.

Physics

Conceptual Academy Physics (Texas Edition): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Conceptual Academy Physics Student Edition</i>	9798986270623		page 1 of 6	https://conceptualacademy.com/sites/default/files/2022-12/CAP01PlankB.pdf	Make a complete record of your performing this activity within your field journal. Should read, "Make a complete record of you performing this activity...." "I" is missing in word complete and "Your" should be you.	Thank you. We will make this change.
<i>Conceptual Academy Physics Student Edition</i>	9798986270623	View Link	1	Chilling Exploration of Hands on Activity	" In this activity, you will find a reasonably wayestimate the value of absolute zero, which is the coldest of cold. " Change reasonably to reasonable. Include "to" after the word way.	Thank you. We will make this change.
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	Card1	Card 8. Communicating the Explanation (Everyone's Turn) Students communicate collaboratively in a variety of settings.	"Communicate your explanation of to a group of classmates as an article..." should read "Communicate your explanation to a group of classmates as an article..."	Thank you. We will make this edit.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	Card4	Card 4: Reading and Video Check Questions	"an what questions might Galileo have asked about the Copernican view?" should read "and what questions might Galileo have asked about the Copernican view?"	Thank you. We will make this change.
<i>Conceptual Academy Physics Student Edition</i>	9798986270623	View Link	Card5	Card 5: Think About It (Your Turn)	"Show here are 10 kg and 500 kg weights resting upon pistons (yellow) that can glide up and down above an enclosed body of water (blue)." Show should be Shown	Thank you. We will make this edit.
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	Card3	Cards 3 and 5: Video Check and Reading Check questions	"The time it takes for an armature to feel increased resistance after you turn on a light is" should read "The time it takes for an armature to feel increased resistance after you turn on a light is"	Thank you. We will make this change.
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	Card7	Cards 7: Section 0.5 (f) Reading Check	"How as past research in the airline industry led us to safer planes?" should read "How has past research in the airline industry led us to safer planes?"	Thank you. We will incorporate this edit.
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	Card7	Card 7: Section 5.9 (f) Podcast Show Notes	"This holds the promise of having much impactWe explore the science behind the many challenges still faced in the development of solar fuels. We talk about the prospects. About the possibilities" punctuation error and reads a little funny. I suggest "This advancement has a large potential impact and holds much promise. We explore..."	Thank you. We will implement this improvement.
<i>Conceptual Academy Physics Student Edition</i>	9798986270623	View Link	1	Page 1 and 3 (Directions for analysis are within the Conclusion)	"Please do now merely connect the dots." Now should be not	Thank you. We will make this change.
<i>Conceptual Academy Physics Student Edition</i>	9798986270623	View Link	Card3	Cards 3 - 23: Background Information, et. al.	delta Mom should read delta p. p is the correct symbol for momentum not Mom	Thank you. We will make this change
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	Card5	Card 5: Section 1.10 (d) Your Turn Question	Show that the resultant speed is 500 miles per hour due north east. The resultant is 30 degrees north from east. Due north east would be 45 degrees north from east. Suggestion to change to "500 miles per hour north east"	Thank you. We will remove the word "due" in the referenced sentence

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	1	Pages 1 - 4: Hands-On Activity, Density: Float or Sink	"Make a complete record of your performing this activity within yourfield journal." your should be you. within should read in.	Thank you. We will make this change.
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	1	Pages 1 - 5: Hands-on Activity, Sweet Polarization	"Polarized sunglasses are designed block out any horizontallyoriented plane polarized light." Insert "to" between designed to block.	Thank you. We will make this change.
<i>Conceptual Academy Physics Student Edition</i>	9798986270623	View Link	Card2	Cards 2 an"d 4: Section 0.1 (a) Rational Thinking. Third Paragraph; Section 0.1 (b) Scientific Discoveries	"How did Galileo study nature's behavior, an what questions might Galileo have asked about the Copernican view?" an what questions should read and what questions	Thank you. We will tend to this edit.
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	Card6	Cards 2" and 6: Section 0.5 (a) Video: Science and Technology; Section 0.5 (e) Risk Assessment: Cost-Benefit	"How as past research in the airline industry led us to safer planes?" Should read How has	Thank you. We will tend to this edit.
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	Card5	Card 5: Review questions 21 - 24. Under that section there is a section of question that reads Question 22, then another Question 22 instead of 23.	The numerical order of questions isn't correct. The page reads Question 22, and the next number reads Question 22 as well.	Thank you. We will be making this correction
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	Card5	Card 5: Section 9.7 (d) Series Circuits	The photo is a parallel circuit and must be changed to a series circuit. The schematic and narrative are about series circuits.	Thank you for this catch. We will be removing the photographs of Figures 9.21 and 9.22 while leaving the diagrams.
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	1	Pages 1 and 2: Hands-on Activity: Safety Pin Motor	"Make a complete record of your performing this activity within yourfield journal." Change your to you. This error has been made numerous times.	Thank you. We have made these changes
<i>Conceptual Academy Physics Student Edition</i>	978196187026	View Link	Card2	Card 2: Malus's Law	"This is show in (a) of the illustration below" SHOW IN should read shown in	Thank you. We will tend to this edit.

