

Proclamation 2024: State Review Panel-Identified Errors

This report lists errors identified by the state review panelists and the publishers' responses.

Publisher: Accelerate Learning Inc.

Ch. 112 Science, Grade K

STEMscopes Science TX - Kindergarten: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|--|----------------------------------|---------------------------|--|-------------------------|-----------------------------|
| <i>STEMscopes Science TX - Kindergarten (Online)</i> | 9798888266786 | Page one, write section - all 3 questions | Second question on the worksheet | View Link | The sentence says: "A thermometer measures." Should indicate need for student response: "A thermometer measures..." or "What does a thermometer measure?" | | Pending publisher response. |
| <i>STEMscopes Science TX - Kindergarten (Online)</i> | 9798888266786 | Let the Sun Shine On section | on the picture | View Link | The description says there is a plant under the desk, but there is a teddy bear under the desk. This will be confusing for students. | | Pending publisher response. |
| <i>STEMscopes Science TX - Kindergarten (Online)</i> | 9798888266786 | Water, Water Everywhere section, first 2 sentences | In the word wall section | View Link | When indicating to teachers that they will need to sound the phonemes of the word, this is an inappropriate way to indicate the sounding of this word which does not have a common pronunciation. I would recommend either not segmenting the word for the teacher or using proper notation. | | Pending publisher response. |
| <i>STEMscopes Science TX - Kindergarten (Online)</i> | 9798888266786 | ISN: A Plant's Life, Page 1, images of plants | In the PDF | View Link | The PDF references pictures of plants to cut out but there are no pictures attached to the PDF | | Pending publisher response. |

Publisher: Discovery Education Inc

Ch. 112 Science, Grade K

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|---|--|---------------------------|--|-------------------------|--|
| <i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i> | 9781616296469 | https://app.discoveryeducation.com/learn/player/ED1F566D-DEF6-4088-8FD0-1730B451F53B | Unit: Sky and Weather > Concept: Objects in the Sky > 5E: Engage > Lesson 1: Engage: What Can You Observe About the Sky? > Section: Real-World Phenomenon > Making Connections | View Link | The word "that" should be omitted from the question. | accept | Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates. |
| <i>Science Techbook for Texas by Discovery Education - Grade K (Digital)</i> | 9781616296469 | https://app.discoveryeducation.com/learn/player/39BE2725-4D48-49AD-A153-D369DED593F4 | Unit: Sky and Weather; Concept 1: Objects in the Sky - Lesson 2: Night and Day; Intro and objectives ; first sentence | View Link | Sentence reads: Day and night are a pattern... Should read: Day and night IS a pattern... "Day and night" is a singular pattern. | accept | Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates. |
| | | | | | | | |

Publisher: EduSmart

Ch. 112 Science, Grade K

2024 EduSmart Science Grade K: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--------------------------------------|-----------------|-------------|-------------------------|------|---|-------------------------|---|
| <i>2024 EduSmart Science Grade K</i> | 9781939511096GK | p. 1 | Plant Matching Activity | | "How are young plants alike the parent plant?" 'alike' is grammatically incorrect | accept | The word alike has been corrected to like . |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-------------------------------|-----------------|-------------|----------------------------|------|---|-------------------------|---|
| 2024 EduSmart Science Grade K | 9781939511096GK | 1 | EduSmart Quiz- Attractions | | A strawberry will attract the horseshoe magnet. True or false? The magnet will attract the object, not the other way around. Please make sure in the magnet lessons that students are taught magnets attract objects, not that objects attract magnets. | accept | This has been corrected to "The magnet will attract the strawberry. True or False?" |
| 2024 EduSmart Science Grade K | 9781939511096GK | 7 | Trip to the Midwest | | the word 'backyard' is misspelled | reject | We do not see an instance of the word backyard being misspelled. The text clearly says backyard. Perhaps this is an issue of the font being used. |
| 2024 EduSmart Science Grade K | 9781939511096GK | 2 | Reader- Life on the Farm | | The text on page 2 is in Spanish, the rest of the text is English | reject | After repeated attempts to see this issue on multiple browsers, we cannot find this error. We have looked at English and Spanish versions of this book, <i>Life on the Farm</i> and <i>La Vida en la Granja</i> and do not see an instance of some text in English and some in Spanish. |

Publisher: TPS Publishing

Ch. 112 Science, Grade K

STEAM into Science - Grade Kindergarten Edition: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|----------|---------------------------|---|-------------------------|------------------------------------|
| Student Textbook - Kindergarten Science | 9781788057943 | 126-134 | 134 | View Link | On the Night portion of this activity it says, "Think about the day." | accept | Thank you. We will apply the edit. |

Publisher: Discovery Education Inc

Ch. 112 Science, Grade 1

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|---|------------|---------------------------|--|-------------------------|--|
| <i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i> | 9781616296476 | https://app.discoveryeducation.com/learn/player/45d061fba37-4355-b4d8-1b0c3d36e88b | Slides 6-7 | View Link | First grade does not go into insect life cycles, they only cover animal including- fish, mammals, and birds. This part should be removed and only comparing the animals in their SE. | reject | Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process. |
| <i>Science Techbook for Texas by Discovery Education - Grade 1 (Digital)</i> | 9781616296476 | https://app.discoveryeducation.com/learn/player/D70A68A6-EFDB-41C8-85CD-6797857D9C8E | Slides 2-3 | View Link | Glow sticks are not caused by heating or cooling- please change the example of glow sticks access prior knowledge. | reject | Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. We will continue to monitor this feedback, alongside additional recommendations from Texas teachers, as Discovery Education is committed to updating the program throughout implementation in a manner compliant with the rules of the adoption process. |

Publisher: EduSmart

Ch. 112 Science, Grade 1

2024 EduSmart Science Grade 1: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--------------------------------------|-----------------|-------------|--|---------------------------|-------------------------------|-------------------------|---|
| <i>2024 EduSmart Science Grade 1</i> | 9781939511119G1 | Video | Discussing lake and rivers as freshwater | View Link | Not all lakes are freshwater. | accept | We have changed the audio to "Most of the water in lakes and rivers is called fresh water." https://review.edusmart.com/authenticated/content/previewResource/632509 |

