

Proclamation 2024: State Review Panel Feedback Addendum

This report includes updates to publisher responses provided in response to the feedback provided by the state review panel. Responses were updated in response to public testimony and comments provided during the November 2023 meeting of the Committee of the Full Board (COFB). Changes proposed by publishers will be added to the comprehensive report of editorial changes following the November 2023 State Board of Education (SBOE) meeting and are required as a condition of SBOE adoption.

Publisher: Accelerate Learning Inc.

Science, Grade K

STEMscopes Science TX - Kindergarten: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Kindergarten (Online)	9798888266786	25	From the Dashboard, click on the Resources tab. Click on Instructional supports. Click on Engaging Students in Scientific and Engineering Practices. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Exploring as a Scientist or Engineer.	View Link	This entire packet contains student content and ideas that are developmentally inappropriate for a Kindergartener, possibly even for a gifted Kindergartener.	accept	Citation was accepted by SRP - content is teacher facing and meant to be teacher facilitated and we will design a developmentally appropriate student facing document
STEMscopes Science TX - Kindergarten (Online)	9798888266786	Activity Section - Guided Practice section - 3a (plants)	Click on the following Scope: Basic Needs. Scroll the top banner to Intervention. Then click on the dropdown for Small-Group Intervention.	View Link	In order to meet the breakout, the emphasis on cause and effect should be clearer in the lesson plan.	accept	Citation was accepted by SRP - additional information will be added to the teacher facilitation

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Answer Key: Plant and Animal Math, page 4 Pretty and Tasty	Click on the following Scope: Plant and Animal Structure. Scroll the top banner to Connections. Then click on the dropdown for Math Connection. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout. 	View Link	Graphics should be uniform in color.	accept	SRP review committee accepted the citation. When the final print documents are in books they will be uniform in color
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Mini-lesson: Sweet Seedlings, Activity section - step 8	Click on the following Scope: Plant Life Cycles. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 3.	View Link	Make sure you add a section that specifies what teachers might say as they are demonstrating how to use the hand lense.	accept	This feedback is addressed in safety section of curriculum
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Mini-lesson: Sweet Seedlings, Activity section - step 8	Click on the following Scope: Plant Life Cycles. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 3.	View Link	Need to be more specific about hand lens safety in this part of the plan so that teachers can better fulfill this standard.	accept	This feedback is addressed in safety section of curriculum
<i>STEMscopes Science TX - Kindergarten (Online)</i>	9798888266786	Page 1 - external evidence, page 2 - Claim section	Click on the following Scope: Patterns in the Sky. Scroll the top banner to Assessments. Then click on the dropdown for Claim-Evidence-Reasoning. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout. 	View Link	We feel that from the weather information it is actually unclear what the weather will be the next day. If on Saturday there was a storm all day and night, the students could make a better more educated guess. From this data, students may be confused and unable to draw a clear conclusion.	accept	Citation was accepted by SRP without the change, the curriculum team will review and adjust the weather data for Saturday

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

Publisher: EduSmart

Science, Grade K

2024 EduSmart Science Grade K: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2024 EduSmart Science Grade K</i>	9781939511096GK		5.G.1 Breakout Describe how factors or conditions can cause objects to either change or stay the same		The activity booklet that discusses how objects melt would be a good citation for this breakout.	accept	We agree that the reader, A Melting Scavenger Hunt would be a better citation for this breakout.

Publisher: TPS Publishing

Science, Grade K

STEAM into Science - Grade Kindergarten Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Kindergarten Science</i>	9781788057943	44	last sentence	View Link	The idea of introducing the graphic organizer with color and then the students sorting by materials is a great activity	accept	Thank you for the feedback. We will apply edits as recommended.

Publisher: EduSmart

Science, Grade 1

2024 EduSmart Science Grade 1: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2024 EduSmart Science Grade 1</i>	9781939511119G1	1	performance task goal	View Link	I like the rubric provided. Thank you.	accept	We really appreciate the positive feedback! No change necessary.

Publisher: Studies Weekly

Science, Grade 2

Texas Science Studies Weekly: Second Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Science Studies Weekly: Second Grade Teacher Edition with Online Access</i>	9781649783783TE	1.59	Teacher Edition, Unit 1, Week 4, Activity 2, "Reading to Learn" Steps 1-4 (PDF pg. 10)	View Link	While teacher discusses in "Reading to Learn", she might make the connection to limitations.	accept	Great idea! We've included teacher prompting to make a connection to the limitations of models during the "Reading to Learn" steps of Activity 2. Thank you.
<i>Texas Science Studies Weekly: Second Grade Student Edition with Online Access</i>	9781649783790SE8	2	Student Edition, Unit 3, Activity 3 (PDF pg. 2)	View Link	All of the activities provided did show cause and effect, but those words were not explicitly stated or written (especially in the student text). Seeing those words in bold will help students better connect with that SE.	accept	Thank you for the feedback. We've adjusted the text within the student edition of Activity 3 to use cause and effect language more explicitly. Bolded words within our publication indicate vocabulary words. You will see "cause" and "effect" bolded within Unit 1 Week 2 where they are introduced to the students as vocabulary.

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

Publisher: EduSmart

Science, Grade 3

2024 EduSmart Science Grade 3: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2024 EduSmart Science Grade 3</i>	9781939511157G3	1	procedure step 1, bullet 2 and procedure step 2	View Link	this citation was preferred because it aligned to the verb "plan." In the first citation, students are given the procedure rather than planning the procedure.	accept	We are glad that you approved the additional citation. Thank you for your feedback
<i>2024 EduSmart Science Grade 3</i>	9781939511157G3	3	paragraph below images	View Link	not seeing how this citation is an example of a system	accept	Here is an alternate citation that is a better correlation. https://drive.google.com/file/d/11Sz6wS64x7knxdE5rPACUshy4-YhwSdO/view?usp=drive_link
<i>2024 EduSmart Science Grade 3</i>	9781939511157G3	4	Journal Prompt		added this citation because the other two do not actually require the student to explain in their own words	accept	Thank you for your feedback. There was no change to be made.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 3	9781939511157G3	9	top paragraph	View Link	The citations for using tools to analyze felt like a stretch in this lab. Students are analyzing their observations in this lab, but the connection to tools is not as strong as we would like to see. Suggestion to either make the observational tools more visible to students in this lab or to cite a different lab that more clearly addresses this breakout.	accept	We are citing another resource, Is Soil Alive? for this citation.

Publisher: Houghton Mifflin Harcourt

Science, Grade 3

HMH Into Science Texas Hybrid Classroom Package Grade 3: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
HMH Into Science Texas Student License Digital Grade 3	9780358859734	TEKS Lesson 3.11.B, 3.11.C, Day 3, Screen 5	Last paragraph	View Link	A feedback protocol would be good here (not sure if it is indicated anywhere else) to make it clear there is collaboration.	accept	<p>HMH will add the following steps to Screen 5:</p> <p>"[Title] How to Give Partner Feedback</p> <p>Self-Assess: Read your own explanation silently and rate your work.</p> <p>Rate: Collaborate with a partner. Switch explanations and score one another's work.</p> <p>Write Feedback: Use sentence frames to write feedback for your partner. Examples include:</p> <p>I suggest _____.</p> <p>One problem I see is _____.</p> <p>One way to improve this might be _____.</p> <p>Share Feedback: Share your positive feedback and suggestions for improvement.</p> <p>Summarize and Record: Summarize your partner's feedback of your explanation and revise your work as time allows."</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<p><i>HMH Into Science Texas Student License Digital Grade 3</i></p>	<p>9780358859734</p>	<p>TEKS Lesson 3.11.B, 3.11.C, Day 3, Screen 5</p>	<p>Last paragraph</p>	<p>View Link</p>	<p>A feedback protocol would be good here (not sure if it is indicated anywhere else) to make it clear there is collaboration.</p>	<p>accept</p>	<p>HMH will add the following steps to Screen 5: “[Title] How to Give Partner Feedback Self-Assess: Read your own explanation silently and rate your work. Rate: Collaborate with a partner. Switch explanations and score one another’s work. Write Feedback: Use sentence frames to write feedback for your partner. Examples include: I suggest _____. One problem I see is _____. One way to improve this might be_____.</p> <p>Share Feedback: Share your positive feedback and suggestions for improvement. Summarize and Record: Summarize your partner’s feedback of your explanation and revise your work as time allows.”</p>

Publisher: Studies Weekly

Science, Grade 3

Texas Science Studies Weekly: Third Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access</i>	9781649783806TE	1-2	Printable: Studies Weekly Online, Unit 1, Week 3, Activity 4, "How to Organize Data" (PDF pg. 1-2)	View Link	{Please make a note about concept maps are a form of tree maps.	accept	Thank you for this feedback. We've adjusted the description to include that concept maps are a form of tree maps.

Publisher: EduSmart

Science, Grade 4

2024 EduSmart Science Grade 4: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	1 to 2	directions	View Link	What tool in this activity are you asking students to use to make an observation? The students are using a ruler to collect measurements. Allow students to survey items prior to measuring using observation tools (microscopes, magnifying glasses etc, or just have them to look and predict prior to measuring the item.	accept	We have another activity that uses a hand lens in the manner you have suggested. https://drive.google.com/file/d/1fWwWPsYdC3qG5KxMuWmaAaFaYTam2rl/view?usp=drive_link
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	1 to 5	Reading activity including formative assessment questions	View Link	Excellent material.	accept	Thank you for the positive feedback! There are no changes required per your feedback.
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	1 to 5	Reading activity including formative assessment questions	View Link	Excellent material.	accept	Thank you for the positive feedback! There are no changes required per your feedback.
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	1 to 7	directions	View Link	Incorporating a hand lens would be easy to do in one of these investigations and appropriate as a "tool to observe."	accept	We have added a hand lens to the materials needed and changed procedure prompt to "Use a hand lens to observe.." https://drive.google.com/file/d/1gGEM0ePI6EOMPGzH-hAQjMiSPKEhwDyE/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 4	9781939511171G4	1 to 7	Instructions, data and analysis	View Link	The trials with averages are a great use of mathematical calculations.	accept	We really appreciate the positive feedback!
2024 EduSmart Science Grade 4	9781939511171G4	2	Page 2- paragraph 4 and paragraph 5	View Link	Love the inclusion of nonfiction text that uses and explains key academic vocabulary and processes at a level the kids can grasp.	accept	Thank you so much for the positive feedback! A change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	2 to 3	Reader - all of page 2 all of page 3	View Link	I could not find info about states of matter. Excellent coverage of other properties. This breakout says "including physical state (solid, liquid, gas).	reject	The reader should not be assigned until the elaborate part of the 5E lesson. States of matter are covered and visually explained in the Instructional Module, <i>What is Matter?</i>
2024 EduSmart Science Grade 4	9781939511171G4	4	text below the space shuttle graphic	View Link	Excellent!	accept	Thanks for the positive feedback! There is not a change to be made here.
2024 EduSmart Science Grade 4	9781939511171G4	Digital Activity	Follow the prompts throughout the student review until completion	View Link	Again-LOVE the use of quizzing to drive home key information. So well done!	accept	Thank you so much for the positive feedback! A change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	Digital Activity	Follow the prompts throughout the student review until completion	View Link	Love the use of quizzing to reiterate key ideas from instruction. Well done!	accept	Thank you so much for the positive feedback! A change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	Page 1-3	Scenario cause and effect table Reflection question #1 and #2	View Link	Excellent way to apply this standard!	accept	Thank you for the positive feedback! There are no changes required per your feedback.
2024 EduSmart Science Grade 4	9781939511171G4	page 2 and 3	Pages 2-3 reader (in its entirety)	View Link	Love the quizzing that follows your nonfiction text. So good for kids to support key ideas.	accept	Thank you so much for the positive feedback! A change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	page 2 and 3	page 2-3 in its entirety	View Link	Great information, that aligns perfectly to the SE.	accept	Thank you so much for the positive feedback! No change was not requested to be made.
2024 EduSmart Science Grade 4	9781939511171G4	page 4	Journal prompt	View Link	Perfect. Here are the food webs I was looking for.	accept	Thank you for the positive feedback! There are no changes required per your feedback.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	video	please click play and watch instructional module in its entirety	View Link	Excellent demonstration of the Earth and moon system and the patterns that result.	accept	Thank you for the positive feedback! There are no changes required per your feedback.
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	video	Please click play and watch the instructional module in its entirety	View Link	Great information on advantages of nonrenewable resources.	accept	Thank you for the positive feedback! There are no changes required per your feedback.
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	video	Please press play and watch in its entirety.	View Link	Again all of these patterns are happening and predictable because of the sun, earth and moon system.	accept	We have more content to address this issue. Instructional Modules for Patterns of the Sun, and Patterns Caused by the Moon.
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	Video	Click play, then skip to omit intro music. Press forward button 3 times to see zebra and giraffe	View Link	Awesome!	accept	Thank you for the positive feedback! There are no changes required per your feedback.
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	video	please press play and watch the video in its entirety	View Link	This lesson is not sufficient if instruction is not provided on the sun, earth and moon system. This is very important fundamental knowledge the kids need to begin to master.	accept	We have additional IMs - Patterns of the Sun, and Patterns Caused by the Moon.
<i>2024 EduSmart Science Grade 4</i>	9781939511171G4	video	after 1st click (sound energy) after 4th click (compression and rarefaction)	View Link	This material is outstanding!	accept	Thank you so much for the positive feedback! A change was not requested to be made.