Publisher: Savvas Learning

Physics

Texas Experience Physics (Print with digital): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Performance Based Assessment: Force, Mass, and Acceleration (On the first page find paragraph 2)	using a line graph should be a requirement not optional so take of the 'or' and just make it and or do not give the options of scatter plot, data table or line graph	<p>We are revising the worksheet to read:</p> <p>Follow the instructions and organize all the quantitative data collected during measurements using data tables, scatter plots, and line graphs; and conduct data analysis by identifying experimental limitations and sources of error.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1CBoO-5VC-hJqu_SihNKrwXxNziUd2rPt2UNdB6IIWWE/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Performance Based Assessment: Force, Mass, and Acceleration (On the first page find paragraph 2)	do not give the 'or' make it mandatory. Students will fight any opening. So saying or they interpret that as they have an option. There should be a clear separation from scatter plot and line graph.	<p>We are revising the text to read:</p> <p>Follow the instructions and organize all the quantitative data collected during measurements using data tables, scatter plots, and line graphs; and conduct data analysis by identifying experimental limitations and sources of error.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1CBoO-5VC-hJqu_SihNKrwXxNziUd2rPt2UNdB6IIWWE/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Inquiry Lab: Motion Plots (Scroll to the fifth page and find Question 3)	do not give the 'or' make it mandatory. Students will fight any opening. So saying or they interpret that as they have an option.	<p>We are revising the text to read:</p> <p>Draw scatter plots and line graphs to organize the quantitative data of position and speed for each motion in step 6.</p> <p>Link to revised copies of the worksheets:</p> <p>Student Worksheet: https://docs.google.com/document/d/1nSbzhvbjC-c3dislwqddX9UpuksQ5sbynOpIM4XIOMI/edit</p> <p>Teacher Worksheet: https://docs.google.com/document/d/1OhAldR0LpHRlyKdowd11wJF41_cU2nWeOtYAlbk80fk/edit</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Performance Based Assessment: Speed, Acceleration, and Trajectory (On the first page find paragraph 2)	do not give the 'or' make it mandatory. Students will fight any opening. So saying or they interpret that as they have an option.	<p>We are revising the text to read:</p> <p>Follow the instructions and organize all the quantitative data collected during measurements using data tables, scatter plots, and line graphs.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1mHMfWoBIUhM8HXrQZ3VdoIPVpzFbDricDZ02cc99SmM/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Inquiry Lab: Elastic and Inelastic Collisions (Scroll to the second page and find paragraph 2)	instead of saying or ... say and or just take away the option for line graph and scatter plot You can not give students an option when trying to satisfy a specific TEK they will always choose the easiest route which is never the TEK you are trying to hit.	<p>We are revising the text to read:</p> <p>You will organize your qualitative data, such as incident speed versus post-collision speed, in three ways: using line graphs, scatter plots, and data tables.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1yRgrotbR97DTSokrxl70Ed_HcQMLa74KYD3NwUaow-E/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Inquiry Lab: The Impact of Position on Energy (Scroll to the second page and find Procedure 7)	the data table 1 here students are asked to record their data is all out of wack. The title cells need to be fixed so the information can be recorded in a clear manner.	<p>We are revising the table so the mass of the ball is a separate line to make the data collection clear. We have clarified the column heads and added units to each.</p> <p>Please see the revised table in copies of the worksheet at the following links:</p> <p>Student Worksheet: https://docs.google.com/document/d/1SdeUTMJvQRxsnEH82DMEbkQPn4KzXsl_XAwJuqpkPyk/edit</p> <p>Teacher Worksheet: https://docs.google.com/document/d/1oQycRYrx7lcCYvpFpHN4fU4uuAXoWUMXj4eH8E_Wkxo/edit#heading=h.tefw6vsk28hd</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Inquiry Lab: Electric Fields (Scroll to the fourth page and find Step 12)	Add a specific line that tells the students to be sure and properly label their map/picture/diagrams when uploading it and/or changing their picture.	<p>We are revising the text to read:</p> <p>Scan or take a photo of the map and upload it. Alternatively, you may organize the qualitative data of charge location and shapes of the electric field lines using a handmade or computer generated diagram or scientific drawing. Properly label your map or diagram when uploading it.</p> <p>Link to revised copies of the worksheets:</p> <p>Student Worksheet: https://docs.google.com/document/d/1BP4_NPE72LTkjsSbToIH8NHPWNGOV_rS9P6-b0L1F0/edit#heading=h.z3p5er15we9n</p> <p>Teacher Worksheet: https://docs.google.com/document/d/1wUvMCan4sDfZJLvcj3k0cfigJvXtrcChfitPsiTjY/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Inquiry Lab: The Impact of Position on Energy (Scroll to the second page and find Procedure 7)	adjust it to say time AND observations in table 1 so it can satisfy the TEK of qualitative data as well.	<p>We are revising the text to read:</p> <p>Release the ball into the foam. Record the time and observations of the fall in Table 1.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1SdeUTMJvQRxsEH82DMEbkQPn4KzXsI_XAwJuqpkPyk/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Performance Based Assessment: Force, Mass, and Acceleration (On the first page find paragraph 1, paragraph 2)	This sentence implies that a control is where one variable is changed. It is not. A control, in the physics sense, is where no changes are made. Quote:Make sure to establish a control by changing one variable at a time when conducting measurements	<p>We are revising the text to read:</p> <p>Make sure to establish controls by keeping all other variables constant and changing only one variable at a time when conducting measurements.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1CBoO-5VC-hJqu_SihNKrwXxNziUd2rPt2UNdB6IIWWE/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Inquiry Lab - Advanced: Electric Charges and Coulomb's Law (Scroll to the fourth page and find Step 13)	Remember to control your variables. Record your data for two trials in the data table.This statement implies that all the variables are controls. Possibly change it to: Record your data for two trials. Each trial should have the same independent variable (control) and the dependent variable should be the changing variable. Or something along those lines.	<p>We are revising the text to read:</p> <p>Record your data for two trials in the data table. Each trial should have the same independent variable (control) and the dependent variable should be the changing variable.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1Wg-FwiZrv_GorMXcNCLclreSWhgypuGfaJvOIfmgmA/edit</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Inquiry Lab - Background: The Impact of Position on Energy (On the first page find paragraph 3)	Third paragraph into the second page you restate what they are doing in the first sentence and the last sentence after finally. In this lab, you will develop explanations about how an object's position relates to its energy, supported by data and consistent with scientific ideas. You will gather detailed qualitative observations and will conduct quantitative measurements; make sure to organize all the qualitative and quantitative data using the corresponding data tables. Finally, you will develop explanations about position and energy that are supported by data and models, and that are consistent with scientific ideas.	<p>We are revising the text to read:</p> <p>In this lab, you will develop explanations about how an object's position relates to its energy, supported by data and models and consistent with scientific ideas. You will gather detailed qualitative observations and will conduct quantitative measurements; make sure to organize all the qualitative and quantitative data using the corresponding data tables.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1wI2U59WC_kiprEzzvxuQ3DZYP6HnWKeACDxh0h05yis/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Engineering Workbench: Design an Electronic Quiz Board (On the first page find paragraph 1)	the 'or' everywhere needs to be taken out it should be individually and different formats not collaboratively or different formats and locations	<p>We are revising the text to read:</p> <p>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.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/12EGFYe6342G0dgoj43PDiFwIxH9Pw9jYaQx83QCDCw/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Engineering Workbench: Egg Supply Drop (Scroll to the fourth page and find Step 9)	The TEKS defines this as individually and in a variety of formats. not a choice to collaborate and in a variety of settings. Following your teacher's guidance, explain your solution individually, or collaboratively as a group to your class. This may take place in a variety of settings	<p>We are revising the text to read:</p> <p>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.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1uuQAeITbaakadGHedh4GumLjN9iOmdju3SHL-ZxVedI/edit</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Physics Digital Components</i>	9781428553965	View Link	worksheet link	Engineering Workbench: Design an Electronic Quiz Board (On the first page find paragraph 1 and paragraph 2)	The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or.	<p>We are revising the text to read:</p> <p>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.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/12EGFYe6342G0dgoj43PDiFwIxH9Pw9jYaQx83QCDCw/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Engineering Workbench: Egg Supply Drop (Scroll to the fourth page and find Step 9)	The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or.	<p>We are revising the text to read:</p> <p>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.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1uuQAeITbaakadGHEdh4GumLjN9iOmdju3SHL-ZxVedI/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	worksheet link	Engineering Workbench: Design an Electronic Quiz Board (On the first page find paragraph 1 and paragraph 2)	The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or.	<p>We are revising the text to read:</p> <p>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.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/12EGFYe6342G0dgoj43PDiFwIxH9Pw9jYaQx83QCDCw/edit</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Engineering Workbench: Egg Supply Drop (Scroll to the fourth page and find Step 9)	The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or.	<p>We are revising the text to read:</p> <p>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.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1uuQAeITbaakadGHedh4GumLjN9iOmdju3SHL-ZxVedI/edit</p>
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Engineering Workbench: Design an Airdrop System (On the first page find paragraph 2)	The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or.	<p>We are revising the text to read:</p> <p>Following your teacher’s guidance, communicate 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.</p> <p>Link to a revised copy of the worksheet: https://docs.google.com/document/d/14J2OWB6A6dGldsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Physics Digital Components	9781428553965	View Link	worksheet link	Engineering Workbench: Design an Airdrop System (Scroll to the 5th page and find Question 7)	The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or.	<p>There is conflicting information in this error report. Description of Location: Engineering Workbench: Design an Airdrop System (Scroll to the 5th page and find Question 7) Should be PHYS_INV01_EWB_TXS25_SE</p> <p>Document links to PHYS_INV09_EWB_TXS25_SE Waves and Erosion and not Engineering Workbench: Design an Airdrop System; in this document it is question 8</p> <p>We are revising both worksheets as follows: Change first two sentences in INV01 EWB question 7 to:</p> <p>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, question and answer session, and a lab report.</p> <p>And change INV09 EWB question 8 to:</p> <p>Following your teacher’s guidance, communicate 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.</p> <p>Links to revised copies of the worksheets:</p> <p>INV01: ENGINEERING WORKBENCH Student worksheet: https://docs.google.com/document/d/14J2OWB6A6dGldsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit</p> <p>Teacher worksheet: https://docs.google.com/document/d/1GxY_5RzKG_DvEb6eEyOCWtYG9di_nXP1zI6NPK0N8No/edit#heading=h.z3p5er15we9n</p> <p>INV09 Engineering Workbench Student worksheet: https://docs.google.com/document/d/1ZVVq4FW9Fg-m4Yg8E-0FOkoLrf1OkoVEM_YfezQsgJQ/edit#heading=h.z3p5er15we9n</p> <p>Teacher worksheet: https://docs.google.com/document/d/1JJELDW-frMithhW3vGvf9U8ec3QTmak-YFSQjZlO9EY/edit#heading=h.z3p5er15we9n</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Engineering Workbench: Design an Airdrop System (On the first page find paragraph 2)	The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. for the settings vs formats remove the and it may include various formats.... say it must be in different formats take away the option.	<p>We are revising the text to read as follows:</p> <p>Following your teacher’s guidance, communicate 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.</p> <p>Link to a revised copy of the worksheet: https://docs.google.com/document/d/14J2OWB6A6dGIdsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit (opens in new window)</p>
<i>Physics Digital Components</i>	9781428553965	View Link	worksheet link	Engineering Workbench: Design an Airdrop System (Scroll to the 5th page and find question 7)	The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. take away the options for a change of setting vs different formats; phrase it like it is mandatory for various formats.	<p>We are revising the text to read as follows:</p> <p>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, question and answer session, and a lab report.</p> <p>Links to revised copies of the worksheet:</p> <p>Student version: https://docs.google.com/document/d/14J2OWB6A6dGIdsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit</p> <p>Teacher version: https://docs.google.com/document/d/1GxY_5RzKG_DvEb6eEyOCWtYG9di_nXP1zI6NPK0N8No/edit#heading=h.z3p5er15we9n</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Engineering Workbench: Design an Airdrop System (On the first page find paragraph 2)	The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. take out the it may for variety of formats and make it a clear mandatory statement.	We are revising the text to read as follows: Following your teacher's guidance, communicate 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. Link to a revised copy of the worksheet: https://docs.google.com/document/d/14J2OWB6A6dGIdsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit
<i>Physics Digital Components</i>	9781428553965	View Link	worksheet link	Engineering Workbench: Design an Airdrop System (Scroll to the fifth page and find Question 7)	The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. take out the it may for formats and make it a mandatory statement.	We are revising the text to read as follows: 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, question and answer session, and a lab report. Links to revised copies of the worksheet: Student version: https://docs.google.com/document/d/14J2OWB6A6dGIdsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit Teacher version: https://docs.google.com/document/d/1GxY_5RzKG_DvEb6eEyOCWtYG9di_nXP1zI6NPK0N8No/edit#heading=h.z3p5er15we9n
<i>Physics Digital Components</i>	9781428553965	View Link	Worksheet Link	Introduction to Science and Engineering Worksheet (Scroll to the second page and find Question 6)	missing the most important benefit of a dam: supplies water to cities the costs need to be reevaluated many of them are either not that major, do not have high impact, or are just incorrect. Flooding for a farmer is bad and will ruin the crops not give nutrients.	

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Physics Student Handbook</i>	9781418358860	View Link	75	page 75, Solving Two-Dimensional Force Problems Infographic	FFB in step 1 appears to be phantom force. N, T and mg are on different planes and act independently. Also, why do you have the F for friction as an absolute value with the bars either side.	In Step 1, we are adding an explanation in the form of an equation that shows that F_{FB} is a combination of the forces of friction in the x-direction and the Normal force in the y-direction (and is not a phantom force). In Step 2, we are removing the absolute value bars and making the label f non-boldface to show the equation is for the value only and not the direction. A revised copy of the page may be seen at this link. https://drive.google.com/file/d/1bQU-TiQHxuOny6We8b3QFhD8RdoejiRR/view?usp=drive_link
<i>Physics Student Handbook</i>	9781418358860	View Link	vii	Table of Contents listing for Investigation 5	Investigation 5 Magnetic Forces Experience 1: Force, Mass, and Acceleration Experience 2: Types of Forces Experience 3: Forces on Systems	Investigation 5 Magnetic Forces Experience 1: Magnetic Forces and Fields Experience 2: Inducing Magnetism Experience 3: Inducing Current
<i>Physics Teacher Guide</i>	9781418358877	View Link	30	Experience 1 Phenomenon Tracker cell in table	"motion and forces"	"motion and forces"
<i>Physics Teacher Guide</i>	9781418358877	View Link	81	In cell under Experience 3	Student learn that charges can flow...	Students learn that charges can flow...
<i>Physics Teacher Guide</i>	9781418358877	View Link	87	Math Tutorial Video in the Sample Problem Math Support box	Have students try the math practice problems in the handbook, such as.	Have students try the math practice problems in the handbook.
<i>Physics Teacher Guide</i>	9781418358877	View Link	94	ELPS Targeted Support	Reading 2.C	Listening 2.C
<i>Physics Teacher Guide</i>	9781418358877	View Link	256	ELPS Targeted Support	Speaking 4.G	Speaking 3.G

Publisher: Kiddom

Physics

OpenStax Physics powered by Kiddom - Online and Print: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
OpenStax Physics powered by Kiddom - Online and Print	9781960634573	View Link		<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing</p> <p>Omission: There's a mention of parents and caregivers in the Preface, Additional Resources, Family Materials.</p> <p>https://app.kiddom.co/curriculum/723838/node/e9ccb943-5f07-42ee-8ebe-65d718dd4d57:69f250fe-e2ae-11ed-8b75-06215d1efb8b:d7417294-e2ad-11ed-8671-06b7c2a50971</p>	<p>Omission: There's a mention of parents and caregivers in the Preface, Additional Resources, Family Materials.</p> <p>https://app.kiddom.co/curriculum/723838/node/e9ccb943-5f07-42ee-8ebe-65d718dd4d57:69f250fe-e2ae-11ed-8b75-06215d1efb8b:d7417294-e2ad-11ed-8671-06b7c2a50971</p>	<p>Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing</p> <p>Omission: There's a mention of parents and caregivers in the Preface, Additional Resources, Family Materials.</p> <p>https://app.kiddom.co/curriculum/723838/node/e9ccb943-5f07-42ee-8ebe-65d718dd4d57:69f250fe-e2ae-11ed-8b75-06215d1efb8b:d7417294-e2ad-11ed-8671-06b7c2a50971</p>

Publisher: TPS Publishing

Physics

STEAM into Physics - High School Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Teacher Text-book	9781788058766	View Link	53	Second box	van de Graaff	Van de Graaff
Teacher Text-book	9781788058766	View Link	60	First line	van de Graaff	Van de Graaff
Teacher Text-book	9781788058766	View Link	363	Line 1 & 3	van de Graaff	Van de Graaff
Teacher Text-book	9781788058766	View Link	373	Line 8	van de Graaff	Van de Graaff
Teacher Text-book	9781788058766	View Link	379	Resources box	van de Graaff	Van de Graaff

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Teacher Text-book</i>	9781788058766	View Link	405	Top line	van de Graaff	Van de Graaff

Publisher: Summit K12 Holdings

Physics

Dynamic Physics: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Dynamic Physics</i>	9781433407062			Teacher Guide: Newcomer Resources	NA	The link to the document was not active during the review.
<i>Dynamic Physics</i>	9781433407062			Teacher Guide: Science Cognates	NA	The link to the document was not active during the review.
<i>Dynamic Physics</i>	9781433407062			Teacher Guide: Science Literacy	NA	The link to the document was not active during the review.
<i>Dynamic Physics</i>	9781433407062			Teacher Guide: Teacher Reports Dashboard	NA	The link to the document was not active during the review.