Publisher: Savvas Learning

Ch. 112 Science, Grade 1

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------------------------|---------------|--------------|---------------------------------------|---------------------------|--|-------------------------|--|
| <i>Grade 1 Digital Components</i> | 9781428553774 | Slides 34-35 | | View Link | The word "plane" is misspelled in the first sample answer | accept | Thank you for reporting this error. Savvas has corrected "plain" to "plane" on slides 34 and 35 of the SEPs and Themes Preview Presentation: Structure and Function, Slides and Teacher Support. |
| <i>Grade 1 Digital Components</i> | 9781428553774 | Slides 36-37 | Discussion and Address Misconceptions | View Link | Discussion section: "Explain that stability means that a system stays the same. Have students compare the photos on the left and right. The canyon stays the same from day to day. So, it is a stable system." Address Misconceptions: "Students may believe that if they cannot see the change in a system, the system is not changing. Explain that change is always happening. For example, water in the picture of the canyon on the left is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year. When scientists talk about stability, they mean that the changes are so small or so slow that we cannot easily observe them." The discussion says that stability means a system that stays the same then the Address Misconceptions uses an example that does change slowly over time even though it cannot be observed from day to day. Additionally, the description says the canyon stays the same from day to day; however, the address misconceptions says "When scientists talk about stability, they mean that the changes are so small or so slow that we cannot easily observe them." Stability cannot be both NOT changing and changing too slowly to see at the same time. | accept | Thank you for your feedback. Savvas has edited and revised both the Discussion and Address Misconceptions in the Teacher Support of slides 36-37 of SEPs and Themes Preview Presentation: Stability and Change to correct the example in the misconception and in the description. |

Publisher: Summit K12 Holdings

Ch. 112 Science, Grade 1

Dynamic Science 1st Grade: TEKS

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

Publisher: TPS Publishing

Ch. 112 Science, Grade 1

STEAM into Science - Grade 1 Edition: TEKS

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

Publisher: Accelerate Learning Inc.

Ch. 112 Science, Grade 2

STEMscopes Science TX - Grade 2: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------------------------|---------------------|---------------------------|---|-------------------------|-----------------------------|
| <i>STEMscopes Science TX - Grade 2 (Online)</i> | 9798888266823 | all | First box on Page 2 | View Link | there is a typo in the word "procedure" in the first box on page 2 | | Pending publisher response. |
| <i>STEMscopes Science TX - Grade 2 (Online)</i> | 9798888266823 | Page 2 - Evidence: Draw | page 1 | View Link | the two plants pictured are mislabeled. The one on the left is the cactus and the one on the right is the basil | | Pending publisher response. |
| <i>STEMscopes Science TX - Grade 2 (Online)</i> | 9798888266823 | Page 1, Number 2. | last line of page 3 | View Link | grammatical error. looks like a word or two are missing. | | Pending publisher response. |
| <i>STEMscopes Science TX - Grade 2 (Online)</i> | 9798888266823 | Both Write sections on page 1 | page 2 | View Link | "procedure 1" is misspelled | | Pending publisher response. |

Publisher: McGraw Hill

Ch. 112 Science, Grade 2

McGraw Hill Texas Science, Grade 2: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|------------------------------|---------------------------|--|-------------------------|--|
| <i>McGraw Hill Texas Science, Grade 2 Teacher Edition</i> | 9781265515850 | 12 | Page 12 of 137 ; Infographic | View Link | When you click the word "Develop" on the Infographic a separate teal colored pop-up opens up on the right side, signifying there is something to look at but the student can not move the cursor to see what popped out. | accept | <p>Thank you for your feedback and thorough review of Grade 2 Texas Science. We agree there is a technical glitch in the digital infographic.</p> <p>We have made a revision to this digital asset. Please rereview the infographic with the new link provided.</p> <p>https://my.mheducation.com/secure/reviewer/31fc6a0b-09dd-4bc4-8088-d3c323f184c6/dd941d75-cb4d-4cfb-8c36-cd55cec42c76/6ca74655-c86a-4a8a-958f-f79f35fafd00/epub?cfi=epubcfi(%2F6%2F28%5Bdata-uuid-7d7dbf9bca214c2abb47cbd0e3f2d649%5D!%2F4%2F14%5Bdata-uuid-bdf008f83f944c6687630ade86675fa4%5D%2F1%2C%3A0%2C%3A8)&epubid=sn_11f8e</p> |

Publisher: Summit K12 Holdings

Ch. 112 Science, Grade 2

Dynamic Science 2nd Grade: TEKS

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

Publisher: Argument-Driven Inquiry, LLC

Ch. 112 Science, Grade 3

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|---|---------------------------|---|-------------------------|------------------------------|
| Texas ADI Learning Hub for Science, 3rd Grade | 9798987754801 | N/A | Progress check Page 1 First word of the first question | View Link | There is a typo on the first word of the first question. WWhat should be corrected to read What | accept | We have made this correction |
| Texas ADI Learning Hub for Science, 3rd Grade | 9798987754801 | n/a | Make a Draft Argument P2 diagram | View Link | evidence is misspelled on the diagram | | Pending publisher response. |

Publisher: EduSmart

Ch. 112 Science, Grade 3

2024 EduSmart Science Grade 3: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-------------------------------|-----------------|-------------|-----------------------------------|---------------------------|--|-------------------------|--|
| 2024 EduSmart Science Grade 3 | 9781939511157G3 | 3 | number of 3 of the instructions | View Link | word "sure" was left out of the sentence "Be to place" in parenthesis | accept | Word omission has been corrected. https://drive.google.com/file/d/1t-dK4ZXvlpuat1W4y3LPB7RNeiMasD0C/view?usp=drive_link |
| 2024 EduSmart Science Grade 3 | 9781939511157G3 | 1 | background information | View Link | Sentence has 2 spelling errors: "This means you cannot complete the lab station is one of these parts is missing." | accept | Both errors have been corrected. https://drive.google.com/file/d/1k79UVE7dR3XHfP2MB60nM8ghCOBaNY2/view?usp=drive_link |
| 2024 EduSmart Science Grade 3 | 9781939511157G3 | 4 | Question 4 needs to be rephrased: | View Link | needs to be rephrased: How was the road changed by the event? | accept | These are not questions, they are phrases that need to be in the answer. Changed numbers to bullets and started phrases with lower case letters to make it more clear. https://drive.google.com/file/d/1PMXX8slk1oKsIDtq2Tv5zEBkr5IbvB-d/view?usp=drive_link |
| 2024 EduSmart Science Grade 3 | 9781939511157G3 | 1 | Journal Prompt | View Link | Questions 1 and 2 need a punctuation mark at the end, ?. | accept | These are not questions, they are phrases that need to be in the answer. Changed numbers to bullets and started phrases with lower case letters to make it more clear. https://drive.google.com/file/d/1McpL1SOPEHi4S-MhF5H82JIUTJ1Ck7IO/view?usp=drive_link |
| 2024 EduSmart Science Grade 3 | 9781939511157G3 | video | video | View Link | Food webs are 4th grade TEKS, not 3rd grade TEKS. Video covers both food chains and food webs. | accept | We have edited this resource to remove all mention of food webs. https://review.edusmart.com/authenticated/content/previewResource/631116 |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-------------------------------|-----------------|-------------|--------------------------------|---------------------------|---|-------------------------|---|
| 2024 EduSmart Science Grade 3 | 9781939511157G3 | 1 | Paragraph 2 | View Link | The word thasst needs to be corrected to that. | accept | Correction to typographical error has been made. https://drive.google.com/file/d/1k79UVEx7dR3XHfP2MB60nM8ghCOBaNY2/view?usp=drive_link |
| 2024 EduSmart Science Grade 3 | 9781939511157G3 | 8 | paragraph 2 of #2 of Station 2 | View Link | scups needs to be corrected to cups | accept | Correction to typographical error has been made. https://drive.google.com/file/d/1k79UVEx7dR3XHfP2MB60nM8ghCOBaNY2/view?usp=drive_link |
| 2024 EduSmart Science Grade 3 | 9781939511157G3 | 4 | page 4 | View Link | Page 4 refers to volume, which is a 4th grade SE. | accept | Prompt should have said mass. We have made this correction. https://drive.google.com/file/d/1Y6td6F9P7GGwQemWEGmu6H3GHrahU4rE/view?usp=drive_link |
| | | | | | | | |