Publisher: Studies Weekly

Science, Grade 5

Texas Science Studies Weekly: Fifth Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Science Studies Weekly: Fifth Grade Student Edition with Online Access</i>	9781649783851SE8	2	<p>Unit 1, Week 3, Activity 4, "Collecting Data" paragraph (PDF pg. 2)</p>	View Link	<p>We would like to see an example of a tree map along with the other types of organizers to accompany the brief explanation of each.</p>	accept	Thank you! Great idea. A tree map and brief explanation was added to the printable.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Science Studies Weekly: Fifth Grade Student Edition with Online Access</i>	9781649783851SE8	3	Student Edition, Unit 2, Activity 3, Directions and Chart (PDF pg. 2)	View Link	This is a great activity. We suggest adding the word "descriptive" before investigation so students continue to understand the differences in the types of investigations.	accept	We are so glad you enjoyed the activity. We've added "descriptive" before "investigation" in the student edition for Activity 3. Thank you for this feedback!

Publisher: Accelerate Learning Inc.

Science, Grade 6

STEMscopes Science TX - Grade 6 : TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 6 (Online)</i>	9798888266908	para 6-8	Click on the following: Resource Management, Elaborate (top left), Reading Science (drop down under Elaborate), View Files (open book icon on top right side), Student Handout-On Level, in paragraph 6-8 students read about how technology helps manage resources through controlled environmental agriculture	View Link	recommend adding additional examples	accept	Accept - Additional examples are included throughout the scope, within the STEMscopedia and Explores and submitted with additional SRP citations. https://docs.google.com/document/d/1g0voewD1DB0hXBkxANmjzUXHCeq10JvU2Lv8r4LEzk/edit?usp=sharing

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 6 (Online)</i>	9798888266908	procedure	Click on the following: Organism Relationships, Explore (top left), Explore: Ecosystem Events and Relationships (drop down under Explore), View Files (open book icon on top right side), Student Handout, students investigate how organisms in an ecosystem depend on biotic factors	View Link	It would be helpful if you add the terms Abiotic and Biotic in the actual lesson instead of living and nonliving	accept	Accept- add the words "biotic" and "abiotic" to the end of teacher facilitation. (duplicate) https://docs.google.com/document/d/1Um2-OnJDtyadyHMsvG5vBY6tWd5jPHXkCvc4_nwZKA/edit?usp=sharing
<i>STEMscopes Science TX - Grade 6 (Online)</i>	9798888266908	procedure	Click on the following: Organism Relationships, Explore (top left), Explore: Ecosystem Events and Relationships (drop down under Explore), View Files (open book icon on top right side), Student Handout, students investigate how organisms in an ecosystem depend on biotic factors	View Link	It would be helpful if you add the terms Abiotic and Biotic in the actual lesson instead of living and nonliving	accept	Accept- add the words "biotic" and "abiotic" to the teacher facilitation. https://docs.google.com/document/d/1Um2-OnJDtyadyHMsvG5vBY6tWd5jPHXkCvc4_nwZKA/edit?usp=sharing

Publisher: EduSmart

Science, Grade 6

2024 EduSmart Science Grade 6: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>2024 EduSmart Science Grade 6</i>	9781939511218G6	1	introduction	View Link	May want to rethink the focus of this lab and whether it fits the phrasing of the new SE.	accept	Thank you for your feedback. We have other resources that are a better fit for this SE. https://proc2024.edusmart.com/authenticated/content/previewResource/648603

Publisher: Accelerate Learning Inc.

Science, Grade 7

STEMscopes Science TX - Grade 7: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	2	Click on the following: Reproduction, Elaborate (top right), Engineering Connection (drop-down under Elaborate), Files (open book icon on top right side), Click on: student Handout. Instructions for creating model solutions is on this page, under "Plan"	View Link	We believe that this material is probably modeling something descriptive, not really solving a problem.	accept	Text has been adjusted and activity has been adjusted to be about solving a problem.
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	2	Click on the following: Reproduction, Elaborate (top right), Engineering Connection (drop-down under Elaborate), Files (open book icon on top right side), Click on: student Handout. Instructions for creating model solutions is on this page, under "Plan"	View Link	We believe that this material is probably modeling something descriptive, not really solving a problem	accept	Duplicate response - accepted and changed made above.
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	28	Page 28 bullets	View Link	We changed to audience to teacher/student so it would accept the approval.	accept	Thank you for making the adjustment to our citation

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Data Table	Click on the following: Elements and Compounds, Explore (top left), Explore 2 Marshmallow Molecules (drop-down under Explore), Files (open book icon on top right side), Click on: student Handout, students will complete a Data Table	View Link	To really anchor the target, a question should be added asking students to compare and contrast two of the translations they did.	accept	Adjustment was made during the initial review. We have decided to add even another question. Update Text: 4. Using 2 of the translations you completed, compare and contrast their similarities and differences.
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	page 5	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students design a model and write about how the model helps to represent the problem	View Link	While we do see the last question as an "advantage" of the model, it's not explicitly explaining that the machine the student built is able to help them answer the question.	accept	Fixed during SRP process. The following text was added: Analyzing Data by Identifying Limitations Critically analyzing scientific data and understanding its limitations is vital in the field of science. Some examples of limitations in scientific research are potential biases, measurement errors, sample size, or constraints of the experimental setup. However, acknowledging and addressing limitations strengthens the credibility and reliability of scientific findings. Data limitations can be defined as factors or constraints that may affect the reliability, validity, or generalizability of the data. Common types of limitations include: <ul style="list-style-type: none"> • Sampling limitations: limited sample size or non-representative samples can impact the generalizability of the results. • Measurement limitations: measurement errors, instrument precision, or subjectivity in data collection can introduce uncertainty. • Experimental limitations: factors like experimental design, controls, or external influences can affect the interpretation of results. • Bias limitations: potential biases, such as selection bias, confirmation bias, or publication bias, and their impact on data interpretation. Follow the steps and answer the questions for the activity below. Measuring Volume <ol style="list-style-type: none"> 1. Fill a 100 mL beaker to the 50 mL volume level mark with water. 2. Pour the water into a graduated cylinder and read the volume to the nearest mL. 3. Record the reading from the graduated cylinder as follows: Water poured from the 100 mL beaker = ____ mL in graduated cylinder. 4. Pour the water in the graduated cylinder down the drain or into a waste bucket.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							<p>5. Fill the 250 mL beaker to the 50 mL volume level mark with water.</p> <p>6. Pour the water into a graduated cylinder and read the volume to the nearest mL.</p> <p>7. Record the reading from the graduated cylinder as follows: Water poured from the 250 mL beaker = ____ mL in graduated cylinder.</p> <p>8. How does the accuracy of your targeted 50 mL volume using the beakers compare to the readings obtained using the graduated cylinder?</p> <p>9. Are there any limitations in the measurements you collected?</p> <p>Analyzing Data by Identifying Limitations</p> <p>Follow the steps and answer the questions for the activity below.</p> <p>Measuring Length</p> <ol style="list-style-type: none"> 1. Choose a student's left shoe to measure. 2. Have the student stand. 3. Place one piece of masking tape at the heel of the student's left shoe and one piece of masking tape at the toe of the student's left shoe. 4. The student may now move away from the measurement area. 5. Using the heel tape mark as the beginning or zero mark; use a metric ruler to determine the length of the student's left shoe. 6. Record the length of the student's left shoe. _____ 7. Using the measurement of the shoe in step 5, discuss with the group how to create a meter stick that can be used to measure items in the classroom. 8. Draw a prototype of the group's design of a meter stick. 9. Show the prototype diagram to the teacher, and collect the supplies needed to build a meter stick. 10. Build your meter stick. 11. Measure objects in the classroom identified by the teacher and organize your data using the space below. (Items can include a book, a desk, pens or pencils, etc.) 12. Compare data with the other groups in class. How does the data for each object compare? 13. Would the data be considered reliable? Explain. 14. What are some possible limitations to this data? <p>Not Exactly. A model is a picture or smaller version that represents a larger object in the natural world to make it easier to study. A model is actually a limited representation of an object, but it is used to help us understand its structure or how it works. A small toy animal or toy fire truck are common models that are smaller versions of larger objects that show some detail but are not exact. Models have limitations because they cannot be an exact representation of an object's detail. Models are useful but are limited in accuracy. Your team has the challenge of making a list of how the following models are</p>

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
							<p>limited in detail from being an accurate duplicate of the real thing. Write your team's response under each picture:</p> <p>Model of a Volcanic Eruption A Sketch of the Levels of Organization in Organisms</p> <p>Not So Big, Not So Small. Models are also limited in size. Models of atoms, molecules, and bacteria are examples of extremely small things in nature that models cannot possibly be the same size as, or their structure would not be understood. Similarly, airplanes, weather systems, and volcanoes are too big to be in a classroom, so models are practical for studying their structures.</p>
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Persuasive Speech	Click on the following: Aqueous Solutions, Elaborate (top right), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Click on: student Handout, students will complete an activity	View Link	A problem that requires a solution is not explicitly apparent. "Concentration of a solution" vs. a "solution" to a problem needs clarification.	accept	<p>This feedback that was fixed during the SRP breakout citation review so rejected here. The activity covers the following driving question. Updated text is highlighted in the linked document</p> <p>https://docs.google.com/document/d/1VqQRcPvCPAhHXyldVVYrfCnMOj5hOywX3iXCjS0OGA8/edit?usp=sharing</p>
<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	reflection question 2	Click on the following: Taxonomy, Explore (top left), Explore: Know Your Kingdoms (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, in reflection question 2 students describe how an ecosystem would be affected if there was a decrease in the protist population	View Link	ALL of the reflection questions meet this standard with a student activity.	accept	Thank you for the positive statement.

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

Science, Grade 7

STEMscopes Science TX - Grade 7: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 7 (Online)	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Celestial Objects, Explore (Top Left), Explore: Celestial Objects Roundup (under Explore), Scroll down to Differentiation, English Language Support Strategies, Strategy: Think Alouds (various levels are on each tab)</p>	View Link	<p>Think Alouds could be used for this breakout, as long as the teacher is told to add "clarification" to their instruction.</p>	accept	<p>Added the following text to the activity.</p> <p>Original Text:</p> <p>Beginner</p> <p>The teacher will use Think Alouds to connect the process to the terminology of problem solving. Think Alouds will enable students to put the problem-solving process into words that are not familiar to them. When looking at the images, I can focus on the distance from the Sun to categorize solar-system objects by other physical properties.</p> <p>Intermediate Students who are able to understand simple, routine directions for familiar topics may struggle with directions for unfamiliar topics. The teacher can use Think Alouds to provide students with linguistic support such as verbal cues to build topic-related vocabulary.</p> <p>Advanced/Advanced High Students will respond to the teacher using Think Alouds to demonstrate their understanding of the vocabulary that goes along with problem solving.</p> <p>Updated Text:</p> <p>Beginner</p> <p>The teacher will use Think Alouds to connect the process to the terminology of problem solving. Think Alouds will enable students to put the problem-solving process into words that are not familiar to them. When looking at the images, I can focus on the distance from the Sun to categorize solar-system objects by other physical properties. Remind students to seek clarification as needed. Intermediate</p> <p>Students who are able to understand simple, routine directions for familiar topics may struggle with directions for unfamiliar topics. The teacher can use Think Alouds to provide students with linguistic support such as verbal cues to build topic-related vocabulary. Remind students to seek clarification as needed. Advanced/Advanced High</p> <p>Students will respond to the teacher using Think Alouds to demonstrate their understanding of the vocabulary that goes along with problem solving. Remind students to seek clarification as needed.</p>

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STEMscopes Science TX - Grade 7 (Online)	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Temperature and Kinetic Energy, Elaborate (top right), Science Connection (drop-down under Elaborate), Scroll down to Differentiation, English Language Support Strategies, Strategy: Reader/Writer/Speaker Response Trials (various levels are on each tab)</p>	View Link	<p>To meet this breakout, add specific instructions to these triads to include question/request - response components.</p>	accept	<p>Added specific instructions to these triads.</p> <p>Original Text:</p> <p>Beginner</p> <p>The teacher should group students in a way that provides them with a sense of security for reading and speaking. This likely means the teacher will need to group beginners with students that the beginners feel comfortable speaking with and who will be supportive. The teacher should spend time with the group ensuring they are able to complete the task.</p> <p>Intermediate</p> <p>The teacher should spread intermediate students among groups where the students are both supported and challenged to speak and answer questions. An intermediate student is good support for a beginner but might also need the support of an advanced learner. Advanced/Advanced High</p> <p>The teacher should consider grouping some advanced students with beginner and intermediate students who need language support and some with native English speakers to ensure they are working toward a higher level.</p> <p>Updated Text:</p> <p>Beginner</p> <p>The teacher should group students in a way that provides them with a sense of security for reading, writing, and speaking. This likely means the teacher will need to group beginners with students that the beginners feel comfortable speaking with and who will be supportive. The teacher should spend time with the group ensuring they are able to complete the task. Student One will read the text to the others. Student Two will record the group's response to the question. Student Three will report the recorded response back to the group. Students will switch roles after reporting.</p> <p>Intermediate</p> <p>The teacher should spread intermediate students among groups where the students are both supported and challenged to speak and answer questions. An intermediate student is good support for a beginner but might also need the support of an advanced learner. Student One will read the text to the others. Student Two will record the group's response to the question. Student Three will report the recorded response back to the group. Students will switch roles after reporting.</p> <p>Advanced/Advanced High</p> <p>The teacher should consider grouping some advanced students with beginner and intermediate students who need language support and some with native English speakers to ensure they are working toward a higher level. Student One will read the text to the others. Student Two will record the group's response to the question. Student Three will report the recorded response back to the group. Students will switch roles after reporting.</p>