Publisher: Ramsey Education (Dave Ramsey/Lampo)

Personal Financial Literacy and Economics

Foundations in Personal Finance High School 4th Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Foundations in Personal Finance High School 4th Edition Print/Digital</i>	9781936948574	View Link	PDF Pg. 4,6	Activity. Chapter 10, Lesson 2. "Understanding Income Tax." Pg. 4 and 6 in PDF.	Page reads: "This means that if the tax rate is 7%, someone who makes over \$100K a year will pay the same amount as someone making \$30K per year" They do not pay the same AMOUNT. This is factually incorrect. They would pay the same PERCENTAGE.	Will make this change. Thank you

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Foundations in Personal Finance High School 4th Edition Print/Digital</i>	9781936948574	View Link	PDF pg. 4	Activity. Chapter 10, Lesson 2. " Understanding Income Tax." Pg. 4 of PDF	This means that if the tax rate is 7%, someone who makes over \$100K a year will pay the same amount as someone making \$30K per year, which will have a greater financial impact on those making \$30K than those making \$100K.	This means that if the tax rate is 7%, someone who makes over \$100K a year will pay the same percentage as someone making \$30K per year, which will have a greater financial impact on those making \$30K than those making \$100K.

Publisher: Goodheart-Wilcox Publisher

Personal Financial Literacy and Economics

Foundations of Financial Literacy - Online Learning Suite: ELPS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Foundations of Financial Literacy</i>	9798888176566	View Link	page ii	ISBN line, center of copyright page	978-1-68311-732-2	979-8-88817-656-6
<i>Foundations of Financial Literacy</i>	9798888176566	View Link	page 234	Chapter Summary: Section 8.2 Using Credit, last sentence of second bullet	However, many borrowers cannot repay the money are quickly sunk into serious, compounding debt.	However, many borrowers cannot repay the money and are quickly sunk into serious, compounding debt.
<i>Foundations of Financial Literacy</i>	9798888176566	View Link	page 639	Second column, under Metric Conversion, last sentence of example text	Divide 100 kilometers by 1.6093 and round to the hundredth place.	Divide 100 kilometers by 1.6093 and round to the thousandth place.
<i>Foundations of Financial Literacy</i>	9798888176566	View Link	page 644	Second column, under Data Analysis and Statistics, last sentence of example text	These data are illustrated below in bar and line graphs.	These data are illustrated in the following line graph.
<i>Foundations of Financial Literacy</i>	9798888176566	View Link	page 644	Second column, under Data Analysis and Statistics, line graph art	The words "Line Graph" are above the chart and the words "Account balance" are below the chart.	The words "Account balance" are above the chart and the words "Line Graph" are below the chart.

Personal Financial Literacy and Economics

Foundations of Financial Literacy - Online Learning Suite: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Foundations of Financial Literacy</i>	9798888176566	View Link	page ii	ISBN line, center of copyright page	978-1-68311-732-2	979-8-88817-656-6
<i>Foundations of Financial Literacy</i>	9798888176566	View Link	page 234	Chapter Summary: Section 8.2 Using Credit, last sentence of second bullet	However, many borrowers cannot repay the money are quickly sunk into serious, compounding debt.	However, many borrowers cannot repay the money and are quickly sunk into serious, compounding debt.
<i>Foundations of Financial Literacy</i>	9798888176566	View Link	page 639	Second column, under Metric Conversion, last sentence of example text	Divide 100 kilometers by 1.6093 and round to the hundredth place.	Divide 100 kilometers by 1.6093 and round to the thousandth place.
<i>Foundations of Financial Literacy</i>	9798888176566	View Link	page 644	Second column, under Data Analysis and Statistics, last sentence of example text	These data are illustrated below in bar and line graphs.	These data are illustrated in the following line graph.
<i>Foundations of Financial Literacy</i>	9798888176566	View Link	page 644	Second column, under Data Analysis and Statistics, line graph art	The words "Line Graph" are above the chart and the words "Account balance" are below the chart.	The words "Account balance" are above the chart and the words "Line Graph" are below the chart.

Publisher: Typing.com

Technology Applications, Grade 2

Typing.com: 2nd Grade TX: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>2nd Grade</i>	979898777172308	View Link	5	Parts of a Computer Review Packet: Page 5, question 3 *Click "read transcript". Click "download lesson" to access review packet	Compare and contrast input devices - the example lists printers as input device, should be keyboard and mouse.	Great find! We will make this change.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 2

Texas Technology Applications - 2: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Texas Technology Applications - 2	9798987914526001	View Link	6	Procedure 2, Step 4a	a. Encourage students to demonstrate effective communication during this part of the process.	a. Encourage students to demonstrate effective communication during this part of the process.

Publisher: Typing.com

Technology Applications, Grade 3

Typing.com: 3rd Grade TX: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
3rd Grade	979898777173008	View Link	1	What Makes a Computer Run Transcript: Section 1 & 2*click "read transcript" to access transcript	typo - acomputer,	Great find! We will correct this.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 3

Texas Technology Applications - 3: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Texas Technology Applications - 3	9798987914533001	View Link	2	Procedure 1, Step 6d	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.	d. If you think someone has access to your passwords or accounts, what can you do? i. Tell a trusted adult right away. e. 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.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 4

Texas Technology Applications - 4: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Texas Technology Applications - 4	9798987914540001	View Link	4	Lesson Title: Big Problems With E-Waste, Procedure 3, Step 1	"Document" is misspelled in step 1B.	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/1jMyjy5KJsCOBekVcfoXo6OZp2rdrq5cq/view?usp=drive_link
Texas Technology Applications - 4	9798987914540001	View Link	4	Procedure 3, Step 1b	b. What are some solutions that can help alleviate the effects of the e-waste problem? (Document the solutions in a shared space.)	b. What are some solutions that can help alleviate the effects of the e-waste problem? (Document the solutions in a shared space.)
Texas Technology Applications - 4	9798987914540001	View Link	6 to 7	Procedure 3, Step 3	<ol style="list-style-type: none"> Ensure students understand their next steps by sharing the following information: <ol style="list-style-type: none"> During the next coding lesson, you will put your plans into motion and create the code needed to complete the program. You will need to code Cam's portion of the dance battle. Finally, you will work with a peer to provide and receive feedback in order to improve your programs. As work time comes to an end, remind students of the class procedures for storing devices and ask students to safely log off the website and their devices. Collect students' Planning Sheets for safekeeping as they will be needed in the next coding lesson. Distribute one Exit Ticket to each student to assess understanding of sequencing broadcasting blocks within a program. 	<ol style="list-style-type: none"> Ensure students understand their next steps by sharing the following information: <ol style="list-style-type: none"> During the next coding lesson, you will put your plans into motion and create the code needed to complete the program. You will need to code Cam's portion of the dance battle. Finally, you will work with a peer to provide and receive feedback in order to improve your programs. As work time comes to an end, remind students of the class procedures for storing devices and ask students to safely log off the website and their devices. Collect students' Planning Sheets for safekeeping as they will be needed in the next coding lesson. Distribute one Exit Ticket to each student to assess understanding of sequencing broadcasting blocks within a program.

Publisher: eDynamic Holdings LP

Technology Applications, Grade 6

Middle School Tech Apps Grade 6: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Middle School Tech Apps Grade 6	9781959433552	View Link	Unit 3	Unit 3 Activity 3 "How Can Decomposing a Problem Lead to Its Solution?", Step 3	In Learning or concept map it says "(review the example in Lesson 1 for guidance, if needed)." and the example is actually in Lesson 2.	Thank you for this feedback. We verified that this is in lesson 2 and not lesson 1 as cited and we will make this change.
Middle School Tech Apps Grade 6	9781959433552	View Link	Unit 3	Learning or concept map: Put the original problem in the center of the map, and then identify decomposed parts of the problem and potential solutions. Represent these on your map using different colors (review the example in Lesson 1 for guidance, if needed).- The example is in lesson 2 not 1.	Learning or concept map: Put the original problem in the center of the map, and then identify decomposed parts of the problem and potential solutions. Represent these on your map using different colors (review the example in Lesson 1 for guidance, if needed).- The example is in lesson 2 not 1.	Thank you for this feedback. We verified that this is in lesson 2 and not lesson 1 as cited and we will make this change.