Ch. 112 Science, Grade 3

2024 EduSmart Science Grade 3: ELPS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-------------------------------|-----------------|-------------|------------------|---------------------------|--|-------------------------|---|
| 2024 EduSmart Science Grade 3 | 9781939511157G3 | pages1-3 | page 3 | View Link | Under "Communicating Results", the word animal needs an s at the end, animals :) | accept | Error has been fixed. https://drive.google.com/file/d/1BAHtN6XifSokeKR-dZxx5u59cFqSbGdT/view?usp=drive_link |
| 2024 EduSmart Science Grade 3 | 9781939511157G3 | pg. 1 | Question Prompts | View Link | Question 3-chinks should be chunks | accept | Error has been fixed. https://drive.google.com/file/d/16ualuNwmnz8auroOPQG_ndWX7EAPXExJ/view?usp=drive_link |

Publisher: Summit K12 Holdings

Ch. 112 Science, Grade 3

Dynamic Science 3rd Grade: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|----------|---------------------------|---|-------------------------|---|
| Dynamic Science 3rd Grade Student/Teacher Resources | 9781616180256 | 1 | | View Link | On Procedure e, please correct the spelling of observation. | accept | Thank you for your feedback. We will make this revision to our student lab. |

Publisher: Accelerate Learning Inc.

Ch. 112 Science, Grade 3

STEMscopes Science TX - Grade 3: ELPS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|---|----------|---------------------------|--|-------------------------|-----------------------|
| STEMscopes Science TX - Grade 3 (Online) | 9798888266847 | Scroll to English Language Support Strategies ELPS (English Language Proficiency Standards): Learning Strategy: Chat Room | | View Link | assign Chat Room to provide students the opportunity to write formally and informally in English. Once students have learned new material, they text about it using the provided template. Should be changed to ASSIGN Chat Room | accept | Typo will be adjusted |

Publisher: Accelerate Learning Inc.

Ch. 112 Science, Grade 4

STEMscopes Science TX - Grade 4: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|---|-----------------------|---------------------------|---|-------------------------|--|
| STEMscopes Science TX - Grade 4 (Online) | 9798888266861 | Page 2, The Water Cycle, Paragraph 1 | | View Link | The final sentence in the paragraph begins "Wate..." rather than "Water..." | accept | Pending publisher response. |
| STEMscopes Science TX - Grade 4 (Online) | 9798888266861 | Page 5, #7 | Diagram word bank | View Link | The word "carbon" should say "carbon dioxide" | accept | Will adjust document to reflect carbon dioxide |
| STEMscopes Science TX - Grade 4 (Online) | 9798888266861 | Page 4, Conservation of Matter, Paragraph 1 | yellow vocabulary box | View Link | the first word says "iquid" rather than "liquid" | accept | Adjustment will be made |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|---|--------------------------------------|---------------------------|---|-------------------------|-------------------------|
| <i>STEMscopes Science TX - Grade 4 (Online)</i> | 9798888266861 | Activity, Explore step 12 | Steps 5 and 12 | View Link | These statements say that the lunar cycle begins with the new moon. A cycle can begin at any stage depending on when you start to observe it. The new moon could be stated as a good starting point for learning purposes, but emphasize that the observation could begin at any point during the cycle. This is a good way to integrate the RTCs for patterns. | accept | Adjustment will be made |
| <i>STEMscopes Science TX - Grade 4 (Online)</i> | 9798888266861 | Page 18, Scenario and Line Graph activity | Directions under "Line Graph" header | View Link | the word "bar" should be replaced with "line" | accept | Adjustment will be made |

Publisher: EduSmart

Ch. 112 Science, Grade 4

2024 EduSmart Science Grade 4: TEKS

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

Publisher: Great Minds

Ch. 112 Science, Grade 4

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|---|---------------------------|--|-------------------------|---|
| <i>PhD Science Texas Level 4 Module 1 Teacher Edition</i> | 9798885885270 | p. 457-461 | Teacher Edition: Grade 4, Module 1, Earth Features Mixtures and Solutions, Page 461 | View Link | Under the label MASS - Floats in Water and Sinks in Water is listed. These are descriptions of relative density not mass. This will create a misconception for students. | accept | <p>This is a Sample group chart and the responses that students generate will vary. The purpose of the activity is to organize and classify the gathered the observed physical properties of matter in a tree map. The categories are suggestions as well and may vary. The properties of sinking or floating would at this point be classified with mass. In Lesson 4 p. 491 a Teacher Note confirms that this misconception of weight being the cause of sinking or floating should be allowed without correction. Relative density is investigated in Lesson 5 where students explain that it is the relative density of materials that makes them sink or float.</p> <p>A Teacher Note was added with the new submitted content on p. 461 before the sample chart is shown which states, "At this point in learning, students may express the misconception that that ability to sink or float in water depends on mass. In Lesson 5, students will learn that relative density is a property of a material that determines its ability to sink or float in water. If needed, return to the tree map in Lesson 5 and create a new category for relative density."</p> |
| <i>PhD Science Texas Level 4 Module 1 Teacher Edition</i> | 9798885885270 | p. 185-186 | 185-186 | View Link | Natural resources are categorized differently in Texas. There are three categories -- Renewable (plants, animals, air and water), Nonrenewable (coal, oil, natural gas, minerals) and Alternative Energy (solar, hydroelectric, waves) This section would cause TX students problems. Alternative energy resources are considered resources that could replace the use of nonrenewable energy resources. | reject | There is no criteria within science TEKS 11.A.i Breakout (Identify advantages of using earth's renewable natural resources) on "alternative energy" as a resource. After bringing this to reviewers attention, it was determined that this criteria is out of scope based on the language of the TEKS. The citations were accepted during the review without providing new citations or new content. |

Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, Grade 4

HMH Into Science Texas Hybrid Classroom Package Grade 4: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------------------------------|------------------------------|---------------------------|--|-------------------------|---|
| <i>HMH Into Science Texas Student License Digital Grade 4</i> | 9780358859741 | TEKS Lesson 4.13.B, Day 2, Screen 3 | Step 2 | View Link | Text states: Predict whether each trait on your list is inherited, acquired, or both. A trait cannot be both inherited and acquired. | accept | HMH agrees and will remove the word "both." HMH will also make a change remove the references to a Venn Diagram. Step 2 now reads: "Construct a T chart. Predict whether each trait on your list is inherited or acquired. Fill in the chart accordingly. Step 3 becomes "Compare your T chart with those of your classmates. Discuss any differences that you notice." On Day 2, Screen 5 and Day 2, Screen 6 HMH will replace the reference to "Venn diagram" with a "T chart". |
| <i>HMH Into Science Texas Teacher License Digital Grade 4</i> | 9780358860228 | G4 skills bank, Item 15 | question 15, answer choice b | View Link | axe is misspelled | accept | While both spellings are acceptable, and "ax" is more commonly used in the United States, HMH will change "B. a camping ax" to read "B. a camping axe". |

Publisher: McGraw Hill

Ch. 112 Science, Grade 4

McGraw Hill Texas Science, Grade 4 : TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|----------------|---------------------------|--|-------------------------|---|
| <i>McGraw Hill Texas Science, Grade 4 Student Edition</i> | 9781265559618 | 18 | Last paragraph | View Link | "Explore resources and research STEM careers that using" should be changed to "Explore resources and research STEM careers that USE ..." | accept | <p>Thank you for your feedback and thorough review of Grade 4 Texas Science.</p> <p>We agree there is a typo in the Talk About It on page 18 of the Student Edition.</p> <p>We have revised the sentence to read:</p> <p>Explore resources and research STEM careers that use listening skills.</p> |

Publisher: Studies Weekly

Ch. 112 Science, Grade 4

Texas Science Studies Weekly: Fourth Grade: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|------------------|-------------|----------|---------------------------|---|-------------------------|---|
| <i>Texas Science Studies Weekly: Fourth Grade Student Edition with Online Access</i> | 9781649783837SE8 | 1 | page 1 | View Link | The captions for the stream and the house/solar panels are labeled with the closet caption. | accept | We will fix the caption and change the closet image to messy. |

Publisher: Summit K12 Holdings

Ch. 112 Science, Grade 4

Dynamic Science 4th Grade: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|-------------|---------------------------|---|-------------------------|--|
| <i>Dynamic Science 4th Grade Student/Teacher Resources</i> | 9781616180270 | 5 | Safety Note | View Link | A spider is an arachnid, not an insect. | accept | Thank you for your feedback. We will update our resources to incorporate your correction |

Publisher: TPS Publishing

Ch. 112 Science, Grade 4

STEAM into Science - Grade 4 Edition: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------|---------------------------|---------------------------------|-------------------------|----------------------|
| <i>Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition</i> | 9781788057660 | p63 | pg. 63 | View Link | Activity 6 - create not "creat" | accept | Edit will be applied |

Publisher: Accelerate Learning Inc.

Ch. 112 Science, Grade 5

STEMscopes Science TX - Grade 5 : TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-----------------------------|-------------------------------------|---------------------------|---|-------------------------|--------------------------------|
| STEMscopes Science TX - Grade 5 (Online) | 9798888266885 | Page 2, Paragraphs 11-15 | | View Link | Paragraph 15, final sentence "was" should replace wa | accept | Pending publisher response. |
| STEMscopes Science TX - Grade 5 (Online) | 9798888266885 | Page 4, Discussion Prompts | RTC card p. 4 (Critical Vocabulary) | View Link | The definition of the word "scale" is not correct. Scale in the context of science should be defined as "the size or level of something especially in comparison to something else" | reject | Appropriate definition for K-5 |
| STEMscopes Science TX - Grade 5 (Online) | 9798888266885 | Page 6 and Page 9 | | View Link | On page 9 the scenario should read "You want to see how color affects the temperature of an object exposed to the Sun." | accept | Pending publisher response. |
| STEMscopes Science TX - Grade 5 (Online) | 9798888266885 | Page 6, Paragraph 2 | Paragraph 2 | View Link | Water can change the state of water through boiling or freezing. Should be revised to read Water can change the state of matter through boiling or freezing. | accept | Will adjust wording |
| STEMscopes Science TX - Grade 5 (Online) | 9798888266885 | Page 21, Input-Output Table | Instructions | View Link | The instructions should read "Represent the data collected using an input-output table" | accept | Adjustment will be made |

Publisher: Argument-Driven Inquiry, LLC

Ch. 112 Science, Grade 5

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|-------------|---------------------------|--|-------------------------|---|
| Texas ADI Learning Hub for Science, 5th Grade | 9798987754825 | N/A | Safety Note | View Link | The term, "In addition, be sure to:" makes the DO NOT beginning read the opposite way. It could possibly begin with, "In addition," with no other changes. The negative origins need to be removed or changed to keep this opening as it is. | reject | Because our other programs use similar language, we are waiting to make this change until after the adoption process is finished. |