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STEMscopes Science TX - Grade 7 (Online)	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Temperature and Kinetic Energy, Elaborate (top right), Science Connection (drop-down under Elaborate), Scroll down to Differentiation, English Language Support Strategies, Strategy: Reader/Writer/Speaker Response Trials (various levels are on each tab)</p>	View Link	<p>Give specific instructions for the Writing portion of the Triad strategy.</p>	accept	<p>Add specific instruction to include specific instruction for the writing portion of the ELPS strategy.</p> <p>Original Text:</p> <p>Beginner</p> <p>The teacher should group students in a way that provides them with a sense of security for reading, writing, and speaking. This likely means the teacher will need to group beginners with students that the beginners feel comfortable speaking with and who will be supportive. The teacher should spend time with the group ensuring they are able to complete the task.</p> <p>Intermediate</p> <p>The teacher should spread intermediate students among groups where the students are both supported and challenged to speak and answer questions. An intermediate student is good support for a beginner but might also need the support of an advanced learner.</p> <p>Advanced/Advanced High</p> <p>The teacher should consider grouping some advanced students with beginner and intermediate students who need language support and some with native English speakers to ensure they are working toward a higher level.</p> <p>Updated Text to be Added:</p> <p>Student One will read the text to the others. Student Two will record the group's response to the question. Student Three will report the recorded response back to the group. Students will switch roles after reporting.</p>
STEMscopes Science TX - Grade 7 (Online)	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Aqueous Solutions, Engage (Top left), Scope Phenomenon (under Engage), Scroll down to Differentiation, English Language Support Strategies, Strategy: Structured Conversations (various levels are on each tab)</p>	View Link	<p>Now THIS is a great ELPS guide for teachers at any level using your content.</p>	accept	<p>Thank you for the positive comment.</p>

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<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Temperature and Kinetic Energy, Explain (top left), Stem-scopedia (drop-down under Explain), Scroll down to Differentiation, English Language Support Strategies, Strategy: Keep, Delete, Substitute (various levels are on each tab)</p>	View Link	<p>For clarity, add a question/answer component to this strategy.</p>	accept	

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 7 (Online)	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Temperature and Kinetic Energy, Explain (top left), Stem-scopedia (drop-down under Explain), Scroll down to Differentiation, English Language Support Strategies, Strategy: Keep, Delete, Substitute (various levels are on each tab)</p>	View Link	<p>Include note-taking as part of the KDS strategy to clearly meet this breakout.</p>	accept	<p>Adjusted during the standards revision process.</p> <p>Original Text</p> <p>Strategy: Keep, Delete, Substitute Proficiency Level</p> <p>Beginner</p> <p>Students identify portions of the passage with high-frequency academic vocabulary. They will focus on these vocabulary words to help identify the portions of the text that are important to keep and those that are repetitive in nature.</p> <p>Intermediate</p> <p>Intermediate students can expand on beginner work to identify terms that can be replaced by something more generic to make it more easily understood by beginners.</p> <p>Advanced/ Advanced High</p> <p>Advanced students will synthesize the efforts of beginner and intermediate students to write a draft topic sentence. Updated Text</p> <p>Strategy: Keep, Delete, Substitute</p> <p>As students work through a reading passage, they will make "keep," "delete," and "substitute" decisions. Students should take notes as they make decisions. They should identify high and low frequency terms. They will determine which information is important to keep, which information is redundant or unnecessary and can be deleted, and which information could be substituted with a more generic term. Students will draft a topic sentence to represent what was read. Gestures may be assigned to represent each phase of a process. From Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)</p> <p>Proficiency Level</p> <p>Beginner</p> <p>Students identify portions of the passage with high-frequency academic vocabulary. They will focus on these vocabulary words to help identify the portions of the text that are important to keep and those that are repetitive in nature. When making these decisions, students should ask: What words are important to keep? Which words can be deleted and why? How will you make substitutions?</p> <p>Intermediate</p> <p>Intermediate students can expand on beginner work to identify terms that can be replaced by something more generic to make it more easily understood by beginners. When making these decisions, students should ask: What words are important to keep? Which words can be deleted and why? How will you make substitutions?</p> <p>Advanced/ Advanced High</p> <p>Advanced students will synthesize the efforts of beginner and intermediate students to write a draft topic sentence. When making these decisions, students should ask: What words are important to keep? Which words can be deleted and why? How will you make substitutions?</p>

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<i>STEMscopes Science TX - Grade 7 (Online)</i>	9798888266922	Scroll down to English Language Support Strategies	<p>Click on the following: Thermal Energy, Explore (top left), Virtual Explore: The Heat Is On (drop-down under Explore), Scroll down to Differentiation, English Language Support Strategies, Strategy: Creating Analogies (various levels are on each tab)</p>	View Link	<p>This a reading passage, not a writing passage.</p>	accept	No change was needed as a different citation was accepted during the SRP process. This was feedback on why a specific citation was rejected and addressed.

Publisher: TPS Publishing

Science, Grade 7

STEAM into Science - Grade 7 Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition</i>	9781788058568	p12-13	Teacher guidance - design engineering	View Link	Accepting if the idea is the "theory of..." Reduce reuse	accept	Thank you for the feedback.
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition</i>	9781788058568	p145-146	Activity 4 Teacher edition	View Link	This can be excepted as THEORY of conservation!	accept	Thank you for the feedback.
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition</i>	9781788058575	p163-167	Activity 5	View Link	Accepting with the understanding that somewhere it is understood that to have "characteristics of life" is being considered a "theory" and this germinating lab supports this.	accept	Thank you for the feedback.
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition</i>	9781788058575	p224	Chapter 13 -reader story	View Link	accepting because it mentions in the narrative icy objects and comets come from which are descriptive properties... could be worded better to make sure students understand these are the physical properties	accept	Thank you for the feedback.
<i>Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition</i>	9781788058575	p239	Activity 3	View Link	this activity is used throughout this TEK. As long as when students are writing about the specific parts of space when they discuss movement and location they differentiate these two the activity works well at summarizing the TEKS	accept	Thank you for the feedback.
<i>STEAM Activity Guide - Grade 7 Student Edition</i>	9781788058612	p26-31	Mousetrap car; class and outside; collaborative	View Link	Thank you for using the word TEAMMATE	accept	Thank you for the feedback.
<i>STEAM Activity Guide - Grade 7 Student Edition</i>	9781788058612	p34-46	STEM project class or laboratory; Learning to communicate; includes results/evidence; individual and collaborative tasks	View Link	communication and groups. =) yes	accept	Thank you for the feedback.

Publisher: Accelerate Learning Inc.

Science, Grade 8

STEMscopes Science TX - Grade 8: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	1-3	See document titled: Grade 8 13.C.iii, v, vi Narrative and Activity 2.pdf New content		This one will be so much easier for students to follow and understand. Nice.	accept	Thank you for the positive feedback!
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	1-4	Narrative - New Content STEMscopedia See the document titled "Grade 8 13.C.iii, iv, v, vi, 5.f.ii, 5.f.v Narrative and Activity 2" Page 1-4		Hopefully, the text now gives a more apparent difference between population and species. I would love to see a brief description of the environment that population of finches live in that would paint a picture of why there are different food sources available. That would help students understand the beak differences better.	accept	The change was made in the final submission that was approved during the SRP citation review process.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	1-4	Narrative - New Content STEMscopedia See the document titled "Grade 8 13.C.iii, iv, v, vi, 5.f.ii, 5.f.v Narrative and Activity 2" Page 1-4		see my previous feedback about the bird of paradise--population vs species?	accept	Change was made in the final submission that was approved during the SRP citation review process.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	1-4	Narrative - New Content STEMscopedia See the document titled "Grade 8 13.C.iii, iv, v, vi, 5.f.ii, 5.f.v Narrative and Activity 2" Page 1-4		please see prior feedback please clarify if this is species vs population....	accept	Change was made in the final submission that was approved during the SRP citation review process.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	2	Locate file titled: "Grade 8 5.F.ii, 5.F.v Variations to Adaptations Reading Science" page 2, q 1-6		I think this should be simplified a bit.	accept	Although the current text is written at the appropriate level the text will be simplified to bring the reading to a lower Lexile level based on this feedback.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	ALL	Activity - New Content See the document titled "Grade 8 3.A.ix, xii Activity 1". Students will propose a solution supported by data and consistent with scientific theories.		This seems very difficult.	accept	We will provide specific guidance to help teachers facilitate the activity to make this task less difficult.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	ALL	Activity - New Content See the document titled "Grade 8 3.A.ix, 3.A.xii, 4.A.xi Activity 3". Students will develop a persuasive speech with data and modeling to propose a solution consistent with scientific theories.		You need to be specific about the multiple theories of invasive species...	accept	We have removed the reference to multiple theories and discuss only the impacts of invasive species on ecosystems.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	ALL	Activity - New Content See the document titled "Grade 8 3.A.ix, xii Activity 2". Students will evaluate a problem, review proposed solutions, and offer new solutions supported by data and consistent with scientific theories.		This seems difficult.	accept	We will give teachers more specific guidance and structure to make this task less difficult.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 1 background knowledge	Click on the following: Conservation of Mass, Science outside the Classroom (left side of the screen), View Files (open book icon on top right side), Handout, students read background knowledge on conservation of mass in chemical reactions	View Link	Most teachers don't look at the homework connection. This text is easier to understand for students, though. It seems like this should be added to the second citation and the math part should be in another paragraph.	accept	This citation provides background for parents. Students are provided the same information in other elements in the scope. Still, we will adjust the language in the student-facing documents to align with what we have included in the homework connection.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 1 debate team position	Click on the following: Variations to Adaptations, Elaborate (top left), Science Connection (drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students participate in a debate about physical or behavioral trait variation in the human population survival	View Link	You need variety, not just oral. The second example is oral as well.	accept	The citation refers to one activity in a single format; in this lesson, other instructional formats are included: written, drawing through the ISN, and debrief as a class in discussion in the teacher facilitation points.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 1 research and position statement	Click on the following: Influences of Weather and Climate, Elaborate (top left), Science Connection (drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students communicate in an inner/outer circle discussion about whether humans should change the interactions that affect weather and climate or let nature take its course	View Link	both oral, need variety	accept	The citation refers to one activity in a single format; in this lesson, other instructional formats are included: written, drawing through the ISN, and debriefing as a class in discussion in the teacher facilitation points.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 1-2 Brainstorm and Plan	Click on the following: Biodiversity, Elaborate (top left), Engineering Connection (drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students research factors that threaten sustainability of biodiversity and propose solutions with a model	View Link	variety of settings needs to be there	accept	The citation refers to one activity in a single format; in this lesson, other instructional formats are included: written, drawing through the ISN, and debriefing as a class in discussion in the teacher facilitation points.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 1-2 Brainstorm, Plan, Build and Test	<p>Click on the following: Classifying Matter, Elaborate (top left), Engineering Connection (drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students brainstorm and plan a way of creating an interactive model to show and compare types of matter</p>	View Link	<p>This seems like an overly complicated way to address both comparative investigations and types of matter.</p>	accept	This was accepted and adjusted in the initial citation review process. We simplified the activity by having students design an interactive model of only one type of matter as opposed to more than one. Students will create a key that identifies the part of the model only.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 14 Movements in the Hydro- sphere	Click on the following: Influences of Weather and Climate, Explain (top left), STEM-scopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about the hydrosphere, weather, and climate	View Link	Please consider adding some concrete examples such as climate of Northern Europe contrasted with Canada at similar latitudes being much warmer due to Gulf Stream.	accept	Agree that this is an important aspect to be represented, which is what Explore 3 does by using Bouvet Island and Clifden, Ireland at 60 degrees S and N latitudes. https://texas.review.acceleratelearning.com/suit/scopes/10132/a95c314d-a8a0-3177-8fca-b1d62e2714d1/jfapcf72d7958149f403be5402a63093

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 17 The Big Picture	Click on the following: Influences of Weather and Climate, Explain (top left), STEM-scopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about how oceans absorb the Sun's energy, storage, and release	View Link	Consider adding more explicit student text or teacher instructions to discuss conservation of matter.	accept	We will add more explicit examples of conservation of matter to teacher facilitation to support understanding.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 2 Biodiversity in Ecosystems	Click on the following: Biodiversity, Explain (top left), STEM-scopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about how biodiversity affects ecosystems	View Link	again, the structure and function discussion should be more explicit.	accept	We will add a passage highlighting the importance of the structure and function of organisms in the context of biodiversity.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 2 procedure	Click on the following: Human Impact on Climate Change, Explore (top left), Explore: Greenhouse Gas Quandary (drop down under Explore), View Files (open book icon on top right side), Student Handout, students conduct an experimental investigation to simulate the human impact on climate change	View Link	We accepted reluctantly for 'conduct experimental investigations' due to it having a control, independent/ dependent variable. Not explicit or clear as teaching tool for these ideas though.	accept	We will add additional language to this activity to support more direct teaching and deeper student understanding of the concepts of controls and variables.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 8 (Online)	9798888266946	page 2 reflection 1-5	Click on the following: Conservation of Mass, Explore (top left), Explore: Sealed Reactions (drop down under Explore), View Files (open book icon on top right side), Student Handout, students conduct an experimental investigation and explain conservation of mass	View Link	It needs info regarding setting.	accept	The citation refers to one format; in this lesson, other formats are included: written, drawing through the ISN, and debriefing as a class in discussion in a variety of instructional settings such as individual, pairs, small group, and whole class as well as through activities in a variety of physical settings.
STEMscopes Science TX - Grade 8 (Online)	9798888266946	page 2 table of credibility	Click on the following: Classifying Matter, Elaborate (top left), Technology Connection (drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students read about how to assess a source on credibility	View Link	I would suggest vocab development of essential vocab, like credibility, etc.	accept	This was adjusted during the initial SRP review. We added to the Making Informed Decisions in Science page 71-74 addresses in depth the concept of credibility, accuracy, and methods used. https://drive.google.com/file/d/1SDMZyYIn-g7CJzZPoXlqvPXsRtf7remb/view
STEMscopes Science TX - Grade 8 (Online)	9798888266946	page 2-3 article	Click on the following: Variations to Adaptations, Elaborate (top left), Science Today (drop down under Elaborate), View Files (open book icon on top right side), Student Handout, students read about a scientist's discovery and how past and current research come together to advance our knowledge of the animal world adaptations	View Link	I would ask for more key info for the teacher to highlight to help students make those connections.	accept	Adjusted during the initial review. The questioning section of this activity (page 4) highlights specific areas where past research supports current scientific discoveries to help students make the connections as suggested in the feedback. https://texas.review.acceleratelearning.com/api/content-provider/scopes/10144/download/STX_8_VariationsToAdaptations_ELABORATE_ScienceToday_AK.pdf