Publisher: Learning.com

Technology Applications, Grade 6

Learning.com TechApps for Texas: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Learning.com TechApps for Texas - Grade 6	9798987398265	View Link	9-12	1. Click the play button 2. Click play button to start slide show3. 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	Activity: Visual representation includes "backing up", the instructions in the activity do not: Two step commands do not exist in algorithms; Left and Right feature no commands, video uses "TURN left", etc.. Revisit using coding command best practice.	The interactive component on slide 10 will be updated to include an additional rectangle on each side of the algorithm and the answer choices will split out the two step commands as suggested.
Learning.com TechApps for Texas - Grade 6	9798987398265	View Link	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	Cap error: GroupsPunctuation error: Review your draft...Verb form: 'is' instead of 'would there be'Inconsistent white space, speaks to quality	The following changes will be made to the instruction on slide 9: - Group's will be changed to "group's." - Review your draft and revise as necessary will have a period added at the end of the sentence. - The question "What benefit would there be to having a robot do this task instead of a human?" will be changed to "What is the benefit of having a robot do this task instead of a human?" - The text on the slide will be moved down to adjust for better white space.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Learning.com TechApps for Texas - Grade 6	9798987398265	View Link	2	1. Click the play button to launch the item.2. Click student pre-view in the upper right hand corner of the screen.3. Click the start button. 4. Read the directions and questions on page 2 by clicking the 2 at the bottom of the screen.	Sentence structure: "draw out how the robot would appear" written like a non-native speaker or a person who has difficulties writing instructions Include their actions in your drawing: What is the expectation to show action? Labeling? Stop action?	<p>Slide 1 will be updated to say:</p> <p>Think About It</p> <p>Engineers look to nature for inspiration when designing new inventions. They connect characteristics from what they see in nature with ideas for how to solve real-world problems.</p> <p>Activity</p> <p>You are going to think like an engineer today and design a robotic animal. Remember that each animal has unique characteristics in the real world. For example, cheetahs are the fastest land animal which helps them to hunt for food and fish have fins that help them swim through water.</p> <p>With a partner, you will work collaboratively to design a robotic animal.</p> <p>Think about these questions as you plan:</p> <ol style="list-style-type: none"> 1. What animal do you want to use for your robot design? 2. What are some features or characteristics that are unique to your animal? Ex. Long legs, fins, long neck 3. What are common features or characteristics that your animal has? Ex. Nose, mouth, tail 4. What are actions that your animal can do? Ex. Run fast, swim in the ocean, eat from tall trees <p>List your thoughts in the space below. Be sure to answer all questions listed above.</p> <p>Slide 2 will be updated to say:</p> <p>Now that you have thought about the characteristics of the animal, it is time to create a visual representation of your robot animal. You may sketch or draw your robot animal design on paper. Label the characteristics you previously identified and list any action that ties to that characteristic.</p> <p>After you create your visual representation, think about the following questions to determine if changes need to be made to your initial design.</p> <ol style="list-style-type: none"> 1. Does your animal robot need to have an unusual shape, moveable attributes, or special feet? 2. Will the design work for your animal robot to mimic actions of the real animal? 3. Does your design account for moveable parts? If not, how can you change your design to ensure your robot animal will move as expected? <p>You may use the drawing tool below to create a digital version of your visual representation and include any changes you need to make to improve your design.</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Learning.com TechApps for Texas - Grade 6	9798987398265	View Link	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 slide: 11	Grammar, pronoun agreement: Now since./..YOU...WE. Pick one.Please use Grammarly, Chat GPT or a proofreader or editor throughout.	<p>Replace the text on the slide with: Now that you have thought about possible solutions and begun to plan, you will need to think about a timeline. What is a timeline? If you had the ability to build this robot, what timeline would be feasible to complete the project? Replace the text in the notes section with: (iii) design a plan collaboratively using visual representation to document an expected timeline for development of a coded solution Teacher goes over slide: Now that you have thought about possible solutions and begun to plan, you will need to think about a timeline. What is a timeline? Possible answers: order of events, a time when things happen, etc. If you had the ability to build this robot, what timeline would be feasible to complete the project? Possible answer: A year, 3 years, etc. Discuss with students that they will be making a hypothetical timeline plan. Remind students that every project includes a due date to complete tasks and the entire project. Have students research how long it takes to get certain items or materials for their robot. Let students know that a calendar can be used to create a plan for the building process and provide an example of what this might look like. Example: Titanium metal to arrive in 3 weeks, so build starts on May 1st, then GPU board will arrive on a different date to be added to the calendar plan, rubber lining for feet will arrive on a certain date to add to calendar, etc. Let students be creative with their calendar and have fun in the process. Let students know that the build plan is a projected timeframe to be used as a guide, but that issues may cause changes in the plan over time which will require adjusting the due dates.</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	1	1. Click the play button 2. Click the Student Preview button in the upper right3. Click Get Started button to begin the lesson4. Complete the activity	If each activity is separate, each set of instructions should be separate. Sequence, then loops, etc. Also, "They" needs to be clarified. Use 'the pigeon'.	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	View Link	2, 16	1. Click the play button 2. Click Get Started button to begin the lesson3. Complete activities 2 and 16 by advancing using the gray circles at the top	Poor modeling for EBs (ELPS) Click IN, not INTO the code editor.	Content will be reviewed and updated (as applicable) to change "click into the code editor" to "click in the code editor."
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	6,7	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 6,7	Random caps, randomly punctuated, writing hard to decipher. The writing overall is a hinderance to learning for native speakers and EBs.	This was addressed as part of a new item created and reviewed during SRP. Creativity & Innovation: Goal Setting - Level 6-8
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	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.	Please learn the difference between users, user's and users'.	Item will have the quote used on slide 8 updated to change "user's" to "users" for proper spelling.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	5, 7, 10, 19	1. Click the play button to launch the item. 2. Click the play button to begin the lesson. 3. Select an avatar. 4. The standard is met in segment 5 timestamp 0:11-0:31, segment 7 timestamp 0:19-0:40, segment 10 timestamp 0:09-0:20, segment 19 timestamp 0:01-0:30	Slide 19 under the format trend line popout:FORECAST IS MIS-SPELLED.	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	View Link	6	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 6.	Multiple spelling errors, (TallIES not tallys), cap errors, punctuation errors etc. Please use a style guide and proofreading software.	On slide 6 "tallys" will be changed to "Tally Marks" in the table. Slide deck will be reviewed and updated as applicable to address spelling, punctuation and capitalization for consistency in formatting.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	6	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 6.	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	On slide 6 "tallys" will be changed to "Tally Marks" in the table. Slide deck will be reviewed and updated as applicable to address spelling, punctuation and capitalization for consistency in formatting.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	1, 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 1,2	Use title case and sentence case properly.	Page 1 of the activity will be updated as follows: A group of students participated in a poll about their favorite season. The poll data is as follows: Winter: 2 students Spring: 5 students Summer: 8 students Fall: 5 students In step 2, you will create a chart to communicate and display the poll results. Your teacher will be the intended audience.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	1, 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 1,2	Writing conventions, ELPS.Teacher notes, slide 5, bullet numbers repeated.	Slide 5 text will be updated as follows: The first step is to select a Topic Question. Some ideas are provided below. 1. What spirit day theme would you like to include? 2. What device should always be allowed at school? 3. What is one classroom rule that needs to be changed?
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	3, 4, 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 slides 3, 4, 5.	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Also, verb agreement. Definition recorded is for inform, not informATIOn.	The slide deck teacher notes will be updated to include consistent ending punctuation marks.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	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.	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	Slide 2 will be updated as follows: James took a photo of his classmate, Andre, but forgot to ask for permission before taking the photo. He posted the photo online and a few hours later realized what he had done. James felt guilty and removed the photo of Andre; however, a few negative comments were posted on James' feed before the photo was removed. Another student took a screenshot of the image and texted it to other classmates. Select the events that impacted James and Andre in this situation.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	4, 5, 8, 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: 4, 5, 8, 12	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	The slide deck teacher notes will be updated to include consistent ending punctuation marks and will be reviewed for spelling and capitalization consistency.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	3, 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 slide: 3,11	Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	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	View Link	4, 5, 6, 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 slide: 4,5,6,11	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	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	View Link	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.	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. 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	View Link	7, 8, 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 slide: 7,8,11	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	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	View Link	6	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 6.	Sentences like this make the instructions difficult to understand. "This is practice being positive so they really may not know"	Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. Page 3 instructions will be updated to "Select the correct statements that showcase safe online behaviors."
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	9, 10, 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 slide: 9,10,11	Title case, "bullet case" and sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	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	View Link	7,8,9	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: 7,8,9	Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	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	View Link	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	Consult style guide for em-dash usage and parenthesis+punctuation guides. Ex: ...fixed work? (it's proof that the author created it) is incorrect.	Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	15-21	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: 15-21	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	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	View Link	22	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: 22	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	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	View Link	10	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: 10	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	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	View Link	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.	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	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	View Link	1, 2, 3, 4	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 1, 2, 3, and 4.5. Read the directions and complete the question on pages 1, 2, 3, 4.	Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	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	View Link	10,15	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 10, 15	Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	10,11,13,15	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 10, 11, 13, 15	Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	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	View Link	4-6	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 4, 5, 6.	Multiple spelling errors, capitalization errors, punctuation errors etc., that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	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	View Link	4-11	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 4-11	Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	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	View Link	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.	Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	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	View Link	12-15	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 12-15	Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Use apostrophes correctly. "S" and "s" are not interchangeable.	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	View Link	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 slides 15-17	Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	5,6	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 5-6	Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	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	View Link	8, 9, 11, 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, 9, 11, 12	Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	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	View Link	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.	Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS.	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	View Link	1	1. Click the play button to launch the item.2. Click the Student Preview button in the upper right hand corner.3. See questions 1-2 for students to analyze the benefits of iteration	Incorrect punctuation and capitalization in bullet points and activity. "Acrostic Poem" is not a proper noun.	The activity will be updated as follows: 1. List at least one benefit of using iteration (loops) in an algorithm or program. 2. Explain where you used iteration (loops) in your acrostic poem project. 3. How did the use of iteration (loops) improve your program?
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	1	1. Scroll to the Teacher Notes section and find the Lesson Plan.2. Scroll all the way to the bottom of the lesson plan and find the Resources section.3. Select the Intro Slides link.4. Jump or progress to Slide 2 to define variables.	Errors in punctuation and capitalization.	Learning objectives will be updated to end with a period. The capitalized and bold words refer 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 punctuation and capitalization formats, so these will not be changed.
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	4, 5, 6, 8, 16	1. Click the link for the slide show presentation.2. View the slide/notes on slide 4, 5, 6, 8, 16	Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learning.com TechApps for Texas - Grade 6</i>	9798987398265	View Link	1,2	1. Click the play button to launch the item.2. Click student pre-view in the upper right hand corner of the screen.3. Click the start button. 4. Read the directions and questions on pages 1and 2 by clicking the 1 and 2 at the bottom of the screen.	Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	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	View Link	4, 7-17	1. Click the link for the slide show presentation.2. View the slide/notes on slide 4, 7-17.	Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions.	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	View Link	5,6	1. Click the link for the slide show presentation.2. View the slide/notes on slide 5, 6.	Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations.	Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 8

Texas Technology Applications - 8: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Technology Applications - 8</i>	9798987914588001	View Link	1	Materials and Resources section	The History of Computer Science video	The Origin and History of Computer Science?

Publisher: Learning.com

Technology Applications, Grade 8

Learning.com TechApps for Texas: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Learning.com TechApps for Texas - Grade 8</i>	9798987398289	View Link	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.	There is a spelling error in the answer choice - "Avoid language that may come across as strong or offensive." Avoid is misspelled and appears on the screen as "Aviod."	The spelling of the word avoid will be updated where applicable.

Publisher: B.E. Publishing, Inc.

Anatomy and Physiology

Understanding Anatomy & Physiology (Texas Edition): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Understanding Anatomy & Physiology - Textbook</i>	9781719648714	View Link	541	Page 541 of textbook, page 561 of PDF reader, additional information added to top paragraph	NA	Added to end of top paragraph: Note, however, that abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy as well as sexually transmitted disease, infection, with human immunodeficiency virus (HIV), and acquired immunodeficiency (AIDS).
<i>Understanding Anatomy & Physiology - Textbook</i>	9781719648714	View Link	541	Page 541 of textbook, page 561 of PDF reader, second bullet in chart: "no method" is replaced by "only abstinence"	Both procedures are considered to be permanent methods of birth control. Although both methods are highly effective at preventing pregnancy, no method is 100% effective.	Both procedures are considered to be permanent methods of birth control. Although both methods are highly effective at preventing pregnancy, only abstinence is 100% effective

Publisher: Goodheart-Wilcox Publisher

Anatomy and Physiology

Introduction to Anatomy and Physiology - Online Learning Suite: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Introduction to Anatomy and Physiology - Online Learning Suite</i>	9798889993056	View Link	15	Check Your Understanding #1	The question states living thing. However for the standard to be fully addressed living thing needs to be removed as atoms and molecules are not living. The question could be reworded to state list the hierarch of structural organization form smallest to largest.	We will change the first sentence in Check Your Understanding #1 to: "List the hierarchy of structure from the smallest element of living things to the largest."