Publisher: Discovery Education Inc

Ch. 112 Science, Grade 5

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|---|---|---------------------------|---|-------------------------|---|
| <i>Science Techbook for Texas by Discovery Education - Grade 5 (Digital)</i> | 9781616296513 | https://app.discoveryeducation.com/learn/player/6F7CF9F9-2FF6-463F-AC8D-C4605ED71A40 | Concept 2, Lesson 3: Food Webs | View Link | no video embedded | accept | Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education has resolved the display issues that were causing lessons to appear to have missing components. The video in this lesson is now showing correctly in the digital product. |
| <i>Science Techbook for Texas by Discovery Education - Grade 5 (Digital)</i> | 9781616296513 | https://app.discoveryeducation.com/learn/player/742C6C30-4929-4B88-B103-D6255415D77B | 3rd bullet | View Link | Choose "during" or "while"; both are not necessary. | accept | Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates. |
| <i>Science Techbook for Texas by Discovery Education - Grade 5 (Digital)</i> | 9781616296513 | https://app.discoveryeducation.com/learn/player/742C6C30-4929-4B88-B103-D6255415D77B | https://app.discoveryeducation.com/learn/techbook/units/4b898931-0a92-4ba4-9b71-c1d499f91d53/concepts/bfb5b6bc-84a5-4b22-a517-9feefb893bce/tabs/f66773fb-e2b4-4dab-a882-2bae946daae5/pages/742c6c30-4929-4b88-b103-d6255415d77b?assetGuid=742c6c30-4929-4b88-b1 | View Link | Third bullet says "What type of shoes should you wear during while playing ball games in order to stay safe?" This sentence needs to be worded correctly. | accept | Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates. |
| <i>Science Techbook for Texas by Discovery Education - Grade 5 (Digital)</i> | 9781616296513 | https://app.discoveryeducation.com/learn/player/CC90E492-52DC-4077-BAE7-38A78C1399FA | https://app.discoveryeducation.com/learn/techbook/units/4b898931-0a92-4ba4-9b71-c1d499f91d53/concepts/bfb5b6bc-84a5-4b22-a517-9feefb893bce/tabs/f66773fb-e2b4-4dab-a882-2bae946daae5/pages/742c6c30-4929-4b88-b103-d6255415d77b?assetGuid=742c6c30-4929-4b88-b1 | View Link | The "air in the empty cup" should be the air in a cup because it is not empty, it has air. | 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: Houghton Mifflin Harcourt

Ch. 112 Science, Grade 5

HMH Into Science Texas Hybrid Classroom Package Grade 5: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------------------------------|-----------------------------------|---------------------------|--|-------------------------|--|
| <i>HMH Into Science Texas Student License Digital Grade 5</i> | 9780358859758 | TEKS Lesson 5.10.A, Day 2, Screen 7 | Student consumable, p. 307-312 | View Link | The lead up learning to this exit ticket focuses on the temperature of the ocean and how it impacts the weather. This standard should directly discuss how the sun heats the ocean and powers the water cycle by causing evaporation, a phase change from a liquid to a gas. | accept | <p>In TEKS Lesson 5.10.A, Day 3, Screen 7 (Student Edition p. 317), The Sun’s Role, sentence 4 HMH will change to “The heated water evaporates and enters the atmosphere in the form of water vapor, leaving the salts in the ocean water behind.” Additional description of evaporation as a result of the sun’s heating is found later in the lesson:</p> <ul style="list-style-type: none"> • Day 4, Screen 5 (Student Edition p. 322), Cloud Formation in the Atmosphere, sentences 1–2; • Day 5, Screen 4 (Student Edition p. 327), image of storm near beach, caption; • Day 5, Screen 7 (Student Edition p. 330), Image Gallery interactivity, image of ocean water, caption |
| <i>HMH Into Science Texas Teacher License Digital Grade 5</i> | 9780358860235 | TEKS 5.7. Test, Item 5 | Forces and Motion (TEKS 5.7) Test | View Link | This is taught as balanced forces because the weights are applying equal and opposite force on an object which in this instance causes no motion. | | Pending publisher response. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------------------------------|-------------------------------|---------------------------|--|-------------------------|---|
| <p><i>HMH Into Science Texas Student License Digital Grade 5</i></p> | 9780358859758 | TEKS Lesson 5.10.C, Day 4, Screen 3 | Student consumable p. 387-389 | View Link | Misrepresentation of what causes the formation of the delta. | accept | <p>HMH has submitted new content per the TEA review process and it was accepted by the panel:</p> <p>[Lesson 5.10.C, Day 4, Screen 2] Water Forms Deltas Hands-On Activity</p> <p>Possible Materials</p> <ul style="list-style-type: none"> • a large baking pan or roaster • a paper towel roll cut in half • aluminum foil • water • sand • a thick book or a stack of books • safety goggles <p>[Screen 3]</p> <p>Step 1: Use proportions to set up your model river. Cover the inside of the paper towel roll with aluminum foil. Partially fill up your paper towel roll so that it is about two-thirds full of sand. Make sure the sand is about 5–7 cm deep. Pat down the sand so it does not move.</p> <p>Step 2: Then, use your books to elevate one side of the paper towel roll. Pour water in the bottom of your roasting pan to form an “ocean”. Place the paper towel roll so the lower end rests in the pan and the river drains into the ocean.</p> <p>Step 3: In your notebook, draw a sequence map to show what your model currently looks like.</p> <p>Step 4: Put on your goggles. Slowly pour two cups of water a little bit at a time near the top of the paper towel roll into your river. Watch what happens along the river and at the base of the pan in the ocean.</p> <p>Step 5: In your sequence map, draw what your model looks like after the two cups of water have been poured into the pan.</p> <p>[Screen 4]</p> <p>Step 6: Repeat Steps 4–5 until you have poured 10 total cups down your pan. When you repeat the steps, try to change how you pour the water. Pour it faster or slower. Record this on your sequence map.</p> <p>Step 7: Make sure to draw the final state of your model in your sequence map.</p> <p>[Screen 5] Use Models</p> <p>Look at your sequence map. How did your model change? What factors determined how much the water changed the end of the sand?</p> <p>[Screen 6] Claims, Evidence, and Reasoning</p> <p>Make a claim to describe how changes to Earth's surface by water can result in deltas. Support your claim with evidence from your investigation. Explain your reasoning.</p> |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|------------------------------------|---|---------------------------|---|-------------------------|--|
| <i>HMH Into Science Texas Teacher License Digital Grade 5</i> | 9780358860235 | TEKS 5.10 Test, Item 2 | Earth's Processes (TEKS 5.10) Test | View Link | The assessment question 2 tries to state that a delta is formed by a glacier. Students in 5th grade are taught that river deposits are what form deltas. The agent is water and the main process is deposition. Glacial deposits form moraines. | accept | HMH will remove the model art and change the item to read: "A student is building a model showing how deltas are formed. Which of the following must be included in the model? Select all that apply. A. river of fast-moving water that carries sediment [correct] B. ice that carries sediment C. body of slow-moving or not-moving water [correct] D. large field of dunes near an ocean" |
| <i>HMH Into Science Texas Teacher License Digital Grade 5</i> | 9780358860235 | G5 skills bank, Item 6 | G5 skills bank, Item 6 | View Link | The use of sunscreen is not a required safety standard. | reject | The Texas Safety Standards includes "preventing overexposure to the sun" for Field Investigations and Activities (Chapter III, p. 27), so the use of sunscreen is an appropriate safety practice. Additionally, the other portion of answer option D "never tasting anything outdoors" is required by the Texas Safety Standards based on "never eat unknown berries, seeds, fruits, or other plant parts" (Chapter III, p. 29), so it is clearly the only correct answer. |
| <i>HMH Into Science Texas Student License Digital Grade 5</i> | 9780358859758 | TEKS Lesson 5.7.A, Day 2, Screen 8 | Student consumable p. 125 Cause and Effect | View Link | The idea of equal forces causing patterns of motion is confusing for students outside of their use in a scientific investigation for the purpose of accuracy in data as a control item. This is critical when teaching scientific investigation processes as a way to ensure reliable data from which valid conclusions can be drawn. Equal forces in this sense would produce similar data and similar patterns of motion. In context with this TEKS, balanced forces, as defined in your text on page 123, are the overarching idea that students should consider as either transferring energy in a way that causes the motion of an object to remain constant (eg. cruise control) or no motion due to their equal and opposite impact on the object. I do not see instruction in your text defining equal and unequal forces explicitly to help the kids differentiate when you are referring to each idea separately. Some clarification would help. This could be confusing for 5th graders and it shouldn't be. | accept | HMH will change all references to "equal" to "balanced" and all references to "unequal" to "unbalanced" throughout the TEKS 5.7.A Quiz, TEKS 5.7 Test, and Grade 5 Skills & Themes Bank, and make related updates to the Assessment Guide Answer Key. HMH will not add discussions of balanced forces maintaining constant motion that is already in progress. The absence of motion is a pattern of motion caused by balanced forces, which is presented in the lesson and addresses the G5 TEKS. Newton's Laws of Motion are not covered until Grades 6–8. The understanding of constant motion under the influence of balanced forces relies on background knowledge of Newton's Laws of Motion. Understanding concepts that rely on Newton's Laws of Motion is beyond the scope of the Grade 5 TEKS and not pedagogically appropriate at Grade 5. |
| <i>HMH Into Science Texas Teacher License Digital Grade 5</i> | 9780358860235 | G5 skills bank, Item 7 | G5.1 Science and Engineering Practices, skills bank, Item 7 | View Link | None of the provided answer choices are appropriate for the SE. Gloves, safety goggles or do not eat or drink items being observed would align to the SE. | accept | HMH will change the item so it reads: "Which piece of safety equipment should be part of every outdoor science investigation involving plants?" and will change answer choice C. from "layers of clothes" to "gloves" and make answer choice C the correct answer. |