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 2-3 procedure and data table	Click on the following: Human Impact on Climate Change, Explore (top left), Explore: All About Carbon (drop down under Explore), View Files (open book icon on top right side), Student Handout, students will work together to illustrate and order the carbon cycle and answer questions about the carbon cycle	View Link	Please be explicit about the settings.	accept	A variety of instructional settings such as individual, pairs, small group, and whole class as well as through activities in a variety of physical settings are included in the lesson as a whole. https://texas.review.acceleratelearning.com/suit/scopes/10135/caee1408-57e7-3240-8410-043e8b35ac86/a2cd9230-de87-3bd5-a6d2-c1cfd144cf16
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 21	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students evaluate the experiment for improvements	View Link	I request that a definition of validity and what makes an experiment valid be included so the students understand what makes an experiment valid or not. It is too indirect for many students to make the connections without something more explicit.	accept	This was accepted and adjusted during the initial citation review. We added a definition of validity and explicitly says what makes an experiment valid in the opening paragraph on page 21.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 28	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students communicate explanations and solutions individually and collaboratively in a variety of settings and formats	View Link	There is nothing really about settings.	accept	We will add more details of the setting will be added to the descriptions of scientists on page 29 and 36.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 3 Properties of Acids - page 5 Properties of Bases	Click on the following: Properties of Acids and Bases, Explain (top left), STEMscopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, in question 6 students describe the properties of acids and bases	View Link	Please consider having a more concrete compare and contrast in the student reading that ties together the different acid and base pages. It would fit the standard better for the students.	accept	We will add a table comparing and contrasting characteristics of acids and bases.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 3 reflection 1	Click on the following: Human Impact on Climate Change, Explore (top left), Virtual Explore (drop down under Explore), View Files (open book icon on top right side), Student Handout, students use a simulation to investigate climate change and communicate solutions	View Link	please explain variety of format	accept	The citation refers to one format; in this lesson other formats are included: written, drawing through the ISN, and debriefing as a class in discussion. https://texas.review.acceleratelearning.com/suit/scopes/10135/caee1408-57e7-3240-8410-043e8b35ac86/b8e29967-ddc7-35bf-9960-d1e9abd26c11 https://texas.review.acceleratelearning.com/api/contentprovider/scopes/10135/download/STX_8_HumanImpactOnClimateChange_EXPLORE_1_Virtual_ISN_LeftSide_Graffiti.pdf

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 4-8	Click on the following: Electromagnetic Wave Uses, Explain (top left), STEMscopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about the use of the EM spectrum in relation to the structure of waves	View Link	I would like to stress that structure and function are big ideas and should be explicitly taught (at least until students get used to looking at all objects, organisms, and systems that way).	accept	Structure and function will be explicitly added to the text and assessment.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 5-6 Characteristics of Waves	Click on the following: Wave Characteristics, Explain (top left), STEMscopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about the different characteristics of waves	View Link	The standard says including the electromagnetic spectrum. It seems like that could have been more obvious in the text than what is in there.	reject	No change is needed, the electromagnetic spectrum is the entirety of pages 7-8 in the STEMscopedia, and assessed on page 12 of the document cited. It is also in the ISN that accompanies this document. This reading passage was deemed to meet the TEKS breakout during the SRP process. Changes to it now could affect TEKS alignment.
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	page 8 Secondary Succession	Click on the following: Ecological Succession, Explain (top left), STEMscopedia (drop down under Explain), View Files (open book icon on top right side), Student Handout, students read about how secondary ecological succession affects populations and species diversity after ecosystems are disrupted by natural events or human activity	View Link	I wish populations would be specifically discussed here. I know it is implied.	accept	We will add more detail regarding affects of succession on population diversity.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Grade 8 (Online)</i>	9798888266946	questions 1, 7, 8, 10	Click on the following: Variations to Adaptations, Evaluate (top right), Scope Assessment (drop down under Evaluate), View Files (open book icon on top right side), Student Handout, students answer questions about how variations of traits lead to different adaptations that influence likelihood of survival	View Link	On question 1, perhaps make the distinction between a plant behavior and a physiological response more clear if you're going to use plant behaviors as a question.	accept	We will replace with a question about animal behavior.

Publisher: Carolina Biological Supply Company

Science, Grade 8

Science Bits, Grade 8 program: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Bits, Grade 8</i>	9781435029989	1	Narrative: This activity will be placed in the Acceleration unit. The first page provides students with background information.	View Link	This is Texas, not Canada and students wont find this information relevant. Also, is this for acceleration or climate? Please consider removing this paragraph. It will be problematic for teachers and parents.	accept	This references an activity that was rejected by the reviewers. It will be replaced by new content; here is the link to the new content: https://drive.google.com/file/d/1vsrnWa93wpV-qX0i1OOcFadgKJrGidqk/view?usp=sharing
<i>Science Bits, Grade 8</i>	9781435029989	2	Activity: This activity will be placed in the Acceleration unit. Paragraph 2 of page 2 provides students with possible options to communicate their solution using different formats.	View Link	Not compliant with 28.0022 and you're leading students into a conclusion based on the narrative.	accept	This references an activity that was rejected by the reviewers. It will be replaced by new content; here is the link to the new content: https://drive.google.com/file/d/1vsrnWa93wpV-qX0i1OOcFadgKJrGidqk/view?usp=sharing .

Publisher: EduSmart

Science, Grade 8

2024 EduSmart Science Grade 8: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 8	9781939511249G8	1 to 4	Background information, introduction and performance task	View Link	We really like/appreciate the inclusion of websites for students to find their information.	accept	Thank you for the positive feedback. There are no content changes required.
2024 EduSmart Science Grade 8	9781939511249G8	4	Carbon Cycle Journal Prompt	View Link	The flow of energy is best shown with a flow chart	accept	We have other resources with flow charts, including an activity on the carbon cycle. https://d3lvq8fitpoawu.cloudfront.net/sci_content/en/activity/8.11C%20Carbon%20Cycle/8.11C%20Carbon%20Cycle_TE.pdf
2024 EduSmart Science Grade 8	9781939511249G8	Page 13-15	page 13- Performance task Goal Page 14- Product Page 15- Assessment rubric	View Link	A variety of settings is not addressed just by presenting to the "town council" under product, it is better addressed under the success criteria on page 13.	reject	We are sorry for the confusion. The assignment didn't call for a variety of settings in this challenge, it is specifically asking for the East Piney Woods.
2024 EduSmart Science Grade 8	9781939511249G8	Video	The whole video	View Link	This video would be better if it had some activities included to demonstrate learning throughout.	accept	We do have other resources, such as a Science Safety Scenarios activity.
2024 EduSmart Science Grade 8	9781939511249G8	video	Using quantitative data using the International System of Units (SI) as evidence can be seen after 3 click and ends after 4th click when asked what the conclusion is	View Link	More time should be spent on understanding the difference between quantitative and qualitative. Maybe giving a brief definition or looking at root words. These two words are commonly confused.	accept	We have added coverage of qualitative vs. quantitative data to other activities. A reader will be added that specifically addresses this topic.

Publisher: TPS Publishing

Science, Grade 8

STEAM into Science - Grade 8 Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
		77	Last sentence	View Link	"amount of pennies" should be "number of pennies"	accept	Thank you for the feedback. Edits will be applied.

Publisher: TPS Publishing

Science, (Spanish) Grade 1

STEAM into Science - Grade 1 Spanish Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 1 - Libro de texto para estudiantes</i>	9781788055864	374	Page 374	View Link	On this page 4. Evalúa question a. Please note the translation is not good. Maybe: ¿Cómo han funcionado cada una de las ideas probadas para resolver el problema?	accept	We have made the edit as described.

Publisher: TPS Publishing

Science, (Spanish) Grade 5

STEAM into Science - Grade 5 Spanish Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para estudiantes</i>	9781788059329	67	Activity 10	View Link	This is a great example of students defining the problem in the activity.	accept	Thanks for the positive feedback

Publisher: TPS Publishing

Science, (Spanish) Grade 6

STEAM into Science - Grade 6 Spanish Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i>	9781788058872	p29-30	The Periodic Table	View Link	I would add a label showing which color shows metals, nonmetals, and metalloids.	accept	Thank you for the feedback. Edits will be applied.
<i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i>	9781788058896	p513-516	p513	View Link	There are words in English, including "name" and "date." As these errors have occurred multiple times through multiple citations, we will not submit individual errors, but do encourage checking that there are no words left in English.	accept	Thank you for the feedback. Edits will be applied.

Publisher: TPS Publishing

Aquatic Science

STEAM into Aquatic Science - High School Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Aquatic Science</i>	9781788059619	p119-120	p119-120	View Link	Caverns of Sonora instead of Caverns of Sonora Caverns	accept	Thank you for the feedback. Edits will be applied.
<i>Student Textbook - Aquatic Science</i>	9781788059619	p20-26	Page 26: First line in the Interpreting and Analyzing section.	View Link	" During or after you investigation". Should be your or after you investigate.	accept	Thank you for the feedback. Edits will be applied.

Publisher: Accelerate Learning Inc.

Biology

STEMscopes Science TX - Biology: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	1	Click on the following: Results of Evolution, Elaborate (top left), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete a task as outlined in the handout	View Link	add something about cost analysis to make it fit the identity of the TEK	accept	Accepted with initial change based on SRP review https://docs.google.com/document/d/1NYMj34sDQ_dxocN3PoyOBBrthZxwYunR6HcUQVLimv1c/edit?usp=drive_link
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	1	Click on the following: DNA, Elaborate (top left), Engineering Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will perform an activity according to criteria on page one	View Link	Mention need to draw Punnett squares to emphasize diagrams.	accept	Accept: We will add a line to the Planning Teacher scripted discussion for students to draw a Punnett square. https://docs.google.com/document/d/1cftEG6rAXHt0vN7hqB0Yj2GUCF-3BKr6nQxnMCbVnHk/edit?usp=sharing

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	17	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students collect qualitative data	View Link	Use the vocabulary word at some point. I don't see any mention of the word qualitative nor quantiatative	accept	Accept: The words qualitative and quantiative are found on page 6 of this document in the comparative investigations paragraph https://drive.google.com/file/d/1SDMZyYIn-g7CJzPoXlqvPXsRtf7remb/view
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	32	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students create a Texas Science Safety quiz game, including safety tools for investigations	View Link	Have students show or describe how to use the lab equipment.	accept	Accept: This was fixed during the SRP citation review process with an updated version of this document. Pages 37 and 38 address how to use the tools asked about on page 32. https://drive.google.com/file/d/1SDMZyYIn-g7CJzPoXlqvPXsRtf7remb/view

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	32	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students create a Texas Science Safety quiz game, including safety tools for investigations	View Link	Add in instructions a descriptor of how to use each piece of equipment to actually hit the verb of the TEK	accept	Accept: This was fixed during the SRP citation review process with an updated version of this document. Link below. Pages 37 and 38 address how to use the tools asked about on page 32. https://drive.google.com/file/d/1SDMZyYIn-g7CJzZPoXlqvPXsRtf7remb/view
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1	Click on the following: Prokaryotic and Eukaryotic Cells, Explore (top left), Explore: Comparing the Complexities of Prokaryotic and Eukaryotic Cells (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: The Endosymbiotic Theory, students will read the information on page one	View Link	This is an exceptionally weak narrative for Qualitative data and the teacher notes do not specify to discuss qualitative data.	accept	Accept. Change is not needed because other citations were accepted to meet the breakout. https://docs.google.com/document/d/18nBWlQYX6OvqK56kkj8d9rXRelCCvA72eCSkwLNbJsk/edit

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1 criteria	Click on the following: Results of Evolution, Elaborate (top left), Engineering Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will perform an activity according to criteria on page one	View Link	more detailed instructions on the qualitative data you would like to see collected is needed	accept	Accept. Change is not needed because other citations were accepted to meet the breakout. https://docs.google.com/document/d/1et3MBPhaOkez0sdMprok0eO1AHJCT9etTfVhRkClw5c/edit
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1 criteria	Click on the following: Interactions in Body Systems, Elaborate (top left), Engineering Connections, Files (open book icon on top right side), Scroll down and click on: Student Handout, students will utilize criteria to perform an activity	View Link	This activity would be a stronger example of this TEKS with the addition of data collection on the movement	accept	Accept: Students will be collecting data when testing their criteria on page 2 of the student handout https://docs.google.com/document/d/15xMJExRDPj9IRYnEaB5Wye_i_M0rJrotldfHIIBD68o/edit?usp=sharing