Publisher: McGraw Hill

Anatomy and Physiology

Holes Essentials of Human Anatomy and Physiology TX: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	View Link	727	Short Answer 14	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.	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, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	View Link	720	Top paragraph	Birth control is the voluntary regulation of the number of offspring produced and the time they are conceived. This control requires a method of contraception (kon"trah-sep'shun) designed to avoid fertilization of an egg cell following sexual intercourse (coitus) or to prevent implantation of an embryo. The several methods of contraception have varying degrees of effectiveness	Birth control is the voluntary regulation of the number of offspring produced and the time they are conceived. This control requires a method of contraception (kon"trah-sep'shun) designed to avoid fertilization of an egg cell following sexual intercourse (coitus) or to prevent implantation of an embryo. Abstinence, the choice to not have sexual intercourse, is the most effective form of birth control when practiced continuously. Several other methods of contraception have varying degrees of effectiveness

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Welsh, Hole's Essentials of Anatomy and Physiology, Texas Teacher Manual</i>	9781265337476	View Link	377	Short Answer 14	Mechanical barriers actually block the sperm cells from entering the female reproductive tract during intercourse. Chemical barriers have spermicidal properties either killing sperm cells or creating an unfavorable environment for the in the vagina.	Abstinence is the decision not to have sexual intercourse. Mechanical barriers actually block the sperm cells from entering the female reproductive tract during intercourse. Chemical barriers have spermicidal properties either killing sperm cells or creating an unfavorable environment for the in the vagina.
<i>Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i>	9781265337018	View Link	727	Short Answer 14	Distinguish between mechanical and chemical barriers of contraception	Distinguish between various methods of birth control including abstinence and mechanical and chemical contraception.

Publisher: eDynamic Holdings LP

Child Development

Child Development 1a/1b: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Child Development 1a/1b</i>	9781959433170	View Link	1B	Child Development 1b, Unit 4, Lesson Plan, Page 5, Class 3, "Instructional Time: Direct Instruction" Slide 31	The lesson plan and slide indicated do not contain information regarding the standard identify current legislation affecting the protection of children.	We will add additional content to the U4 lessons to better cover current legislation. We will also update the U4, Class 3 Lesson Plan accordingly.
<i>Child Development 1a/1b</i>	9781959433170	View Link	1B	Child Development 1b, Unit 4, Lesson Plan, Page 5, Class 3, "Instructional Time: Direct Instruction" Slide 31	Unit 4, Lesson Plan, Page 5, Class 3, "Instructional Time: Direct Instruction" Slide 31 does not cover identifying current public policies affecting the care of children according to the standard given	We will add additional content to the U4 lessons to better cover current public policies . We will also update the U4, Class 3 Lesson Plan accordingly.

Publisher: Goodheart-Wilcox Publisher

Child Development

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	View Link	523	Recall and Application #8	Unit referenced is 16.1-5Recognizing Preschoolers' Stress.	Will update the reference on the question to 16.1-6 rather than 16.1-5.
<i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i>	9798889990000	View Link	507	Review and Assessment #7	16.1-5Recognizing Preschoolers' Stress	Will update the reference on the question to 16.1-6 rather than 16.1-5.

Publisher: The Curriculum Center for Family and Consumer Sciences

Communication and Technology in Education

Communication and Technology in Education: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Communication and Technology in Education</i>	9781953248305	View Link	T2_U3_Email	https://docs.google.com/presentation/d/1_SZgZIVPePj0sdQ9LXD66y-tr91DLWXWZGZEBJoJKmQ/edit?pli=1#slide=id.g1e8d2cfcf64_0_50	"Email Address Explained"slide 6 reads: What is you school email address?Correct spelling: you should be your	Will correct you to your.
<i>Communication and Technology in Education</i>	9781953248305	View Link	T3_U3_IntelleEULA and AUP	Questions for Discussion	How often to remove to - should be "do") you read "pop-up" policies when visiting a website or downloading an app?As a future educator, describe how would (remove would) understanding these terms be relevant to your work.	How often to remove to - should be "do") you read "pop-up" policies when visiting a website or downloading an app? As a future educator, describe how would (remove would) understanding these terms be relevant to your work.
<i>Communication and Technology in Education</i>	9781953248305	View Link	Slide 5	Slide 5: sentence #4	missing verbiageThe sentence read: "Why is important"Correction: Why is it important.....	Google Slide Presentation Updated.

Publisher: CEV Multimedia

Computer Science I

iCEV Computer Science I (Individual Course): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	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.	While teaching proper indentation and style, please fix the indentation errors on line 9	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	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.	Indentation error	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	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.	Make students aware of issues within code that need repair. The code does not work.	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Project-Data Visualization Program	This Project is found in the Visual Presentation 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.	Error in Code plt.xlabel ('X-axis label')plt.xlabel ('Y-axis label')plt.xlabel ('Title of chart')the plt.label needs to change to correctly reflect the correct axis/component of graph	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Slides 3-16	In the Developing a Program Plan 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.	Rectangles in flowcharts are supposed to represent processes, not statements. Are you trying to include an on or off page reference.	Content which can be misconstrued as rectangles being synonymous with statements will be removed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Project-Programming Problem-Solving Process	This Project is found in the Programming Problem-Solving Processes 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.	When did the problem startWhat has the company tried to correct the problemDoes the problem affect the whole company or just one sector Don't forget question marks.	This error will be addressed.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Data Types and Objects Needed (00:15-1:30)	In the Programming Problem-Solving Processes Video, view the time codes suggested in the Page Number(s) for the Data Types and Objects Needed segment. This segment is NOT the video in the player window. To locate the video, click on the Select Playlist drop down menu and select the name of the segment listed in the Page Number(s). Once the video loads, you can navigate to the time codes needed. You can also follow along in the transcript which appears beneath the player window.	Which program design problem-solving strategies you usedThe solution to the company's issueQuestion marks are needed.	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Project-Programming Problem-Solving Process	This Project is found in the Programming Problem-Solving Processes 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.	'After creating the flowchart, code the program solution you designed. The code can be written in a Python editor. Make sure to incorporate reusable components from existing code to make the process easier.'There is no reusable code addressed in the activity nor is there any directions to gather preexisting code.	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Activity-Debugging	This Activity is found in the Error Types and Debugging Strategies 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.	Please fix teacher edition from should look like: print("Answer is" + str (answer))to should look like: print("Answer is " + str (answer))Space is helpful for understanding.	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Activity-Identifying Common Problems	This Activity is found in the Problem Solving with Algorithms 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.	SShould be Identifying Common Algorithms not Problems	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Activity - Mathematic Functions Coding	This Activity is found in the Problem Solving with Functions 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.	Unsure if the syntax and logical errors in the code section of the table are intentional to reinforce the concept of debugging or not.	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Assignment (0:30-4:19)	In the Problem Solving with Functions Video, view the time codes suggested in the Page Number(s) for the Assignment segment. This segment is NOT the video in the player window. To locate the video, click on the Select Playlist drop down menu and select the name of the segment listed in the Page Number(s). Once the video loads, you can navigate to the time codes needed. You can also follow along in the transcript which appears beneath the player window.	x = 3x = x * 5print ("x is ") x is 15 there is an error	This error will be addressed.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Assignment (0:30-4:19)	In the Problem Solving with Functions Video, view the time codes suggested in the Page Number(s) for the Assignment segment. This segment is NOT the video in the player window. To locate the video, click on the Select Playlist drop down menu and select the name of the segment listed in the Page Number(s). Once the video loads, you can navigate to the time codes needed. You can also follow along in the transcript which appears beneath the player window.	1:50 - missing the last line of code necessary for output print(x)2:07 - missing the last line of code necessary for output print(x)2:31 - missing the last line of code necessary for output print(x)	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Assignment (0:30-4:19)	In the Problem Solving with Functions Video, view the time codes suggested in the Page Number(s) for the Assignment segment. This segment is NOT the video in the player window. To locate the video, click on the Select Playlist drop down menu and select the name of the segment listed in the Page Number(s). Once the video loads, you can navigate to the time codes needed. You can also follow along in the transcript which appears beneath the player window.	1:50 - missing the last line of code necessary for output print(x)x = x + 3x = 2print("x is ")2:07 - missing the last line of code necessary for output print(x)x = 3x = 3 * 5print("x is ")2:31 - missing the last line of code necessary for output print(x)x = 4x +=3print ("x is ")	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Slides 5-25	In the Digital Etiquette and Security 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.	Not including Ada Lovelace in the programming of the analytical engine.	Content will be added to include Ada Lovelace.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Slides 3-6, 24-28	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.	The slide states parameter 'numbers' but it should be '*numbers' which is a list of numbers not just a variable holding 1 number.	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Activity-Know My Methods	This Activity is found in the Subroutines and 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.	Program written on teachers answer document still does not work Syntax error. See line 5.	This error will be addressed.
<i>iCEV Computer Science I (Individual Course)</i>	8888640036001	View Link	Activity-Programming Logic Practice	This Activity is found in the Programming Logic 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.	print(is_both_even(4, 8))should be print(are_both_even(4, 8))	This error will be addressed.

Publisher: CodeHS, Inc.

Computer Science I

Texas Computer Science 1: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Texas Computer Science 1	9798987718209	View Link	15.2.5	Article: Why Certifications section (pages 2-3) and Assignment description: second and third sentence	"Certifications are the best way to verify one's level of expertise and abilities to prospective employers."This is not true, employers often look at 4 year college degrees, projects and portfolios over certifications.	Agree with the comments. Replaced article with a different article that didn't make statements like that without any data to support them. https://codehs.com/lms/assignment/106355335
Texas Computer Science 1	9798987718209	View Link	15.2.5	Looking Beyond Entry Level Certifications	"Thus, as you progress in your career, these five entry-level certifications will help qualify you for far more than an entry-level job."Where is the data to back this up? How do you know that competition will not make or has not already made these certifications requirements for entry level IT jobs?	Agree with the comments. Replaced article with a different article that didn't make statements like that without any data to support them. https://codehs.com/lms/assignment/106355335
Texas Computer Science 1	9798987718209	View Link	2.16.5	Quiz questions	Sentence is incomplete -- "then put a ball." Where? Up, down, in a hole??	Updated quiz question to improve clarity. https://codehs.com/lms/assignment/106355330
Texas Computer Science 1	9798987718209	View Link	15.4.3	First paragraph	"Fued" should be "Feud"	Fixed spelling error. https://codehs.com/lms/assignment/106355331
Texas Computer Science 1	9798987718209	View Link	14.4.10	Line 2	spelling error "recieved"	Fixed spelling error. https://codehs.com/lms/assignment/106355332
Texas Computer Science 1	9798987718209	View Link	5.2 Lesson Plan	Teaching and Learning Strategies, Activites section, Complete Daily Activites bullet point	There is a discrepancy between when I went to bed. Sample output says 11; program code says 10.	Updated activity description to be consistent with program output. https://codehs.com/lms/assignment/106355336
Texas Computer Science 1	9798987718209	View Link	2.4.1	Video: 1:15 - 2:00; Slides: 5-7 (To see the slides, choose Slides on the top toolbar)	The function 5moves() is listed as "bad" but should be noted as invalid syntax, not bad naming convention. Naming conventions are rules or guidelines to writing good, readable, maintainable code. Perhaps change the comment from "needs to" to "must".	Changed the slide to say "Invalid" instead of "Bad" to address feedback. https://codehs.com/lms/assignment/106355345
Texas Computer Science 1	9798987718209	View Link	4.5.9	Assignment description, graph analysis questions 1-4	5 states -- Washington D.C. is NOT a state	Edited the description so that it labels Washington DC as a district instead of a state. https://codehs.com/lms/assignment/106355333