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------------------------------|-------------------------|---------------------------|---|-------------------------|---|
| <i>HMH Into Science Texas Student License Digital Grade 5</i> | 9780358859758 | TEKS Lesson 5.7.A, Day 3, Screen 5 | pg 128 - 129 steps 6, 7 | View Link | In the written content you are using balance and unbalance as terminology and the SE state unequal forces. The information in text is vague and needs to show balance forces in multiple/ variety scenarios so that students can apply the sample understanding to their findings in the investigation. THE CER that students will produce will be limited if students are not provided enough reading content to anchor their understanding. | reject | See response to Citation #3949836 This is beyond the scope of the TEKS as they do not call for multiple scenarios, only forces acting on an object. Additionally, this activity is correlated to TX.G5.7.A.vi which addresses unbalanced forces, so adding additional reading content to support balanced forces in the context of a half-pipe could create student confusion. |
| <i>HMH Into Science Texas Student License Digital Grade 5</i> | 9780358859758 | TEKS Lesson 5.10.C, Day 2, Screen 3 | p. 377, steps 3 and 4 | View Link | Again, this experiment shows the erosion of sand and does not highlight the deposition of the sand which is the actual cause of dune formation. For dune formation, the loss of wind should be highlighted showing the dropping or depositing of the sediment over and over gradually forming a sand dune. | reject | HMH does not intend to make a change, because the role of wind deposition in sand dune formation is presented later in the lesson: Day 6, Screen 5 "Windy Forces," paragraph 1, sentences 1–5 and Image Gallery interactivity, image of sand dune, caption sentences 1–4 |

Publisher: McGraw Hill

Ch. 112 Science, Grade 5

McGraw Hill Texas Science, Grade 5: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|---|---------------------------|---|-------------------------|--|
| <i>McGraw Hill Texas Science, Grade 5 Teacher Edition</i> | 9781265518684 | 386–387 | page 2 of the investigation pages on 184C | View Link | The heading "Make a Hypothesis (continued)" should read "Conduct an Investigation (continued)." | accept | Thank you for your feedback and thorough review of Grade 5 Texas Science. We have revised the header to match the student page as requested. CHANGES MADE: Teacher's Edition, p. 184C |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|---------------------|---------------------------|---|-------------------------|--|
| <i>McGraw Hill Texas Science, Grade 5 Student Edition</i> | 9781265560188 | 110–111 | Page 111 | View Link | The graphic is incorrectly showing the flow of electricity along the green dashed line. It should go through the light's filament and additionally travel across the metal part of the switch. This is not shown in the picture and could lead to misconceptions. | accept | Thank you for your feedback and thorough review of Grade 5 Texas Science. We have corrected the error in the art as described. CHANGES MADE: Student Edition, p. 111 |
| <i>McGraw Hill Texas Science, Grade 5 Student Edition</i> | 9781265560188 | 61 | 2nd bullet | View Link | The first sentence omits a word that makes the sentence difficult to read for struggling readers. It should read "A liquid is a state of matter THAT..." This will improve the readability of the text. | accept | Thank you for your feedback and thorough review of Grade 5 Texas Science. We have revised the sentence to read: A liquid is a state of matter that has a definite volume but no definite shape. CHANGES MADE: Student Edition, p. 61 |
| <i>McGraw Hill Texas Science, Grade 5 Student Edition</i> | 9781265560188 | 60 | Paragraph 3 | View Link | It states that "If you mix pieces of sand, glass, or plastic into a tank of water, they will gather on the bottom and will not dissolve in water." Some plastics WILL float due to their relative density. Most plastics our students would think of would float. | accept | Thank you for your feedback and thorough review of Grade 5 Texas Science. We have revised the sentence to read: If you mix pieces of sand, glass, or plastic into a tank of water, they will not dissolve in water. CHANGES MADE: Student Edition, p. 60 |
| <i>McGraw Hill Texas Science, Grade 5 Teacher Edition</i> | 9781265518684 | 235 | Third question 5.2B | View Link | The sample answer starts with a lowercase "I". It should be upper case. | accept | Thank you for your feedback and thorough review of Grade 5 Texas Science. The error has been corrected to read: I used the data to explain which materials worked best. CHANGES MADE: Teacher Edition, p. 110B |