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1 criteria	Click on the following: Ecological Relationships, Elaborate (top left), Engineering Connections, Files (open book icon on top right side), Scroll down and click on: Student Handout, students will utilize criteria to perform an activity	View Link	Change design to 'design and draw' in order to meet the standard	accept	Accept: This is addressed on page 2 of the document where the instructions ask them to draw the plan and label https://docs.google.com/document/d/1feQ8-Wx5I-x0FLMssOHjVJHQf3L45sUKVGPOEQtcY78/edit?usp=sharing
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1 goals	Click on the following: DNA Technology, Elaborate (top left), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete an activity according to goals on page one	View Link	This activity met the criteria because it provides the opportunity for collaboration. Please consider adding instructions providing for group presentations.	accept	Accept: there is a rubric on page 4 of the student handout addressing the presentations https://docs.google.com/document/d/19sGgINXaNGMyFZPuyEbtOObpA7nJiRqTnVLuzlv45o/edit?usp=sharing
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1 question 3	Click on the following: Diseases, Evaluate (top right), Scope Assessment (drop-down under Evaluate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will answer question 3 on page 1	View Link	Even though lytic and lysogenic cycles appear to be removed from the new standards, it is nearly impossible to teach how viruses cause disease without describing both reproductive cycles. We have decided that it is too important to remove from our current curricula, and we advise amping up this concept	accept	This was initially rejected because it goes above the new TEKS. This TEKS was actually removed from the Biology course. We did add content to the STEMscopedia over this topic during the SRP citation approval phase. https://texas.review.acceleratelearning.com/api/content-provider/scopes/9681/download/FL-STX_B_Diseases_EXPLAIN_STEMScopedia_AK.pdf

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1, question 4	Click on the following: Biomolecules, Evaluate (top right), Scope Assessment (dropdown under Evaluate), Files (open book icon on top right side), Student Handout, Students will answer question four present on page one	View Link	Remove the skeleton from amino acids, replace with cell structure of transmembrane proteins	accept	
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 1-2 procedure	procedure 1 and 2	View Link	Refer each procedure back to a control variable	accept	Accept: No change was needed because other activities were accepted https://docs.google.com/document/d/1OQvqExaQmME9l-5e0AcPPbYXe15E6nLHnwLYTBVVfDk/edit
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 10	Click on the following: DNA, Explain (top left), STEM-scopedia (dropdown under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read page ten	View Link	This narrative meets the requirement of giving the teacher an opportunity to teach the process skill, but you might consider adding more explicit questions on the student pages to guide new teachers and provide upward differentiation.	accept	Accept: Link to new document: Secondary Exploring as Scientists and Engineers https://drive.google.com/file/d/1SDMZyYIn-g7CJzZPoXlqvPXsRtf7remb/view

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 11 question 6	Click on the following: Results of Evolution, Explain (top left), STEMscopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will answer question after five on page eleven	View Link	Good question, but prezygotic and postzygotic are not vocabulary terms we would expect students to know, nor would we specifically teach these terms. Change the terms to more student friendly on-level 9th grade terms.	accept	Accepted: we will change the terms to more student friendly terms https://docs.google.com/document/d/13nGhbKfhEYu4eVUhfFbbVxHE1QMH8vKcofRNTcemTZU/edit
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 12	Click on the following: Carbon and Nitrogen Cycles: Explain (top left), STEMscopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read page 12	View Link	Remove the phrase "HaberBosch process". This is not in the TEKS and students will fixate on the process name.	accept	Accept: we will remove the term HaberBosch process from the STEMscopedia https://docs.google.com/document/d/1pTeGFQLFx2D0Qdva0gXSxjInxRoJnXvIN_GZvZXEcsG/edit?usp=sharing

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 13	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students read about appropriate tools to use for investigations	View Link	this is a 9th and 10th grade course, please don't stop at 8th grade. It gives students the thought that this use is below them or feel robbed if they haven't used them in previous grade levels.	accept	Accept: a page will be added for HS grades https://docs.google.com/document/d/1kjb-IB8vuqsdaPiF9VDd9Aoc8kjB3lQU80yefrO9x4k/edit?usp=sharing
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 2	Click on the following: Changing Biodiversity, Science Outside the Classroom (middle left), Files (open book icon on top right side), Scroll down and click on: Handout, students will follow the steps outlined on page two	View Link	Add a question about safety with regard to activity.	accept	Accept: Will add a question about safety. https://docs.google.com/document/d/1hwZg1RYijtLBlxPB75YACCGHTJnoZ96ceaKYPp35WQ/edit?usp=sharing

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 2	Click on the following: Ecological Relationships, Evaluate (top right), Claim-Evidence-Reasoning (drop-down under Evaluate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete the claim-evidence-reasoning on page two	View Link	for this activity you can include a word bank to cover all of the standards and state that each word or process must be addressed	accept	This is an example of a change that was made during the citation review process so initially rejected here. No change needed because an alternative citation was accepted by the SRP. https://docs.google.com/document/d/1qWkYkLVcTjZnNKovvShWmZt-hFXPkd9EZrdPxWQAYc/edit?usp=sharing
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 2 part 2 of procedure	Click on the following: Biomolecules, Explore (top left), Explore: Starchy Digestion (drop-down under Explore), Files (open book icon on top right side), Student Handout, Students will follow part 2 of an experimental procedure on page 2	View Link	The activity is great, but I believe it fails to hit the cellular process component. It does hit that enzymes are catalysts, but I believe the standard wants specific cellular processes where enzymes are required.	accept	Accept. No change needed because this citation was adjusted during initial review and accepted by the SRP. https://texas.review.acceleratelearning.com/api/content-provider/scopes/9678/download/STX_B_Biomolecules_EXPLORE_2_ISN_LeftSide_KeeptheChangeSummary_SH.pdf

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 2 question 5	Click on the following: Biomolecules, Explore (top left), Explore: Starchy Digestion (drop-down under Explore), Files (open book icon on top right side), Student Handout, Students will answer question 5 on page 2	View Link	additional examples of specific cellular processes are needed in the lab	accept	This is an example of a change that was made during the citation review process so initially rejected here. Citation was accepted additional examples that the reviewer was looking for are found in other areas of the lesson. An example is in the STEMscopedia linked below https://texas.review.acceleratelearning.com/api/content-provider/scopes/9678/download/FL-STX_B_Biomolecules_EXPLAIN_STEMScopedia_AK.pdf
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 26	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students analyze data to identify patterns and to create an explanation based on evidence	View Link	Are pulleys still taught in middle school? It is not a tek in IPC. If a student has never worked with a pulley system this question may have no relevance.	accept	Accept. Change is not needed because other citations were accepted to meet the breakout. https://texas.review.acceleratelearning.com/api/content-provider/scopes/9688/download/STX_B_GeneExpression_ELABORATE_MathConnection_DataTable_6-12SH.pdf

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 28	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students communicate explanations and solutions individually and collaboratively in a variety of settings and formats	View Link	Specify that they will work in teams/partners for this activity. They suggestion is to talk to someone, however that isn't listed as a requirement in order to appease the collaboration.	accept	Accept: we will add specificity to the teacher facilitation instructions https://docs.google.com/document/d/1YLrbirP6MU9DfatpiueglvgXFUdnT2uIBHwfZXfd0ec/edit?usp=sharing
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 28	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students communicate explanations and solutions individually and collaboratively in a variety of settings and formats	View Link	Have somewhere for teacher to know that both of these options are just that, options. Teacher doesn't have to require both.	accept	Accept: Will clarify that the oral/ written options are just options. https://docs.google.com/document/d/1YLrbirP6MU9DfatpiueglvgXFUdnT2uIBHwfZXfd0ec/edit?usp=sharing

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 28	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students communicate explanations and solutions individually and collaboratively in a variety of settings and formats	View Link	remove the "at home" instruction and require with a friend or partner to meet the collaboration requirement	accept	Accept: Will remove the phrase "at home" to require collaboration with a friend or team member. https://docs.google.com/document/d/1YLrbirP6MU9DfatpiueglvgXFUdnT2uIBHwfZXfd0ec/edit?usp=sharing
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 3	Click on the following: Carbon and Nitrogen Cycles, Evaluate (top right), Claim-Evidence-Reasoning (dropdown under Evaluate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read a rubric on page 3	View Link	Have direction somewhere in activity that a minimum number of reasons is required.	accept	Accept: Refer to the rubric. It clarifies the minimum amount of reasons a student needs to provide to achieve mastery. https://docs.google.com/document/d/1EcZlyRYRT83PkJARlmlLcHHdu4zeNRlhrIqrPfuU2CNO/edit?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 3	Click on the following: DNA, Science Outside the Classroom (middle left), Files (open book icon on top right side), Scroll down and click on: Handout, students will follow the steps outlined on page three	View Link	This activity would provide the teacher the opportunity to teach about safety, but it is not specific enough about the safety requirement. This activity would be enhanced with a section for safety equipment.	accept	Accept. Connections to safety will be added. https://docs.google.com/document/d/1mPKfOSwz69_nyh4jHmg_NY6p2f5GdojaFQHoBvmDM/edit
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 3	Click on the following: Evidence for Evolution, Explore (top left), first Explore (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students complete the section titled molecular homologies on page 3	View Link	fix the graph to show that time is linear.	accept	Accept: This feedback is actually referring to the Station 5 graph. The correct graph is here- https://docs.google.com/document/d/1XeefRJwblrPAVstLxpMQlCx8SXvXaPqIX00-042841A/edit
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 3	Click on the following: Interactions in Body Systems, Evaluate (top right), claim-evidence-reasoning (drop-down under evaluate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read a rubric on page 3	View Link	Only option student is given in this example is writing. Need to offer other ways for students to be able to demonstrate understanding.	accept	Accept: Teacher facilitation provides opportunities for students to respond to questions verbally as well as the written response. https://docs.google.com/document/d/1XaV1RGZQsaKqfvvXSfqDxYxVNZ3p99ceKisFCWw90Kc/edit

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4	Click on the following: Biomolecules, Elaborate (top left), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read a rubric on page four	View Link	Add a clarifier on how the teacher ensures that all voices are heard during the activity	accept	Accept. Clarify in teacher facilitation. https://docs.google.com/document/d/1F1S2laK3zQ4LXZt55DG_EXBibZsfLlIeT_AwL8kXMYM/edit?usp=drive_link
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4 question 4	Click on the following: Carbon and Nitrogen Cycles, Elaborate (top left), Science Today (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will answer question four on page four	View Link	This is a minimal meeting of the TEKS and does not foster HOT.	accept	Accept. The TEKS are met and many other HOT activities are provided throughout the lesson. Remember that citations are at the breakout level and often do not show the whole lesson. https://docs.google.com/document/d/1O9x-ksObYnic6YpemBxUQembfS7rEepw7J23bBk-sQ/edit?usp=sharing
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4 question 7	Click on the following: Mechanisms of Natural Selection, Explore (top left), Explore (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete question seven on page four	View Link	running is a bad example of a trait. Change it to speed.	accept	Accept. Change Question 7 to "When would a new adaptation, such as running fast, be largely distributed to a population by natural selection?" Change the answer to "If running fast provided an advantage of some sort, then it would be passed on. Let's say that a population gained a new predator that could not run very fast. Running faster would give organisms an advantage, which would help them survive. They would produce offspring, and hopefully, some of them would retain this ability." https://docs.google.com/document/d/1I4PCRhw1JjKWmv9n33A_KFJH1_Cg1yhwWDOzm4nV03I/edit

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4 reflection 3	Click on the following: Results of Evolution, Explore (top left), Explore: Spork Evolution (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will answer reflection question three on page four	View Link	This particular question could be Explanation or Prediction. You might consider clarifying this question.	accept	Accept. Change Reflection Question 3 to "If an earthquake happened and five appetizer forks and a spork were stranded across a canyon, what would eventually happen to the appetizer forks?" https://docs.google.com/document/d/1_VtGkIUU8GBv2ftq0zSvNavLGYmFeAx0rrKogWSZ5S4/edit?usp=drive_link
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 4-6	Click on the following: Interactions in Body Systems: Explain (top left), STEMscopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read pages four through six	View Link	signal transduction response pathway would be out of scope for the standard and vocab terms that we would not expect students to know. Can be good context to teach though.	reject	Accept. The content is used as context for everyday phenomenon and is not assessed. https://docs.google.com/document/d/1gDNMy1wBUv9BLc_DTZRrhOtahoYtPoxRliTIKvtpNRE/edit

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 5	Click on the following: Ecological Relationships: Explore (top left), Explore: Cycling of Matter and Flow of Energy through Trophic Levels (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will complete question three on page five	View Link	On question 3 ask students to draw the models and then explain, or provide pictures of the three models and ask them to explain.	accept	This is an example of a change that was made during the citation review process so initially rejected here. Accept. Expand question 3 as described in the description of feedback. https://docs.google.com/document/d/1VDy7CSPHdNbZVnCOoYC3R-EgctwDsuAvu3wIXoXx-l/edit
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 6	Click on the following: Mechanisms of Natural Selection, Elaborate (top left), Science Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read a rubric on page 6	View Link	Add something about appropriate response (respect)	accept	Accept. Include the term 'respectfully engage'. https://docs.google.com/document/d/13C5mMP0wZYIUtH5VFx3NwLBVf97n764NtaA-H2tHO68/edit?usp=sharing

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	page 6-7	Click on the following: Prokaryotic and Eukaryotic Cells, Explain (top left), STEM-scopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read on pages 6 and 7	View Link	Taxonomy removed from standards, recommend removing from the passage.	accept	Accept - Rewrite 3 paragraphs on the STEMscopedia to still include archeabacteria and bacteria but not domains and kingdoms specifically. https://docs.google.com/document/d/1bDfqYoK-T4SpmcyJO5Qkk9VnepKVaR9zrFAjsI7t5pU/edit
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	paragraph 19	Click on the following: DNA, Teacher Background (middle left), teachers will read paragraph 19	View Link	While this citation does provide the teacher an opportunity to discuss equipment and safety in an experiment, it would be hard for a new teacher to extrapolate that goal from this reading. Please find more appropriate citations or vary them.	accept	This is an example of a change that was made during the citation review process so initially rejected here. https://drive.google.com/file/d/1YTFY3WYfJwcZw7OnHTXDR7iLZMwjyFYe/view
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	the problem & the criteria and constraints	Click on the following: Mechanisms of Natural Selection, Elaborate (top left), Engineering Connection (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, Students will examine the effect of producing more offspring than can survive according to the constraints of the engineering connection.	View Link	hardy Weinberg is not in the standards	accept	Accept: We will remove from the teacher and student version ', such as the Hardy–Weinberg principle,' from the last bullet under 'Criteria and Constraints' https://docs.google.com/document/d/1mIES8U51nFtf4NGhM0IeYHq03-IBWZzTEXXxPkxtKPo/edit?usp=sharing