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Computer Science 1</i>	9798987718209	View Link	2.13.1	Video: 0:24 - 0:40 and 1:06 - 1:45; Slides: 3, 6-8	Incorrect to say a syntax error is an "error with punctuation or spelling". Students might think this means English punctuation or spelling. A syntax error is a programming language-specific grammatical error a programmer makes when writing code in that language.	Updated video slides to address feedback. https://codehs.com/lms/assignment/106355347
<i>Texas Computer Science 1</i>	9798987718209	View Link	2.13.1	Video: 0:24 - 0:40 and 1:06 - 1:45; Slides: 3, 6-8	Syntax errors are not the cause of a "crash". Syntax errors are displayed at compile time. Run time errors occur in a "crash".	Updated video slides to address feedback. https://codehs.com/lms/assignment/106355347
<i>Texas Computer Science 1</i>	9798987718209	View Link	16966	Class Exercise 1d solution	"The turnRight function is made up of turnRights! This won't work because turnRight isn't defined yet." This is not correct. turnRight is defined but it's called recursively. The function will fail at runtime because the call to turnRight is a recursive call written incorrectly. The student will get a 'stack overflow' error, not a 'function undefined' error.	Removed the question about the recursive function and replaced with a question more appropriate for that lesson. https://codehs.com/library/resource/24456
<i>Texas Computer Science 1</i>	9798987718209	View Link	10.2.1	"Testing with Valid Test Data" section	"miimum", should be minimum	Fixed the spelling error. https://codehs.com/lms/assignment/106355338
<i>Texas Computer Science 1</i>	9798987718209	View Link	10.2.1	"Testing with Valid Test Data" section	In the last sentence, the function call says "max(230, 1050)", but the text is referring to the "min" function.	Replaced max with min, and fixed the spelling error. https://codehs.com/lms/assignment/106355338
<i>Texas Computer Science 1</i>	9798987718209	View Link	1.8.1	Video: 4:00 - 7:30; Slides: 7-15	Talks about self-driving cars. May want to update this as it exists today.	We agree with feedback, but unfortunately with limited time to make changes, we are not able to re-record the video with the edits. We've included a new article that talks about the current state of self-driving cars, which you can see here: https://codehs.com/lms/assignment/106355348
<i>Texas Computer Science 1</i>	9798987718209	View Link	4.4.6	Page 1, "What is a Virus?" section and "Virus Detection" section	Virus detection is sold as software. Students cannot tell whether their computer has a virus or not just because it's slow and crashes often. Implying that they should be able to tell if they have a virus or not is misleading.	Added a couple sentences to the Virus Detection section about using antivirus software to detect viruses. https://codehs.com/lms/assignment/106355339
<i>Texas Computer Science 1</i>	9798987718209	View Link	1.3.1	Video: 8:15 - 9:00, 11:10 - 12:00	"Hexidecimal" in the dropdown should be "Hexadecimal"	Updated video and fixed spelling error. https://codehs.com/lms/assignment/106355346
<i>Texas Computer Science 1</i>	9798987718209	View Link	5.4.8	Example description, third paragraph (starting "This example also shows how to use the Number library...")	If the intent was to show what happens when you add 1 to max value, this does not happen. The variables maxNumber and maxNumberPlusOne have the same value.	Removed that piece of the program. https://codehs.com/lms/assignment/106355337

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Texas Computer Science 1</i>	9798987718209	View Link	11.4.4	Assignment description, In this exercise section, second paragraph (starting with "Start by copying...")	duplicated word -- "reverse the the status"	Removed the duplicated word. https://codehs.com/lms/assignment/106355334
<i>Texas Computer Science 1</i>	9798987718209	View Link	5.4.8	Example description, first paragraph; Example code, lines 15-17	The "square" function does not exist in JavaScript. You can workaround it with pow().	Added an example of using pow() to square a number. https://codehs.com/lms/assignment/106355337
<i>Time Management and Prioritizing Tasks</i>	9798987718209	View Link	15.4.3	First paragraph	"Fued"	"Feud"
<i>Improve Your Prototype</i>	9798987718209	View Link	14.4.10	Assignment description	"recieved"	"received"
<i>Daily Activities</i>	9798987718209	View Link	5.2 Lesson Plan	Teaching and Learning Strategies, Activites section, Complete Daily Activites bullet point	"In the evening, I go to bed at 11."	Updated text in activity description: "In the evening, I go to bed at 10."
<i>Choosing a Visualization</i>	9798987718209	View Link	4.5.9	Assignment description, graph analysis questions 1-4	"The five states are California, Montana, Kansas, New York, and the District of Columbia."	"The same four states (California, Montana, Kansas, and New York) and the District of Columbia are highlighted in the visualizations."
<i>Program Testing</i>	9798987718209	View Link	10.2.1	Testing with Valid Test Data section	"max(230, 1050)" and "miinum"	"min(230, 1050)" and "minimum"
<i>Encoding with Binary</i>	9798987718209	View Link	1.3.1	Video: 8:15 - 9:00, 11:10 - 12:00	"Hexidecimal"	"Hexadecimal"
<i>Pausing the Carnival Game</i>	9798987718209	View Link	11.4.4	Assignment description, In this exercise section, second paragraph (starting with "Start by copying...")	"reverse the the status"	"reverse the status"

Publisher: eDynamic Holdings LP

Computer Science II

Programming 2a/2b: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Programming 2a/2b	9781737161585	View Link	2B	Programming 2b Unit 8 Lesson 2: Critical Thinking	"peer code review" is a phrase not a word	We will change "word" to "words" in the sentence to "However, the words "peer code review" can strike fear in the heart of some programmers because..."
Programming 2a/2b	9781737161585	View Link	2B	Programming 2b Unit 8 Lesson Plan Class 2: Slide 16	Starting at "Ask students the following question"Add "s:" to the end of the above phrase, then indent the questions after this bullet item	We will modify this information.
Programming 2a/2b	9781737161585	View Link	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	An API is not a tool that allows code to be reused. It's a contract between two separate entities (client and server) that facilitates their communication.	We will change the sentence to "An application programming interface (API) is a tool allows software applications to communicate and work together."
Programming 2a/2b	9781737161585	View Link	2A	Programming 2a Unit 4 Activity 1	"In your sorting code, you'll want to use Nested Loops to sort the data into categories."Mergesort does not use nested loops.	We will remove the line, "In your sorting code, you'll want to use Nested Loops to sort the data into categories."
Programming 2a/2b	9781737161585	View Link	2A	Programming 2a Unit 5 Lesson 4: Entire Lesson	"In computing, we also use time to measure efficiency in terms of how long the program takes to run, known as time complexity."Definition as is is incorrect, missing a critical component. The time complexity of a program is a function that describes how long a program takes to run *as a function of the length of its input*.	We will change the sentence to "In computing, we also use time to measure efficiency in terms of how many times the statements of a program execute, known as time complexity."

Publisher: CEV Multimedia

Engineering Design and Presentation II

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Engineering Design and Presentation II (Individual Course)</i>	8888640050001	View Link	Project - Socratic Seminar	This Project is found in the Ethics in 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.	"Thernos" is the incorrect spelling. Please correct to "Theranos"	We will correct this spelling error.
<i>iCEV Engineering Design & Presentation II (Individual Course): TEKS</i>	9798888640050		Project - Socratic Seminar	Directions #1 in the Socratic Seminar Project found in the Ethics in Advanced Engineering Design lesson.	Thernos	Theranos

Publisher: CEV Multimedia

Food Science

iCEV Food Science (Individual Course): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Food Science (Individual Course)</i>	8888640067001	View Link	Slide 12	Second SUB bullet	The text states "new technology constantly emerging". This should say "new technology is constantly emerging". ADD "is"	We will correct this grammatical error.
<i>iCEV Food Science (Individual Course): TEKS</i>	9798888640067		Slide 12	The slide is located in the Professionalism in the Sciences: Food Science lesson.	<ul style="list-style-type: none">new technology constantly emerging	<ul style="list-style-type: none">new technology is constantly emerging

Publisher: CEV Multimedia

Forensic Science

iCEV Forensic Science (Individual Course): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Forensic Science (Individual Course)</i>	8888640074001	View Link	Activity-Developing a Model	This Activity is found in the Developing a Model: Forensic 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.	In part 2 they start asking you to look at a cheek cell. In part 1 we are looking at hairs. I think part 2 should say hair instead of cheek cell.	We will address this error.
<i>iCEV Forensic Science (Individual Course)</i>	8888640074001	View Link	Slides 32-43	In the History and Evolution of Forensic 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.	Says Blood Splatter. There is no L it should be spatter.	We will address this error.
<i>iCEV Forensic Science (Individual Course)</i>	8888640074001	View Link	Activity-Job Search	This Activity is found in the STEM Careers: Forensic 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.	Change pathophysiology to forensics.	We will address this error.
<i>iCEV Forensic Science (Individual Course)</i>	8888640074001		Activity - Designing Solutions	The Activity - Designing Solutions can be found on pages 19-20 of the printed/digital packet.	Should be forensics not food science theme	We will address this error.
<i>iCEV Forensic Science (Individual Course)</i>	8888640074001	View Link	44	First bullet	word "is" should be "are"	This grammatical error will be fixed. The link includes the new content with the edit. https://www.icevonline.com/hubfs/Texas%20Proclamation%202024%20-%20New%20Content/Forensic%20Science%20Public%20Comment.pdf
<i>iCEV Forensic Science (Individual Course)</i>	8888640074001	View Link	pg 19 directs to view in class	Select playlist reference on the first page, drop-down menu.	Missing Entomology Basics video.	This error will be fixed.

Publisher: TPS Publishing

Forensic Science

STEAM into Forensic Science - CTE Edition: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Forensic Science Teacher Text-book</i>	9781788053372	View Link	p201-204	p201-204	When packaging a gun, we do NOT put filler in the box. A firearm might have blood or trace evidence on it and the filler may brush away the evidence. The location of that evidence on the firearm itself is also important. You zip tie the firearm to the gun box using three zip ties. One zip tie goes across the grip, the second zip tie goes across the slide, and the third zip tie goes down the magazine well. (this information is coming from a firearms examiner from Plano PD)	Agreed. Will make the following correction. Original text is - Firearms should be packaged in cardboard or wooden containers and padded with filler (e.g., cardboard or cotton). Change to - Firearms should be packaged in a new, sealed firearms box and, when possible, secured inside the box with plastic ties.
<i>Forensic Science Teacher Text-book</i>	9781788053372	View Link	p156-165	p156-165	The explanation of the duties of a crime scene investigator are wrong. The sentence "They do not, however take part in any analysis of evidence" is wrong. This depends on how big your department is. As a former CSI, I am a fingerprint examiner (who analyze prints) and digital forensic examiner (who analyze phones), the only thing we didn't do analysis on would be DNA or trace. The sentence "CSI will take on smaller tasks if there is a lack of officersrecording of evidence trough photography". Photography IS CSI primary tasks, not an officer, unless it is a lesser offensive and CSI is not called, but if we are on scene it's our task, not the officer. You also have blood pattern specialist under Forensic Biology instead of CSI. CSI's can be certified bloodstain pattern analyst.	Edit provided during SRP review as follows: A CSI will prioritize taking photos of the scene whether they are from a small or large department. CSIs may also participate in fingerprint analysis depending on the size of their department. A detective can also take photos at a crime scene. It is important to recognize that, if a victim does not die at a scene, then Patrol Officers may take pictures of a crime scene. If the victim does die on the scene, they will definitely take pictures at a crime scene. This is also true for a scene involving a serious substantially violent assault, for example, that of a child. In this situation, a CSI will be assigned to the scene and pictures of the scene are their number one priority.