Biology

STEMscopes Science TX - Biology: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	N/A	An explanation of the prereading support has been added. See the highlighted text in the document titled "Biology_ELPS_4.D i_Activity".	View Link	What does "scanning at a high level mean" Calling something high level doesn't mean that it is actually high level.	accept	Change already accepted and on the site. Strategies revised. https://texas.review.acceleratelearning.com/suit/scopes/9696/a27f7916-e678-3fc5-9564-9238d7c53697/f8dd1036-4cbf-3ad8-8529-7bcff8fad2d7
<i>STEMscopes Science TX - Biology (Online)</i>	9798888266953	Scroll down to English Language Support Strategies	Click on the following: Biomolecules, Explore (top left), Virtual Explore: Biomolecules (drop-down under Explore), Scroll down to Differentiation, English Language Support Strategies, Strategy: Creating Analogies (various levels are on each tab)	View Link	The use of the Frayer model in the student INB is what allows for this ELP to pass, not the use of analogies.	accept	Accept: Frayer model is included in the activity. https://texas.review.acceleratelearning.com/api/content-provider/scopes/9678/download/STX_B_Biomolecules_EXPLORE_Virtual_ISN_LeftSide_FrayerModel.pdf

Publisher: Discovery Education Inc

Biology

Science Techbook for Texas by Discovery Education - Biology: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Science Techbook for Texas by Discovery Education - Biology (Digital)</i>	9781616296551	Lesson 3 Procedure	Unit: Plants > Concept: Plant Reproduction > 5E: Explore > Lesson 3: Hands-On Lab: Investigating the Effect of Light on Plant Growth > Section: Analysis and Conclusions > Item: Procedures	View Link	Need to change the wording from you to the group. Which would match the rubric that you provided.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Publisher: Smart Biology

Biology

BIOLOGY Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	Apply Chap 16	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6407815fa562d5002f4151fe (This will bring you to Unit 4, Chapter 16, Module 4)</p> <p>Step 2. Click on "APPLY: Activity" on the left of the page.</p> <p>Step 3. Read activity instructions: Students define problems based on information from the chapter they just finished.</p></p>	View Link	Rewrite question such as: Question 1. Provide an example of microevolution that we might observe in the environment around us and what do you think might be causing it? Is it directional, disruptive, or stabilizing, and why? Question 2. Design a model that simulates a bottleneck effect. For example, you could use colored marbles or objects.	reject	We will keep the question as is, because these will remain basic questions. We've included additional activities with questions that expand into what this reviewer is describing.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	Chap 7	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64067d4aa562d5002f4151bd (This will bring you to Unit 2, Chapter 7, Module 5)</p> <p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p>Step 3. See figure, read figure caption, read question/answer, and read proposed experiment.</p></p>	View Link	Rewrite the last sentence as: With the help of your teacher, and with supplies provided by your teacher, you can set up and preform this experiment.	reject	We have added labs and experiments since this comment was made, with instructions to both teachers and students, so this feedback is not obsolete.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	Chap 8	<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=64067d84a562d5002f4151be (This will bring you to Unit 2, Chapter 8, Module 5)</p> <p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p>Step 3. See figure, read figure caption, read question/answer, and read proposed experiment.</p></p>	View Link	Rewrite the last sentence as: With the help of your teacher, and with supplies provided by your teacher, you can set up and preform this experiment.	reject	We have added labs and experiments since this comment was made, with instructions to both teachers and students, so this feedback is not obsolete.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64067d84a562d5002f4151be (This will bring you to Unit 2, Chapter 8, Module 5)</p> <p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p>Step 3. See figure, read text, read question, and read experiment.</p></p>	View Link	In the question of "Why does this occur?" Have the student to "Explain in detail what is going on with the plant when the light is moved?"	reject	Rather than making this change, we have since added experiments and labs that allow students the opportunity to do so, including for this specific example.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64067d84a562d5002f4151be (This will bring you to Unit 2, Chapter 8, Module 5)</p> <p><p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p><p>Step 3. See figure, read text, read question, and read experiment.</p></p> </p></p>	View Link	It is mention that the plant attempt to maximize the exposure of the leaves to light where as it should be plant attempt to maxiimize the amount of light that the plant can capture or Phototropism is the process that plants utilize to get to a light source for photosynthesis, or to optimize the amount of light intake.	reject	It is correct that a plant may attempt to maximize the exposure of the leaves to light. A plant cannot "maximize the amount of light", as the plant has no control over the amount of light available. Also, we don't cover phototropism here.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=640781f3a562d5002f415201 (This will bring you to Unit 5, Chapter 19, Module 5)</p> <p><p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p> <p><p>Step 3. See figure, read text, read question and answer to students.</p></p> </p></p>	View Link	Types of survivorship curves are outside of the standards required for Biology students	reject	Teachers have the option to teach this content or to skip. Those teachers that do not want to teach this content are welcome to skip this section.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6407788ea562d5002f4151d6 (This will bring you to Unit 3, Chapter 10, Module 4)</p> <p><p>Step 2. Click on "APPLY: Activity" on the left of the page.</p> <p><p>Step 3. Read activity instructions, particularly the two possible activity questions posed to students.</p></p> </p></p>	View Link	Develop question 2 more	reject	We are happy with the level of question 2 so we will not edit.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6407788ea562d5002f4151d6 (This will bring you to Unit 3, Chapter 10, Module 4)</p> <p><p>Step 2. Click on "GO BEYOND: Careers" on the left of the page.</p> <p><p>Step 3. See figure and read text.</p></p> </p></p>	View Link	please provide more information about the career, these would engage the student more	reject	We have many instances where students are taught about different possible careers related to biology, which is sufficient for. In future editions we may expand this.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=6397d7b99a20d27fc50883c6 (This will bring you to Unit 1, Chapter 3, Module 2)</p></p> <p><p>Step 2. Click on "Take Quiz" on the left of the page to answer the quiz questions. These questions are graded automatically once the quiz is complete. Please note that these quiz questions cover all of the topics in this module, not just this breakout.</p></p> <p><p>Step 3. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64002e53560222002ff15554 (This will bring you to Unit 1, Chapter 3, Module 5)</p></p> <p><p>Step 4. Click on "ASSESS" on the left (should already be selected by default) and read question 1.</p></p> <p><p>Step 5. Click on "GO BEYOND: Techniques and Experiments" on the left. See figure, read text, and read question.</p></p>	View Link	there are some error in your quiz that need to be fixed.	reject	I went through that quiz and did not see any errors.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64067d4aa562d5002f4151bd (This will bring you to Unit 2, Chapter 7, Module 5)</p></p> <p><p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p></p> <p><p>Step 3. See figure, read text, and read question/experiment.</p></p>	View Link	Activity needs to include explicit detailed instructions. Either provide tools, procedures, and data tables, or instruct students to create their own design to include those sections.	accept	We have added many activities and labs, all with explicit detailed instructions, procedures, etc.
<i>BIOLOGY Texas / Teacher Edition</i>	9781777945060	See-description-below	<p><p>Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biology.com/textbook/module?id=64067d84a562d5002f4151be (This will bring you to Unit 2, Chapter 8, Module 5)</p></p> <p><p>Step 2. Click on "GO BEYOND: Techniques and Experiments" on the left of the page.</p></p> <p><p>Step 3. See figure, read text, and read question/experiment.</p></p>	View Link	Activity needs to include explicit detailed instructions. Either provide tools, procedures, and data tables, or instruct students to create their own design to include those sections.	accept	We have added many activities and labs, all with explicit detailed instructions, procedures, etc.

Publisher: TPS Publishing

Biology

STEAM into Biology - High School Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
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Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Biology</i>	9781788059572	p13	Table - engaging in scientific argument	View Link	Adding the word 'respectful' in front of 'discussion and debate' in the right column regarding argumentation would remedy this.	accept	Thank you for the feedback. Edits will be applied.

Publisher: TPS Publishing

Chemistry

STEAM into Chemistry - High School Edition: TEKS

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

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Student Textbook - Chemistry</i>	9781788059497	p275-276	particularly student task 2 and plenary	View Link	Please consider removing this triangle. There is no need for it. Students can learn dimensional analysis which will set them up for Physics.	reject	TPS does not believe a triangle discriminates against anybody. What triangles do, is provide support for the less able. Such triangles make things in chemistry accessible for those with poor mathematics skills. This is a CHEMISTRY course, but mathematics is key and TPS is a STEAM provider. TPS therefore provide content to assist students master chemistry that involves mathematics. Anything that supports students with weaknesses in their mathematics will help them access and solve chemistry problems and prevent mathematical skills being a barrier. Such triangles provide a structure for students to rearrange equations, even if their mathematical skills are weak.

Publisher: Savvas Learning

Personal Financial Literacy and Economics

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

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

Publisher: Goodheart-Wilcox Publisher

Personal Financial Literacy and Economics

Foundations of Financial Literacy - Online Learning Suite: ELPS

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

Publisher: eDynamic Holdings LP

Technology Applications, Grade 7

Middle School Tech Apps Grade 7: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 1	Unit 1, Lesson 5, all content in this lesson covers this standard. This includes paragraphs under the sub-headings "And How to Prevent Them," "Know Your Weak Points," "Unprotected Wi-Fi Networks," "Unencrypted Connections," "Fake Sites," "Direct Installations," "Social Engineering," and "IoT."	View Link	Please consider adding that not all hackers are bad. Perhaps you could add a bullet point under hackers that mention a few of the different ones as students will learn more about this in other technology courses as they transition into high school and beyond. bullet points could be: White Hacker - certified and typically works for the government to help keep networks secure and free from security breaches. Red Hacker - are like a white hacker but work on their own to stop bad hackers. However, they can potentially turn into a black hacker. Black Hacker - criminal hackers. They steal your information. Gray Hacker - a hacker that does things just for fun and does not try to cause harm. This is just a suggestion to add to your content so students can receive the foundation of what a hacker is as they learn about cybersecurity in future courses.	accept	We will add the bullet points suggested - red hacker, black hacker, gray hacker, white hacker - to lesson content to demonstrate that not all hackers are bad actors.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	<p>Unit 3, Lesson 1, read all paragraphs under the subheading "Teamwork and the Design Process."</p>	View Link	<p>In looking for technology terminology, terms that are in red are not pointing to terms used in technology only. Time and Date stamped Revisions, for example, should be explained as responses to debugging checks and bug fixes. Collaborations, as another example, should be used and connected to shared drives, shared folders, and collaboration projects softwares such as Figma, or WriteClick, or any monitoring workflow software</p>	accept	The SRP is right. We will define those terms - time & date stamped, collaborations and collaboration projects - in terms of technology.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	Unit 3, Lesson 1, read all paragraphs under the subheading "Teamwork and the Design Process."	View Link	CONSIDER THIS: use technology terms, rather than common terms that might be misunderstood in this Design Process connection. In the Fine Arts, Theatre for example, we use the same terms, to point at very different end results for a TEAM effort. The terms you have highlighted here are common terms, not technology driven terms.	accept	The SRP is right - we will alter this lesson to focus on technology terms, not common terms.

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

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<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 3	<p>Unit 3, Lesson 1, read all paragraphs under the subheading "Teamwork and the Design Process."</p>	View Link	<p>In this section when you refer to Google Suite as a good productivity tool to use for collaboration, you can also mention using Office Suite as well. Office does have Office 365 where files can be shared and used for collaboration. You may mention that using the Google Suite can be more efficient where you can share files and collaborate in real time.</p>	accept	We will add information about Office 365 and its uses for collaboration.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 1, under the subheading "What Tools Do Teams Use?" read all paragraphs.	View Link	Although this narrative training section is about virtual meeting spaces predominantly, it would be wonderful to see more informal avenues expanded upon as well. It is quite misunderstood today by youngsters what is a formal setting, versus an informal setting. We are seeing appropriate formal etiquette and dress be very poorly addressed within student responses to employer interviews, and call backs. Consider further explaining the difference between formal settings and etiquette and informal settings and etiquette in the workforce world!	accept	We agree with the SRP that students lack an understanding of how to dress for virtual meetings and will add a paragraph about formal and informal settings to this lesson.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 1, under the subheading "What Tools Do Teams Use?" read all paragraphs.	View Link	My only suggestion about this lesson in Unit 5 is perhaps your content could provide some examples of positive and negative communication using digital tools. Some learners are visual and may need an example as they work in a team to be more proactive.	reject	Thank you for the suggestion. Due to space limitations, we determined not to address this feedback.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 1, under the subheading "What Tools Do Teams Use?" read all paragraphs.	View Link	Within the careers world, email is a common communication tool. Rather than pointing strongly to collaboration, consider including more learning opportunity regarding formal letter and email expectations. Students today do not know how to use email, nor scribe a letter for formal approach. Train them to differentiate an email from a text message and what information should pointedly be placed in an email of formal need.	accept	We are on the fence about this suggestion given word count limitations, but we will add some content about this to a lesson on netiquette.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 5	Unit 5, Lesson 3, read all paragraphs under the subheadings "How to Use Content Ethically," "Go-Free," "Cite Your Sources," "Following the Licensing," and "Who Owns It?"	View Link	Citing sources section state that the owner should be given credit, but nothing giving an example of how, or what other content should be included in citation is seen. Tell the learner HOW to do this, or at least that there are standards for doing so, that include MLA and APA styles.	accept	We will add an example of at least one MLA and APA citation.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6, Lesson 1, all content in this lesson covers this standard. This includes all paragraphs under subheadings "Introduction," "How Do I Identify My Audience?" "Making Moves on Social Media," and "Channeling Your Message." Under "Channeling Your Message," click on all gray boxes and read all dropdown content for "YouTube," "Facebook," "Twitter," "Instagram," and "TikTok."	View Link	The connection here to online tools is great. But, where are the in person presentation types> should we not point at or mention those methods as well? Ways that they might use their tools to present forward in their careers, or what is being used in corporate boardrooms, or in monthly training meetings? Really like the references made to who would you be presenting to, but these all appear to be current methods. What might be the future platforms and tools for presentation? Car screens as you start up?, Refrigerator screens in the morning, virtual museum installations?? moving billboards, and.... etc?	reject	We considered this feedback re: technology in the future and determined that due to unit word count limitations, we will not address this recommendation.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6, Lesson 2, all content in this lesson covers this standard. This includes all paragraphs under subheadings "Blogs: The Written Word Goes Digital," "Podcasts: Radio Goes Digital," and "Videos: Don't Tell Us, Show Us."	View Link	Items for consideration to add to the short list of web, blog, podcast and video: Apps creations, Video Games, Virtual Competitions.	accept	We will add the SRP's recommended items - apps creation, video games, virtual competitions.
<i>Middle School Tech Apps Grade 7</i>	9781959433569	Unit 6	Unit 6, Lesson 2, all content in this lesson covers this standard. This includes all paragraphs under subheadings "Blogs: The Written Word Goes Digital," "Podcasts: Radio Goes Digital," and "Videos: Don't Tell Us, Show Us."	View Link	Other inclusions: Photos, Scans, moving Gifs, etc.	accept	We will add photos, scans, gifs to the list of items.

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

Publisher: CodeHS, Inc.

Computer Science I

Texas Computer Science 1: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
Texas Computer Science 1	9798987718209	1.2.1	Video: 4:35 - 5:55; Slides 65 - 93	View Link	Slides are cluttered. For example the following (on the slide) is really not very readable. 2^0 1s	reject	The slides address the content of the standard. While we understand this feedback, we do not have time to make changes to the video due to time constraints.
Texas Computer Science 1	9798987718209	1.2.4	Video: 0:38 - 2:22; Slides 3 - 25	View Link	2s, 4s, 8s etc is distracting text in the video. Suggestion to make this text smaller.	reject	The slides address the content of the standard. The values of each binary place value are essential to converting from decimal to binary, so we do not want to decrease the size of the font.
Texas Computer Science 1	9798987718209	1.4.1	Video: 1:05 - 3:50; Slides: 5-13	View Link	Doesn't use the term peripherals	reject	While the video does not use the term peripherals, it discusses the function of many peripherals, such as keyboard, mouse, speakers, etc.
Texas Computer Science 1	9798987718209	11.4.6	"Removing Collectibles" section, "Requirements" subsection, Step #2, first and second bullet points	View Link	"collectible" is the American spelling. "collectable" is the British spelling.	reject	According to Merriam-Webster dictionary, "collectable" is an acceptable version of "collectible."
Texas Computer Science 1	9798987718209	14.4.4	Video: 0:30 - 1:00, 1:10 - 1:15	View Link	Bad audio quality	reject	The content of this video aligns to the standard. Based on our listening, the audio quality is similar to that of our other videos.
Texas Computer Science 1	9798987718209	15.1.4	Assignment description, first paragraph and "Writing the Email" section	View Link	Emphasize meeting people and making connections in order to get a job. Should include - Networking - Reaching out to family, friends, or the school career center for information - Reaching out to a mentor In reality, emailing the organization may not get students anywhere, depending on how large the organization is. Networking and meeting people is often the best way to get a job.	reject	While we agree with this feedback, this activity was created to align to the standard "Contact one or more companies or organizations to explore career opportunities."
Texas Computer Science 1	9798987718209	15.2.5	Article: Why Certifications section (pages 2-3) and Assignment description: second and third sentence	View Link	These certifications are IT-only certifications. Students may think that computer science and IT are one and the same. Need to make a distinction between information technology and computer science.	reject	While the article focuses on IT certifications, the guiding questions are general and have students consider the overall purpose of certifications.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Computer Science 1</i>	9798987718209	15.3.1	Article content	View Link	Ugly PDF scraped from Internet, please put in more effort for students	reject	We use a PDF version of this article instead of the direct website link so that it is accessible even if the website changes. If students prefer to read the article in its original form, they can click on the link in the description.
<i>Texas Computer Science 1</i>	9798987718209	15.3.1	Article content	View Link	Can take opportunity discuss topics that students are familiar with and affected by, like online misinformation, rabbit hole of online recommendations. Can also discuss ethical issues of relying on algorithms to make decisions that affect people's lives (online recommendation systems, crime prediction tools, etc). Students are likely aware of this and interested.	reject	These are definitely important concepts to consider. Students explore some of them in the Digital Citizenship module.
<i>Texas Computer Science 1</i>	9798987718209	15.3.3	Assignment description, third paragraph (starting with "As you prepare..." and bullet points); last paragraph	View Link	The initial actions put the student in a position of "information dumper". Then transition to teacher, then interactive SME.	reject	The jigsaw teaching strategy is a common strategy that puts the student in charge of learning a topic and then teaching it to a classmate. Learning about a topic is different than simply being an "information dumper."
<i>Texas Computer Science 1</i>	9798987718209	15.4.1	Article	View Link	PDF is again scraped from the internet and ugly	reject	We use a PDF version of this article instead of the direct website link so that it is accessible even if the website changes. If students prefer to read the article in its original form, they can click on the link in the description.
<i>Texas Computer Science 1</i>	9798987718209	2.13.1	Video: 3:22 - 3:45; Slides: 20	View Link	Reference materials don't have to be just proprietary -- "docs" tab.	reject	While we agree with this statement, the slides/video focus on using the resources within the CodeHS editor, which include the Docs tab.
<i>Texas Computer Science 1</i>	9798987718209	2.13.1	Video: 0:40 - 0:55 and 1:47 - 2:00; Slides: 4, 9	View Link	Please include precise and correct definitions of syntax, runtime and logical errors with clear and correct examples for students. Runtime error != logical error.	reject	The video does not state that a runtime error is a logical error. This video is an introduction to debugging, and so the definitions shown are made to be accessible to students.
<i>Texas Computer Science 1</i>	9798987718209	2.13.1	Video: 0:55 - 1:08 and 2:40 - 3:00; Slides: 5, 17-19	View Link	"Sometimes the thing we are so sure can't be the source the problem actually is" makes no sense	reject	The text in the slide actually says "Sometimes the thing we are so sure can't be the source of the problem actually is." This sentence is trying to convey that the sometimes, the thing that we think can't be the problem actually is.
<i>Texas Computer Science 1</i>	9798987718209	21566	Page 1	View Link	Parallelogram in Symbol column of chart is flipped on the vertical axis when compared to parallelogram in the flowchart. Perhaps keep the two shapes identically oriented	reject	While we understand this feedback, the change is minimal and does not impact the student's ability to understand the concept or complete the activity.
<i>Texas Computer Science 1</i>	9798987718209	3.1 Lesson Plan	Overview description (top sentence), Planning Notes section	View Link	Given the declared difficulty of this task, it would make sense to unpack the students' problem solving toolbox here and explicitly remind the kids of all the different techniques they could use.	reject	The Planning Notes and Teaching and Learning Strategies sections of the lesson plan give teachers guidance on how to support students and discuss how to remind students of the different resources available to them.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Texas Computer Science 1</i>	9798987718209	4.1.1	Video: 0:05 - 0:52; Slides: 2-7, 11	View Link	I love your focus on cyberbullying and internet safety but it would also be great to talk about the positive advancements and obstacles we face.	reject	Agreed! We address the positive impact of the internet and computing in other lessons in the course.
<i>Texas Computer Science 1</i>	9798987718209	4.2.1	Video: 0:05 - 0:45; Slides: 2-4	View Link	I love your focus on cyberbullying and internet safety but it would also be great to talk about advancements and obstacles we face now due to computer usage.	reject	Agreed! We address the positive impact of the internet and computing in other lessons in the course.
<i>Texas Computer Science 1</i>	9798987718209	4.4.1	Video: 0:25 - 0:50; Slides: 3, 10-11	View Link	Incorrect definition of data privacy. Data privacy has to do with how much control an individual has over what information is shared with the application, in addition to how that data is collected, stored and shared.	reject	We agree with this clarification around data privacy. While the initial definition on the slide does not explicitly include an individual's control over the data, this issue is discussed throughout the video and the other activities in the lesson.
<i>Texas Computer Science 1</i>	9798987718209	4.6.1	Video: 1:45 - 2:35; Slides: 1, 8-11	View Link	Reference to "albums" may be confusing. Perhaps "music files" or something more generic and less-media specific.	reject	This small change would not impact the overall meaning of the slide/video, which addresses the content of the standard of sharing information.
<i>Texas Computer Science 1</i>	9798987718209	4.6.4	Assignment description, first paragraph; Infographic content	View Link	This poster is cluttered. Difficult to parse out information.	reject	The infographic includes content that aligns to the standard. The guiding questions for the infographic help students navigate the information.
<i>Texas Computer Science 1</i>	9798987718209	5.2.1	Video: 1:30 - 2:00; Slide: 8	View Link	Should provide a clear definition of good programming style or provide a style guide for students to reference, including how to organize code, how to name constants, where to place function and variable definitions, where to place comments, how many characters a line should be, clear and precise comments for readability, naming conventions, etc. Many of these points have been addressed in the material but not completely enough.	reject	As the feedback states, these concepts are addressed throughout the course.
<i>Texas Computer Science 1</i>	9798987718209	8.1.7	Description section, third paragraph and pages 1-2 for detailed information	View Link	Students should not just be expected to demonstrate knowledge of arbitrary programming terminology (scope, compiled vs interpreted, etc). They should be expected to demonstrate comprehensive knowledge of such terminology.	reject	This activity introduces students to the terminology, but students demonstrate their knowledge in the following activity and throughout the course. For example, students demonstrate their knowledge of compiled/interpreted in the activity that follows where they apply their understanding of these terms to the JavaScript programming language. Additionally, students apply their understanding of scope throughout the programs they write during the Functions unit as well as in a Reflection activity.

Publisher: TPS Publishing

Forensic Science

STEAM into Forensic Science - CTE Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Forensic Science Student Textbook</i>	9781788053389	p124-127	p124-127	View Link	Consider adding a discipline that is more modern than the 1997 listing. Also the activity contains a question for the students that asks to list more modern disciplines but this is the only question that asks about modern FS disciplines in the exercise	accept	Although this is covered throughout the course, we propose adding the following edit for emphasis. Add teacher note at bottom of page; Discuss modern disciplines, such as digital forensics and have students review the use of 3D/360 scanners; FARO or Leica vs Lidar. Complete this work as a class project.
<i>Forensic Science Student Textbook</i>	9781788053389	p149-151	p149-151	View Link	On Pg 151, have the student look up 705 with 702.	accept	Thank you for the feedback.

Publisher: CodeHS, Inc.

Fundamentals of Computer Science

Fundamentals of Computer Science: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	11.2.3	Article, content on pages 1-2	View Link	The pdf page breaks are not in good locations. The resume is split between pages.	reject	We will consider this suggestion in future curricular updates, but the PDF breakpoints are necessary due to the content.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	11.3.1	Assignment, third sentence and article	View Link	The definition of legal is here, but no actual laws. I clicked the link and the site is blocked by our firewall. If links are to be used, IT needs a list to white list.	reject	This was addressed in the content updates made to address SRP review citations. Content was created and added to include laws for students to review. The review of the new content resulted in 100% alignment and this feedback. no longer applies.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	2.1.1	Video, 0:00 - 5:28	View Link	We did not see a definition of an algorithm. That is a big word that can be easily broken down. We are not seeing vocabulary words. The assignment is GREAT for creating an algorithm.	reject	Defining the term 'algorithm' was not the expected content coverage in this particular standard breakout. This breakout states that students will create an algorithm, not define it.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	4.3.6	Assignment description, questions 1-3	View Link	This does not address the student discussing the difference between software and Operating Systems. It defines and identifies.	reject	We understood this comment to no longer be valid when the second review indicated 100% alignment to the breakout.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	4.3.8	Assignment description, bulleted list of tasks	View Link	The teacher may misinterpret this to mean if the student uses an Apple OS use the MAC otherwise use the window assignment. They need something specific to say COMPARE the different Operating Systems.	reject	The lesson allows students to explore multiple OS simulations and then compare them. This citation is just an example of one of those simulations.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	4.4.2	Video: 3:34-7:43	View Link	The video needs to be updated. It is 4 years old and not an environment most kids work in. The concepts do address file management.	reject	While the appearance of the file management environment is somewhat outdated, the concepts and processes described remain accurate. We will consider updating the appearance in future curricular revisions.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	4.5.1	Video, 3:37 - 3:52	View Link	Need to talk about cloud storage here. That would be a better assignment.	reject	Cloud storage is not expected content coverage in this standard breakout.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	9.3.10	Assignment description, paragraphs 2-4	View Link	A handout here of phrases used in the feedback process would be useful here.	reject	We appreciate the suggestion and will consider it for future curricular revisions, but no changes made due to time constraints.
<i>CodeHS Fundamentals of Computer Science</i>	9798987718247	9.4	Description and Planning Notes, bullet 1	View Link	This is a beginning level. A handout describing how to disagree, agree to disagree, express disagreement, and come up with compromises would be helpful.	reject	We understood this comment to no longer be valid when the second review indicated 100% alignment to the breakout.