Publisher: CEV Multimedia

Fundamentals of Computer Science

iCEV Fundamentals of Computer Science (Individual Course): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
	9798888640098	View Link	5:48	Frame 5:48:	When listing basic data types, all are correct except Casting (last one listed). Casting is the ability to CHANGE a data type, not one itself.	Content which can be misconstrued as casting being a data type will be removed.

Publisher: CodeHS, Inc.

Fundamentals of Computer Science

Fundamentals of Computer Science: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	View Link	2.2.1	Video, 0:00 - 0:09	Only the first slide needs to be changed to include the correct title of the course. Otherwise, the video is correct.	Updated slides
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	View Link	8.10.1	Video, 5:46 - 6:35	Change course title to Fundamentals of Computer Science	Updated video and slides
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	View Link	6.2.1	Video: 1:40-3:55	The speaker says GAME over and the variable is GAVEover	Reproduced the video - added frame image of the corrected slide - "gameOver" variable updated in video
<i>More Basic Karel</i>	9798987718247	View Link	2.2.1	Slide 1 and Video starting at 0:00	AP CSP (in slide deck file name)	(removed the course name from asset)
<i>Structure of an HTML Page</i>	9798987718247	View Link	8.2.1	Slide 1 and Video starting at 0:00	AP Computer Science Principles	(removed the course name from asset)
<i>Introduction to CSS</i>	9798987718247	View Link	8.10.1	Slide 1 and Video starting at 0:00	AP Computer Science Principles	(removed the course name from asset)
<i>HTML Styling</i>	9798987718247	View Link	8.8.1	Slide 1 and Video starting at 0:00	AP Computer Science Principles	(removed the course name from asset)
<i>Lesson 8.8 HTML Styling</i>	9798987718247	View Link	8.8 Lesson	Bottom of lesson plan under TX FOCS Standards	TX FOCS Standards127.761.c.1.e Create web pages using a mark-up language;	(removed from the lesson plan)
<i>Variables</i>	9798987718247	View Link	6.2.1	Video 2:13-2:30	gaveOver	gameOver

Publisher: Compusolar, Inc.

Fundamentals of Computer Science

Computer Science Foundations: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	View Link	Chapter 4, Lesson 3 Text	Integer: A whole number that does not need fractional information (like 4 or 7).	Integers are positive and negative whole numbers including zero or you could say whole numbers and their opposites including zero	We have modified the definition of integer to read: "A positive, zero, or negative whole number (like 4, 0, or -7) that does not need fractional information." Please see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/04/L3/lesson.html
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	View Link	Chapter 14, Lesson 1 Text	"Computing Innovation: A technology or service that relies on software, in part, to provide a service or feature."	Should include that it a new, improvement, or a solution to a problem as a key component to innovation.	We have modified the definition to read "A technology or service that relies on software, in part, to provide a new service, improvement, or solution to a problem." Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/14/L1/lesson.html
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	View Link	Chapter 7, Lesson 2 Text	This entire page describes several troubleshooting approaches students will use to find and fix problems.	'will-written' change to well- writtenRun time Error should exclude 'only'	Thank you, we have fixed the typo and modified the definition of run-time error. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/07/L2/lesson.html
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	View Link	Chapter 29 Activity Instructions	"Exploring Job Sites" section	CSTO Should be changed to CTSO	Thank you, we will make the correction. The following image demonstrates how the updated problem title will appear: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/29/C29HomeworkL4.1.png
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	View Link	Chapter 15, Lesson 1 Text	"Example - Finding the First Space in a String" section Definition of rectangle A rectangle represents one or more specific steps that your algorithm needs to take Rectangle represents one step that your algorithm needs to take.	A rectangle represents one or more specific steps that your algorithm needs to take Rectangle represents one step that your algorithm needs to take.	We have modified the definition of a flowchart rectangle as suggested. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/15/L1/lesson.html
<i>Computer Science Foundations - Student Material</i>	9781946113023SM	View Link	Chapter 23, Lesson 1 Text	"Versions of HTML" and "Other Markup Languages" sections Under the markup <h1>My Favorite Movies</h1>	Under the markup <h1>My Favorite Movies</h1> it should be <h1>My Favorite Movies</h1>	Thank you, we have fixed the </h1> closing tag! Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/23/L1/lesson.html

Publisher: Savvas Learning

Fundamentals of Computer Science

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	507	"word-"	Says "word-" related, should be "work-" related	Change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	500	2nd line of paragraph	"gets" should be "get" -- they get	change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	512	"Legal and Ethical Responsibilities in Computer Science" paragraphs 2 and 3	"One of the most significant...for computer science worker is to stop" should be "computer science workers"	change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	519	First word ends a sentence	Two periods (..) at end of sentence.	change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	53	1st paragraph	End of sentence has two periods (documents..)	change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	149	list	Debugging Exercises #1-4Either #4 should be #3 or #3 is missing.	change made

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	31	Short Answer #3-6Q4	Extra word "you need a to store" -- "a" not needed	change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	134	line 5-7, 9-11, 17-22, bullet point 1	"array" should be "arrays" or "an array"	change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	150	Formula	Formula for #6 is incorrect. Missing operator "/"	change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	125	"Sequence Structures"	Two periods after "series of steps in an algorithm.."	change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	125	"Sequence Structures"	end of sentence has two periods "algorithm.."	change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	533	"Privacy Laws", bullet points 1-3, lines 12-14	"If it takes affect" should be "If it takes effect"	change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	536	#6, line 4	prevention is a valuable "too", should be "tool"	change made

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	View Link	526	"Impact of Technology on Society" paragraphs 2-3	"can impact person privacy" should be "can impact personal privacy"	change made
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074		171	Bottom of the page	There is no "mathematical operator" for integer division. Mathematics only has division. The goal is for students to be able to distinguish between integer division and real division in the context of programming.	change made
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		31	Short Answer 4	you need a to store	you need to store
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		31	Short Answer 4 of inset student page	you need a to store	you need to store
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		53	Last sentence of first paragraph	display and manage static and interactive web documents..	display and manage static and interactive web documents.
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		53	Last sentence of first paragraph of inset student page	display and manage static and interactive web documents..	display and manage static and interactive web documents.
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		125	First sentence under Sequence Structures	series of steps in an algorithm..	series of steps in an algorithm.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		125	First sentence under Sequence Structures of inset student page	series of steps in an algorithm..	series of steps in an algorithm.
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		134	Fifth paragraph under Data Types and Variable Declarations	You use array to store a	You use an array to store a
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		134	Fifth paragraph under Data Types and Variable Declarations of inset student page	You use array to store a	You use an array to store a
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		149	Debugging Exercises numbering	4. Find the error in the following pseudocode	3. Find the error in the following pseudocode
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		149	Debugging Exercises numbering of inset student page	4. Find the error in the following pseudocode	3. Find the error in the following pseudocode
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		150	Number 6 Miles-per-Gallon	MPG = Miles driven Gallons of gas used	MPG = Miles driven / Gallons of gas used
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		150	Number 6 Miles-per-Gallon of inset student page	MPG = Miles driven Gallons of gas used	MPG = Miles driven / Gallons of gas used

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		500	Second paragraph under Ways to Communicate	they almost always gets the message	they almost always get the message
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		500	Second paragraph under Ways to Communicate of inset student page	they almost always gets the message	they almost always get the message
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		507	Second paragraph	that explains your academic and word-related qualifications	that explains your academic and work-related qualifications
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		507	Second paragraph of inset student page	that explains your academic and word-related qualifications	that explains your academic and work-related qualifications
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		512	Second paragraph under Legal and Ethical Responsibilities	responsibilities for computer science worker is to stop	responsibilities for computer science workers is to stop
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		512	Second paragraph under Legal and Ethical Responsibilities of inset student page	responsibilities for computer science worker is to stop	responsibilities for computer science workers is to stop
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		519	Number 6, 4th paragraph	and function effectively as a team member..	and function effectively as a team member.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		519	Number 6, 4th paragraph of inset student page	and function effectively as a team member..	and function effectively as a team member.
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		527	Second paragraph, above Checkpoint	these digital tools can impact person privacy	these digital tools can impact personal privacy
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		527	Second paragraph, above Checkpoint of inset student page	these digital tools can impact person privacy	these digital tools can impact personal privacy
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		533	First paragraph under Privacy Laws	If it takes affect,	If it takes effect,
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		533	First paragraph under Privacy Laws of inset student page	If it takes affect,	If it takes effect,
<i>Fundamentals of Computer Science for Texas Student Edition</i>	9780138045074		536	Number 6, 2nd sentence	and prevention is a valuable too	and prevention is a valuable tool
<i>Fundamentals of Computer Science for Texas Teacher Edition</i>	9780138045104		536	Number 6, 2nd sentence of inset student page	and prevention is a valuable too	and prevention is a valuable tool

Publisher: eDynamic Holdings LP

Health Science Theory

Health Science Theory 1a/1b: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Health Science Theory 1a/1b	9781959433514	View Link	1B	Health Science Theory 1B, Unit 5, Lesson 3, "Cuts"all paragraphs including slideshow, click arrow on right middle of slide to advance through all slides, "Puncture Wounds",	Under the 2nd round picture of the hand, there is a spelling error. Y'all are using the word 'hart' and the correct word would be ' heart'.	This is located in the Image " Wound First Aid" and yes, we can absolutely revise "hart" to "heart"
Health Science Theory 1a/1b	9781959433514	View Link		Health Science Theory 1b, Unit 5, Lesson 3	Rise limb above the hart	Rise limb above the heart (Note: art needs to be redrawn to address typo)

Publisher: Goodheart-Wilcox Publisher

Health Science Theory

Health Science Concepts and Skills - Online Learning Suite: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Health Science Concepts and Skills	9781649257628	View Link	78	#13	"bachelor's degree"	"certification"
Health Science Concepts and Skills	9781649257628	View Link	415	#1	"DNA" was discovered in the early 1900s."	"DNA is shaped in a single spiral strand."
Health Science Concepts and Skills	9781649257628	View Link	485	#5	"Standing up to peer pressure, managing stress effectively, assessing your risk factors, seeking help for mental health disorders, and keeping balance in your life are all strategies for preventing what? (13.3-5)"	"Which of the following is caused primarily by peer pressure?"
Health Science Concepts and Skills	9781649257628	View Link	494	#5	"Cardio"	"Excessive"

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Health Science Concepts and Skills</i>	9781649257628	View Link	494	#14	"are good strategies"	"are not good strategies"
<i>Health Science Concepts and Skills</i>	9781649257628	View Link	512	#5	"Parental approval"	"Parental disapproval"
<i>Health Science Concepts and Skills</i>	9781649257628	View Link	522	#15	"early childhood"	"young adulthood"
<i>Health Science Concepts and Skills</i>	9781649257628	View Link	537	#4	"Which guideline should you not follow when correcting an error in an HER?"	"Which guideline should you follow when correcting an error in an EHR?"