Publisher: Savvas Learning

Fundamentals of Computer Science

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

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	125	"Variables and Input" lines 8-13	View Link	Change "For a example a game that only allows three tries might use a variable named tries to hold that value in memory" to "For a example a game that only allows three tries might use a variable named tries to hold the value 3 in memory"	reject	The passage is clear as written.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	141	"Hand Tracing a Program" lines 1-6, Figure 5-12, Figure 5-13	View Link	Give students a more comprehensive list of "effective" strategies besides hand-tracing. Interactive debuggers, print (display) statements of variables, etc.	reject	We prefer to limit the options but comment is noted for subsequent editions.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	142	lines 6-7	View Link	Suggest to also include a section on print debugging. In practice, this can be much more useful than hand tracing a program to find errors.	reject	Print debugging would be slightly out of the context of section.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	16	Short Answer #5	View Link	Add exclusion of "storage devices" such as flash drives, HDD. This emphasizes the true function of INPUT devices.	reject	The content is clear as written.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	16	Exercise #1	View Link	If secondary memory is the same as secondary storage then saying "including primary and secondary memory, storage, ..." is redundant.	reject	We believe this to be clear as written but noted for subsequent editions.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	173	Programming Exercises #1-4	View Link	Multiplication is inferred in these exercises.	reject	We are unclear of the intention of the feedback.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	173	Programming Exercises #1-4	View Link	Q3 will not accurately resolve as written without telling the students to use a real number in the fraction. They generally don't remember to make the alteration to the formula. (It's more obvious when going F to C. 5/9)	reject	The question is written correctly.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	173	Programming Exercises #1-4	View Link	For problem #3, can also include conversion from F to C, which will include subtraction.	reject	We would like to keep the problem as is for simplicity.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	174	Middle of the page		Using numbers that go nicely into each other as examples for integer division misses the point.	reject	We would prefer to keep the example as simple as possible.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	174	Add to page 174		Be consistent with division symbols 1a uses "÷" instead of "/"	reject	The authors prefer to have students use both symbols.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	175	<p>lines 14-22</p>	View Link	<p>Add "to x" explicitly in the example given: "(2x + 1), it always adds 1 to x and then multiplies the result by 2"</p>	reject	We think it is more clear to students as written.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	2	"Hardware" lines 6-7	View Link	Define what a peripheral device is, instead of only providing examples. "which are found outside the case" is too vague. What case?	reject	The diagram supports the definition.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	227	"Writing a Do-While Loop in Pseudocode" lines 3-10	View Link	This example isn't realistic at all and doesn't illustrate use of a loop. A better direction: You can program a character's movements in a game using a do-while loop. When character A enters a room, they find a dog running in a circle (loop). When A calls the dog's name, it stops running (stop condition). It is also worthwhile to include a sentence explaining: 1) That anything that can be programmed using a while loop can also be programmed using a do-while loop. 2) Why the do-while loop exists when while loop can do the job just fine. Students always wonder about this	reject	We believe the example is clear as written.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	227	"Writing a Do-While Loop in Pseudocode" lines 3-10	View Link	There are literally thousands of better examples for a loop.	reject	We believe the example is clear and on level.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response															
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	24	"Counting in Binary" lines 1-3	View Link	<p>This explanation technically checks the box but it's very muddled. Students should understand from the very beginning that every "spot" in a binary number is a power of 2. Binary numbers are always a trouble spot and students are likely to be even more confused after reading this explanation. Suggestions: 1. Move the "Counting in Binary" section to after they learn how to convert between binary and decimal so that this section makes more sense in context. 1. Add a visual explanation of how counting in binary works instead of providing a list of binary numbers. This is a much better way to explain the concept. Eg Binary Powers of 2 Decimal ***** 0</p> <table border="0"> <tr> <td>NA</td> <td>0 1</td> <td>2⁰</td> <td>1 10</td> <td>2¹</td> </tr> <tr> <td>2 11</td> <td>2¹ + 2⁰</td> <td>3 100</td> <td>2²</td> <td>4 1010</td> </tr> <tr> <td>2³ + 2²</td> <td>10</td> <td colspan="3">Explicitly call out the pattern here. For example "Notice that whenever the decimal number you're counting to becomes a power of 2, a new place is added to get the equivalent binary number".</td> </tr> </table> <p>3. Replicate the language of the sentence that explains how counting in decimal works, but for binary. Eg "In the decimal system, when you reach 9, you add a place and start again. In the binary system, when you reach 1, you add a place and start again." 4. "starting at zero and counting to 10 in binary" should be "starting at zero and counting to ten in binary"</p>	NA	0 1	2 ⁰	1 10	2 ¹	2 11	2 ¹ + 2 ⁰	3 100	2 ²	4 1010	2 ³ + 2 ²	10	Explicitly call out the pattern here. For example "Notice that whenever the decimal number you're counting to becomes a power of 2, a new place is added to get the equivalent binary number".			reject	The suggestion changes the focus and pedagogy of the content but will be considered for subsequent editions.
NA	0 1	2 ⁰	1 10	2 ¹																		
2 11	2 ¹ + 2 ⁰	3 100	2 ²	4 1010																		
2 ³ + 2 ²	10	Explicitly call out the pattern here. For example "Notice that whenever the decimal number you're counting to becomes a power of 2, a new place is added to get the equivalent binary number".																				
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	24	"Converting from Decimal to Binary" lines 1-2, steps 1-2	View Link	<p>Textbook should really provide this two row chart to students from decimal numbers 1 - 10 to begin with. Visual explanations of conversion from decimal to binary will work much better than a text explanation. Once they understand this conversion visually, they are better equipped to convert decimal number 162 to binary. Eg Binary Powers of 2 Decimal ***** 0 NA</p> <table border="0"> <tr> <td>0 1</td> <td>2⁰</td> <td>1 10</td> <td>2¹</td> <td>2 11</td> </tr> <tr> <td>2¹ + 2⁰</td> <td>3 100</td> <td>2²</td> <td>4 1010</td> <td>2³ + 2²</td> </tr> <tr> <td>10</td> <td colspan="4"></td> </tr> </table>	0 1	2 ⁰	1 10	2 ¹	2 11	2 ¹ + 2 ⁰	3 100	2 ²	4 1010	2 ³ + 2 ²	10					reject	We believe the text is clear but will consider a chart for subsequent editions.
0 1	2 ⁰	1 10	2 ¹	2 11																		
2 ¹ + 2 ⁰	3 100	2 ²	4 1010	2 ³ + 2 ²																		
10																						
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	3	"The CPU" 2nd paragraph	View Link	<p>"[The ENIAC]... was primarily one big CPU" This sentence is not correct. The ENIAC was a collection of machines that together behaved like a single CPU.</p>	reject	We believe the passage is accurate and conveys the concept clearly.															
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	3	"The CPU" lines 2-3	View Link	<p>Should explain to students at the very beginning what a computer instruction is and that the CPU executes computer instructions.</p>	reject	The explanation of processing seems clear and on level.															

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	31	Short Answer #6	View Link	Pick another number as the conversion sample. Something without 0, 1, or 2.	reject	We believe the sample is clear as written but will be considered in subsequent editions.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	31	Short Answer #6	View Link	Consider the related question "How do you represent 10 in the binary numbering system?". Given that we're working with binary it's a vague question. Can help students think more clearly in decimal vs binary by rephrasing the question: "How do you represent the decimal number 20 in the binary number system?"	reject	The suggestion would change the context of the passage.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	45	"Six Steps of Problem-Solving" steps 1-5	View Link	The phrase "knowledge base" may not be a phrase students are familiar with. Recommend it be clearly defined in this context. A reasonable definition here could be "the scope of knowledge of the person or machine in question".	reject	Students should be familiar with the term and practice using it.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	46	"Problem-Solving in Action" steps 1-6	View Link	Practical examples are great, but why change the labels of the steps? Several are different -- #3, 4, and 5.	reject	We are not clear on the intention of this feedback.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	494	"Nondegree Certificates" 1st and 4th paragraphs	View Link	There is ambiguity in where a non-degree certificate would be earned if not college or university. There should be a way to communicate this without suggesting a particular vendor of such services. This is an accreditation issue.	reject	We believe the passage is clear as written.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	500	"Ways to Communicate"	View Link	The phrase "verbal communication" is almost always used in casual speech to refer to spoken communication only, not written communication. Would highly suggest adding a line to call this informal usage. Otherwise may risk confusing students who are almost certainly guaranteed to use this phrase in its informal sense.	reject	We believe it is clear noted for subsequent editions
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	500	"Ways to Communicate" lines 10-12	View Link	Suggestion to move Lines 10-12 ("Nonverbal communication") section to be directly above "Technical Reading and Writing". Lines 1 - 10 deal with verbal communication (under section "Verbal Communication"). Lines 10-12 deal with nonverbal communication (under section "Nonverbal Communication"). Line 14 again deals with verbal communication, but is under the "Nonverbal Communication" section. Clearly separating the verbal/nonverbal communication sections can make it less likely for students to be confused.	reject	The passage is more logical as written.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	510	"Managing Your Job Search Resources" bullet point 4	View Link	"Get in the habit of using various media to report on your findings to someone who supports your job search" isn't a very useful statement for students. The TEKS requirements is for students to have the *capability* to report career-related findings using various media. In practice, organizing and reporting on a job search usually only requires the use of a spreadsheet or other tracking software. Unclear why students should get in the habit of using various media in this context.	reject	The intent is to expose students to a wide variety of software applications.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	518	Exercise #2	View Link	I would create a fourth column to separate job duties from job tasks, as they are not synonymous.	reject	We would prefer to keep the exercise shorter.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	518	#1	View Link	Assuming that "with your teacher's permission" is intended to be tied to use of internet during class. Instead it reads more that students need their teacher's permission to research CS programs at all.	reject	We believe the exercise is clear as written.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	525	"Social and Ethical Challenges of Technology" 2nd paragraph	View Link	Clearly define "netiquette" before and in addition to providing the examples on p. 526. Definition of "netiquette" should come before its first usage on p. 525	reject	Digital etiquette is defined at the outset of the lesson.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	526	"Impact of Technology on Society" paragraphs 2-3	View Link	Clarify to students how use of smart lights or remote door unlocking can negatively impact personal privacy (or use a different example). This is not something that's obvious to kids.	reject	We prefer to keep the passage brief.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	527	lines 6-8	View Link	What is the difference between a virus, a worm and a trojan horse? Suggestion to put this into context and provide a news item about a real computer virus at the bottom of the page in a "spotlight". For example, the ILOVEYOU virus and what it did, or any other virus.	reject	We prefer to keep the passage brief.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	530	Middle of the page (delete in the Spotlight)		Add "detection" to second paragraph of the new material -- "The value of virus detection and protection ... cannot be overstated ..."	reject	The focus of the passage is protection.

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<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	56-59	"In the Spotlight"	View Link	Difficult to parse out text from computer navigation instructions through File Explorer (eg Home, New folder, etc). Suggest to change the font of those navigation instructions.	reject	Changing the font could be confusing.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	59	Checkpoint 4.1	View Link	This citation meets the TEKS criteria of "discuss methods of using a web-based language", but this criteria is worded poorly and has no meaning. As a result, this checkpoint activity also has no meaning and is not useful to students. Suggest to change this activity to "Discuss how and in which contexts web-based languages such as HTML are used"	reject	The passage is clear and supports the concept.
<i>Fundamentals of Computer Science for Texas, Student Edition</i>	9780138045074	7	"Operating Systems" 2nd paragraph	View Link	Use a diagram with specific examples so that an OS not an abstract concept. Students need to be able to relate this to their use of a computer. For example a visual diagram such as this can go a long way: User (Alice) ***** Application (Microsoft Word) ***** OS (Microsoft Windows) ***** Hardware (CPU, memory, etc) Each layer talks to the layers next to it. The OS helps Microsoft Word and the computer's hardware communicate with each other.	reject	A diagram would not be effective in this instance.

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Instructional Practices

Instructional Practices: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	1	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	It would be beneficial to have guidelines for what is considered evaluation reports and what the purpose of the reports are, and how they apply to teaching practices and developing strategies for improvement.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.

Component Title	ISBN	Page Number	Location	Link	Description of Feedback	Publisher Accept/Reject	Publisher Response
<i>Instructional Practices</i>	9781953248053	T1_3U_Relating to Administrators	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Often mentors are teachers; consider expanding the focus.	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T1_3U_Relating to Administrators	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	On the activity, focus on administrators and mentor teachers	accept	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T1_U4_Ethical Guidelines	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Analyzing ethical standards is not the same as the objective as written here - the student will interpret key points of professional codes of ethics for two national education associations. Analyze and interpret are not interchangeable verbs. Consider an activity where students compare and contrast.	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T3_3U_Special Education Terminology	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	This would be a muc better lesson for this SE if it actually addressed the structure of an IE{P	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T4_U2_Routines II	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Routines and procedures are not equal to demonstrating techniques for developing effective relationships with students that foster mutual rapport. Teachers should focus on developing rapport through relationship building rather than routines.	reject	Modeling routines and procedures are equal to demonstrating relationship building, organization, and rapport.

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<i>Instructional Practices</i>	9781953248053	T4_U2_Techniques II	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Classroom management is not the same thing as demonstrating techniques for developing effective relationships with students that result in effective instruction	reject	Managing a classroom is modeling relationship building.
<i>Instructional Practices</i>	9781953248053	T5_U2_Lesson Planning	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Start with the TEKS	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T5_U3_Feedback IV	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Consider adding - feedback should be aligned to the standard and learning objective.	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T6_2U_Tech Tools for Teachers	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Enhance Technology Tech (1 slide) presentation -add examples	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.
<i>Instructional Practices</i>	9781953248053	T6_U2_Technology Integration II	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	More specifics are needed. Consider fleshing out what technological management tools look like. For example, Easy IEP is a tech tool used to manage data related to IEPs.	reject	Course content and teaching aids will be updated when approved to do so by the SRP team.