Publisher: Savvas Learning

Health Science Theory

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

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>Health Science Theory for Texas, Student Edition</i>	9780138046057	View Link	563	Cardiac Arrest and CPR	First sentence states that Cardiac arrest is the same as a heart attack. That is not true. Many people can have a heart attack without a cardiac arrest. Heart attacks can cause cardiac arrest. But they are not synonymous. This sentence infers that they are. THIS IS NOT TRUE. Please correct.	The differentiation has been made.

Publisher: CEV Multimedia

Medical Billing and Coding

iCEV Medical Coding & Billing (Individual Course): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Medical Coding and Billing (Individual Course)</i>	8888640142001	View Link	1	This Activity is found in the Legal and Ethical Responsibilities 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.	The answer key is incorrect. The disclosure of information is sharing of information, even within an entity. Patients have to give permission for doctors to discuss their information with another doctor even if they are in the same organization.	We will address this error.
<i>iCEV Medical Coding and Billing (Individual Course)</i>	8888640142001	View Link	Slide 23	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.	The definition of the use of information for communication within the organization is being rejected. You should not have any communication regarding the patient's medical record unless you have a direct patient-care relationship with the patient. For example, an employee of Baylor Scott and White was involved in an automobile accident and brought to the facility of Baylor Scott and White. Employees with nothing to do with her medical care reviewed the medical record. This is a HIPAA violation. Your definition is vague and incorrect for communication within a specific organization.	We will address this error.
<i>iCEV Medical Coding and Billing (Individual Course)</i>	8888640142001	View Link	Slide 23	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.	The definition of the use of information for communication within the organization is being rejected. You should not have any communication regarding the patient's medical record unless you have a direct patient-care relationship with the patient. For example, an employee of Baylor Scott and White was involved in an automobile accident and brought to the facility of Baylor Scott and White. Employees with nothing to do with her medical care reviewed the medical record. This is a HIPAA violation. Your definition is vague and incorrect for communication within a specific organization.	We will address this error.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Medical Coding and Billing (Individual Course)</i>	8888640142001	View Link	1	This Activity is found in the Legal and Ethical Responsibilities 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.	The definition of the use of information for communication within the organization is being rejected. You should not have any communication regarding the patient's medical record unless you have a direct patient-care relationship with the patient. For example, an employee of Baylor Scott and White was involved in an automobile accident and brought to the facility of Baylor Scott and White. Employees with nothing to do with her medical care reviewed the medical record. This is a HIPAA violation. Your definition is vague and incorrect for communication within a specific organization.	We will address this error.
<i>iCEV Medical Coding and Billing (Individual Course)</i>	8888640142001	View Link	1	This Activity is found in the Medical Coding and Billing: Cardiovascular 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.	Lymphoma is not coded in the cardiovascular system. Lymphoma is coded in the neoplasms. Neoplasms are in the C Section and the Cardiovascular system is in the I's in the ICD-10-CM.	This error will be updated.
<i>iCEV Medical Coding & Billing (Individual Course): TEKS</i>	9798888640142		Activity - Information Types Compare & Contrast	This activity is located in the Legal and Ethical Responsibilities in Medical Coding and Billing PPT.	<p>1. What is the use of information?</p> <p>Communicating information within the specific covered entity.</p> <p>3. What is disclosure of information?</p> <p>Communicating information outside of a specific covered entity.</p>	<p>1. What is the use of information?</p> <p>Communicating information within the specific covered entity. The information is only available to those with a direct patient-care relationship.</p> <p>3. What is disclosure of information?</p> <p>Communicating information to those specified or allowed by a patient within or outside an entity.</p>

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Medical Coding & Billing (Individual Course): TEKS</i>	9798888640142		Slides 11-12	These slides are located in the Medica Coding and Billing: Cardiovascular System PPT. The reviewers said that this error (The word Lymphoma) was in The PPT and Activities however, we could not find the error in the Activities. Only the PPT was touched to fix the issue.	<p>Common Pathologies</p> <p>Include:</p> <ul style="list-style-type: none"> -lymphedema •excess fluid collects in tissue and causes swelling -Hodgkin’s lymphoma •type of cancer in the lymphatic system -non-Hodgkin’s lymphoma •cancer of the lymphoid system -lymphangitis •inflammation of the lymphatics -splenomegaly •condition in which the spleen becomes enlarged, tender and painful 	Deleted text form the PPT because it was incorrect.

Publisher: CEV Multimedia

Medical Microbiology

iCEV Medical Microbiology (Individual Course): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Medical Microbiology (Individual Course)</i>	8888640159001	View Link	Categorizing Statem	This Activity is found in the Science Explained: Medical Microbiology 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.	The statement "Viruses consist of membrane-encased cells." this is incorrect. Viruses are not made up of cells as viruses are non-living. An accurate statement to follow the 2nd law of biology would be " all living organisms consist of membrane-encased cells.	We will address this error.
<i>iCEV Medical Microbiology (Individual Course)</i>	8888640159001	View Link	Preparing a Smear 0:00-10:02	In the Gram Staining Video, view the time codes suggested in the Page Number(s) for the Preparing a Smear segment. This segment is the video in the player window. You can also follow along in the transcript which appears beneath the player window.	The methodology in this video is not standard procedure. When the scientist is placing bacteria on his slide he does not flame and sterilize his loop prior. He also did not flame the top of his sample container. Also when transferring water he dipped an unsterilized loop into a stock container of water. He also never completely sterilizes his loop when done.	We will address this error to update the methodology to match standard procedure.

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Medical Microbiology (Individual Course)</i>	8888640159001	View Link	(0:00-14:57) of the Streaking Methods video segment	The video that opens is NOT THE VIDEO which meets the standard. TO LOCATE THE VIDEO YOU NEED, click on the Select Playlist drop down menu above the video player and then select Streaking Methods. Once the video loads, you can navigate to the time codes needed. You can also follow along in the transcript which appears beneath the player window.	The instructor in the video is completing this methodology wildly wrong. You absolutely would never flame that many loops at the same time. You flame a loop as you are using it. It is no longer sterile if its set in a container altogether. He also improperly opens the bacteria sample. I cringe that he is a head of a microbiology department.	We will address this error to update the methodology to match standard procedure.
<i>iCEV Medical Microbiology (Individual Course): TEKS</i>	9798888640159		Activity - Categorizing Statements	This Activity is located in Science Explained Medical Microbiology. The error being fixed is in the Categorizing Statements Activity.	Viruses consist of membrane-encased cells. Listed as the Second Law of Biology	All living organisms consist of membrane-encased cells. Listed as the Second Law of Biology

Publisher: CEV Multimedia

Principles of Applied Engineering

iCEV Principles of Applied Engineering (Individual Course): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Principles of Applied Engineering (Individual Course)</i>	8888640180001	View Link	Project - Turning Ideas into Reality	This Activity is found in the Engineering Design 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.	Change "One" to "Once" in the statement that continues with "your group has created a prototype, run a series of tests to see if the prototype needs improvements or adjustments."	We will correct this grammatical error.
<i>iCEV Principles of Applied Engineering (Individual Course): TEKS</i>	9798888640180		Project - Turning Ideas into Reality	Step 3 of Citation for the Project - Turning Ideas into Reality found in the Engineering Design lesson.	One	Once

Publisher: CEV Multimedia

Principles of Education and Training

iCEV Principles of Education & Training (Individual Course): TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	View Link	Slide 56	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.	The definition is one sided and does not provide that there -is both good and bad work ethic .The definition should also include that it is also a personal set of values.	We will add the suggested items.
<i>iCEV Principles of Education and Training (Individual Course)</i>	8888640197001	View Link	1	This Activity is found in the Teaching Career Preparation 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.	Should either be: This occupation needs to be a teaching, training or early learning career or remove the article a	This is a grammatical error which will be fixed.
<i>iCEV Principles of Education & Training (Individual Course): TEKS</i>	9798888640197		Activity- Investigation	This Activity is found in the Teaching Career Preparation lesson beneath the Interactive Assignments heading.	This occupation needs to be a teaching, training or early learning careers.	This occupation needs to be a teaching, training or early learning career.
<i>iCEV Principles of Education & Training (Individual Course): TEKS</i>	9798888640197		Slide 56	This slide is located in the Employability Skills in Education PowerPoint.	<ul style="list-style-type: none"> •Refers to the ability to remain dedicated to a task or job and be entrusted to see it through •Can be shown by: <ul style="list-style-type: none"> -daily dedication to student learning -showing responsibility, by showing up to teach consistently -remaining patient and determined in tedious tasks, such as grading 	<ul style="list-style-type: none"> •Refers to an individual's dedication and personal values to complete a task or job <ul style="list-style-type: none"> -centered around the importance of work and the internal satisfaction received from successfully completing a job •Can be positively shown by: <ul style="list-style-type: none"> -daily dedication to student learning -showing responsibility, by showing up to teach consistently -remaining patient and determined in tedious tasks, such as grading

Publisher: Goodheart-Wilcox Publisher

Principles of Education and Training

Teaching - Online Learning Suite: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Teaching Online Learning Suite	9798889994985	View Link	2	Question 14	Standard 2D Activity: OLS Chapter 18 Critical Thinking #14	Standard 2D Activity: OLS Chapter 18 Critical Thinking #14; 40 (Professional Tip: Work-Life Balance--Dig Deeper)
Teaching Online Learning Suite	9798889994985	View Link	85	First paragraph on page under "Coping with Stress"	Learn how you react to a buildup of stress. Some people develop headaches or neck pain, while others find themselves developing short tempers or eating more. When you are attentive to your own signals, you can take appropriate action.	Learn how you react to a buildup of stress. Some people develop headaches or neck pain, while others find themselves developing short tempers or eating more. These are also common signs of anxiety. When you are attentive to your own signals, you can take appropriate action.

Publisher: The Curriculum Center for Family and Consumer Sciences

Principles of Education and Training

Principles of Education and Training: TEKS

Component Title	Component ISBN	Current URL	Page Number	Location of Error	Description of Error	Required Correction
Education Career Investigation	978953248060	View Link	T1_U1_CareersIII	Use provided credentials to log in to the platform.Careers III; Instructions #1-#4	The word "as" should be changed to "while" in the objective because as it is currently written the objective is confusing.	Will make required updates
Education Career Investigation	978953248060	View Link	T1_U1_CareersIII	Use provided credentials to log in to the platform.Careers III; Instructions #1-#4	The use of the as a makes the sentence confusing I would suggest while : The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.	Will make required updates
Education Career Investigation	978953248060	View Link	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	Make sure to address summative assessments as stated in the TEKS.	Course content and teaching aids will be updated when approved to do so by the SRP team
Education Career Investigation	978953248060	View Link	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	Grammatical error in the breakout : Develop and evaluate instructional materials	Course content and teaching aids will be updated when approved to do so by the SRP team