Publisher: RPA TREKs

Ch. 112 Science, Grade 5

RPA TREKs: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------|---------------|-------------|--|---------------------------|--|-------------------------|---|
| RPA TREKs | 9798987613504 | Slide 17 | In the Recurring Themes and Concept Spotlights Box in the second paragraph | View Link | There is an extra S in from of "the student" | accept | We will locate the error and update it. |
| RPA TREKs | 9798987613504 | Slide 9 | 1st paragraph on slide | View Link | The last sentence "They ask you to explain more, so need to explain your reasoning with more detail." needs to be changed to "They ask you to explain more, so YOU need to explain your reasoning with more detail." | accept | This will be updated, thank you. |
| RPA TREKs | 9798987613504 | Slide13 | second Sentence | View Link | Grammar error: "However, that process actually be good for the health of this ecosystem to bounce back from the burn." However, that process CAN actually be good for the health of this ecosystem to bounce back from the burn. | accept | This will be updated, thank you. |
| RPA TREKs | 9798987613504 | Slide 7 | First Paragraph | View Link | They relate the units of measure for mass in grams, the physical states of matter (solid, liquid, gas, and whether materials are soluble and dissolve in water with definitions and a graphic organizer. Add a close parenthesis after (solid, liquid, gas), and ... | accept | This will be updated, thank you. |
| RPA TREKs | 9798987613504 | Slide 15 | First paragraph, second sentence | View Link | "Then read the read passage below ..." should be changed to "Then read the passage below..." | accept | This will be updated, thank you. |
| RPA TREKs | 9798987613504 | Slide 14 | In the first paragraph | View Link | REPLACE "each's" with each | accept | This will be updated, thank you. |
| RPA TREKs | 9798987613504 | Slide 12 | slide 12, 1st paragraph | View Link | Ecologists develop and use modes... This should be changed to Ecologists develop and use models... | accept | This will be updated, thank you. |
| RPA TREKs | 9798987613504 | Slide 21 | In the teacher section, data is spelled DATAT | View Link | data is spelled datat | accept | This will be corrected, thank you. |
| RPA TREKs | 9798987613504 | Slide 28 | Student Answer portion | View Link | Change "student addresses" to "students address" | accept | This will be updated, thank you. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------|---------------|-------------|----------------|---------------------------|-------------------------------------|-------------------------|----------------------------------|
| RPA TREKS | 9798987613504 | Slide9 | Last Paragraph | View Link | Replace AND AND with just one "and" | accept | This will be updated, thank you. |

Publisher: Summit K12 Holdings

Ch. 112 Science, Grade 5

Dynamic Science 5th Grade : TEKS

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|---|---------------|-------------|----------------------------------|---------------------------|--|-------------------------|-----------------------------|
| Dynamic Science 5th Grade Student/Teacher Resources | 9781616180294 | 4 | bullet 1 check for understanding | View Link | With a quick investigation, allow the students time to demonstrate an example of an equal and unequal force and to explain the differences in they way energy is being transferred. change they to the | | Pending publisher response. |

Publisher: Discovery Education Inc

Ch. 112 Science, Grade 6

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|---|----------|---------------------------|--|-------------------------|--|
| Science Techbook for Texas by Discovery Education - Grade 6 (Digital) | 9781616296520 | https://app.discoveryeducation.com/learn/assessment/0481ea93-249c-4021-8a81-f9b25b9f39cf/preview | Item 5 | View Link | The last two answer choices should be "Potential Energy" and "Kinetic Energy" respectively. The incorrect terms of "Chemical Energy" and "heat energy" are currently listed. | 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: TPS Publishing

Ch. 112 Science, Grade 6

STEAM into Science - Grade 6 Edition: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|---|---------------------------|--|-------------------------|---|
| <i>Student Textbook - Grade 6 Science</i> | 9781788058506 | p359-371 | Header and TEKS content don't match or move with the change of pages. | View Link | Factual error : mis-alignment of the TEKS header with the content TEKS information | reject | Unsure as to what this means. We show the major TEKS being addressed at the top of pages. As an example, page 359, as cited by SRP, is the last page of a section called 'Thermal Energy' addressing TEKS 8A. TEKS 8A starts on page 335 with a section called 'Kinetic Energy', and runs through to page 436 which is the last page of an arts project. Page 437 then addresses TEKS 8B, and page 334 is the last page of TEKS 7B. All TEKS are shown at the top and/or bottom of pages. |
| <i>Learn By Doing STEAM Activity Reader Book - Grade 6 Student Edition</i> | 9781788058483 | p100-102 | Second paragraph, third line. | View Link | Page 100- "We will build be..." | accept | Thanks. Edit will be made. |

Publisher: Accelerate Learning Inc.

Ch. 112 Science, Grade 7

STEMscopes Science TX - Grade 7: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|--------------------------------------|---------------------------|--|-------------------------|--------------------|
| <i>STEMscopes Science TX - Grade 7 (Online)</i> | 9798888266922 | page 37 | First line of the page | View Link | Grammar of the first line: "Scientific theories and laws can be a bit confusion." | accept | Grammar correction |
| <i>STEMscopes Science TX - Grade 7 (Online)</i> | 9798888266922 | page 6 | Comparative Investigations paragraph | View Link | The word "data" should follow "qualitative and/or quantitative" instead of preceding it. | accept | Accepted |

Publisher: Carolina Biological Supply Company

Ch. 112 Science, Grade 7

Science Bits, Grade 7 program: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|------------------------------|---------------|---------------------------|-----------|---------------------------|--|-------------------------|-----------------------------|
| <i>Science Bits, Grade 7</i> | 9781435029972 | See DescriptionOfLocation | Narrative | View Link | Only lists 5 kingdoms, but there are six known kingdoms. | | Pending publisher response. |
| <i>Science Bits, Grade 7</i> | 9781435029972 | See DescriptionOfLocation | | View Link | Typo on the student section "To do so, you will elaborate a campaign" needs to be something like "you will elaborate on a campaign" or you will design a campaign" | | Pending publisher response. |

Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, Grade 7

HMH Into Science Texas Hybrid Classroom Package Grade 7: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------------------|-----------------|------|--|-------------------------|---|
| <i>HMH Into Science Texas Teacher License Digital Grade 7</i> | 9780358860914 | TEKS 7.9.A Quiz, Item 2 | Answer choice D | | No correct answer for this question. Our earth's moon is unique in that it does NOT have an atmosphere. That is not a choice | reject | <p>The New Content referenced above was rejected in this format by the review panel as unsuitable evidence for TEKS breakout coverage. The item was then revised and submitted as the following piece of New Content, which has already been accepted by the panel. Therefore, no further action is required.</p> <p>Which of the following describe physical properties of moons? Select TWO correct answers.</p> <ul style="list-style-type: none"> A. Some moons are covered in ice. B. Some moons are covered in craters. C. Some moons have their own ring systems. D. Some moons have a breathable atmosphere. E. Some moons are larger than the planets they orbit. |

Publisher: McGraw Hill

Ch. 112 Science, Grade 7

McGraw Hill Texas Science, Grade 7: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|-----------------|---------------------------|--|-------------------------|--|
| <i>McGraw Hill Texas Science, Grade 7, Student Edition</i> | 9781264902040 | 104 | Teacher Edition | View Link | In the Answer Justification, The student's distance was NOT 800m but 700m if they are going to the icecream shop and if the prompt says that the student returned home then the total distance is 1,000m, and then the displacement was actually 0m. | accept | Thank you for your feedback. Corrections have been made to question 3, the associated diagram, and the answer justification for this question. |

Publisher: Accelerate Learning Inc.

Ch. 112 Science, Grade 8

STEMscopes Science TX - Grade 8: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|--|---------------------------|--|-------------------------|-----------------------------|
| <i>STEMscopes Science TX - Grade 8 (Online)</i> | 9798888266946 | 6 | page 6 of "What scientists and engineers do" | | We originally rejected this in part because it contained an error and the error is still there. In https://www.texasgateway.org/resource/scientific-reasoning-planning-descriptive-and-comparative-investigations comparative investigations are two OR MORE In page 6 of "What scientists and engineers do" it states that comparative ONLY TWO: "Comparative investigations involve making observations and collecting data qualitative and/or quantitative as evidence to compare two objects or phenomena." | accept | Update will be made |
| <i>STEMscopes Science TX - Grade 8 (Online)</i> | 9798888266946 | page 36 | | View Link | type paragraph 2 sentence 1 missing work | accept | Change will be made |
| <i>STEMscopes Science TX - Grade 8 (Online)</i> | 9798888266946 | 13 | pg 13, 1st paragraph | View Link | Quote: "Within this population, some species possess a thick waxy coating on their leaves, while others possess a thinner waxy coating but are better able to absorb water." Population and species appear to be switched (according to the definitions presented in pgs 2 and 3 of their STEMScopedia. It should say that within this cacti species...and then go on to describe the populations. This issue is also present in all three narrative citations presented within the physiology breakouts. If this sort of issue is fixed, the narratives would be fine. | accept | Update will be made |
| <i>STEMscopes Science TX - Grade 8 (Online)</i> | 9798888266946 | page 27 | | View Link | Typo: "After a trend or pattern is discovered, scientists decides what it could mean." | accept | Pending publisher response. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|----------|---------------------------|--|-------------------------|------------------------|
| <i>STEMscopes Science TX - Grade 8 (Online)</i> | 9798888266946 | 1-3 | pg 13 | | Quote: "Within this population, some species possess a thick waxy coating on their leaves, while others possess a thinner waxy coating but are better able to absorb water." Population and species appear to be switched (according to the definitions presented in pgs 2 and 3 of their STEMScopedia. It should say that within this cacti species...and then go on to describe the populations. This issue is also present in all three narrative citations presented within the physiology breakouts. If this sort of issue is fixed, the narratives will be fine. | accept | Will update narrative. |
| | | 5 | | View Link | typo missing word in first sentence | accept | Will be updated |
| <i>STEMscopes Science TX - Grade 8 (Online)</i> | 9798888266946 | page 21 | | View Link | In the first scenario, there is a typo. It should be "they." | accept | will be updated |

Publisher: Carolina Biological Supply Company

Ch. 112 Science, Grade 8

Science Bits, Grade 8 program: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|------------------------------|---------------|---------------------------|---------------|---------------------------|--------------------------|-------------------------|-----------------------------|
| <i>Science Bits, Grade 8</i> | 9781435029989 | See DescriptionOfLocation | page 2 of 5 | View Link | "??" added into the text | | Pending publisher response. |
| <i>Science Bits, Grade 8</i> | 9781435029989 | See DescriptionOfLocation | 3 of 5 slides | View Link | "??" added into the text | | Pending publisher response. |
| <i>Science Bits, Grade 8</i> | 9781435029989 | See DescriptionOfLocation | 2/5 | View Link | "??" added into text | | Pending publisher response. |

Publisher: EduSmart

Ch. 112 Science, Grade 8

2024 EduSmart Science Grade 8: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-------------------------------|-----------------|-------------|----------------------------|---------------------------|--|-------------------------|--|
| 2024 EduSmart Science Grade 8 | 9781939511249G8 | Page 1-8 | Page 2 - Carbon Cycle | View Link | "They show where energy is responsible for the movement of carbon, Human activity is disrupting this cycle." There is a comma after carbon instead of a period | accept | We have made the change in the document. https://drive.google.com/file/d/1Ah0knQE-jTODIdFbZSlqTvl6CqrsOGMr/view?usp=drive_link |
| 2024 EduSmart Science Grade 8 | 9781939511249G8 | 6 | Page 6 extension | View Link | "Find about scientists" should read "Find out about scientists" There is also a random capitalized S after the period at the end of the sentence. | accept | We have made these change in the document. https://drive.google.com/file/d/17oUuJHFhjOEx7vFYjkpwl74eYc3zqQgR/view?usp=drive_link |
| 2024 EduSmart Science Grade 8 | 9781939511249G8 | 7 | Teacher copy, under Safety | View Link | Remi9nd | accept | We have made the change in the document. https://drive.google.com/file/d/1USEkKhb-n8OtbS_fiFG-1rqOR1MoGyG7/view?usp=drive_link |

Publisher: Green Ninja

Ch. 112 Science, Grade 8

Green Ninja Middle School Science - Texas: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---------------------|---------------|-------------|--|---------------------------|--|-------------------------|---|
| Online Lesson Plans | 9781948845687 | N/A | Materials lists and instructions | View Link | The tool used for finding mass is a balance, not a scale. Changing this term will correct the factual information and match the image shown in the example diagram. | accept | Thanks - all references to a 'scale' have been changed to 'balance.' See changes to the lesson on our mirror curriculum website, https://tx2.greenninja.org/lesson/19/67/938/4/22 |
| Online Lesson Plans | 9781948845687 | N/A | Lesson 4.24 a-investigate-conservation-of-mass-teacher-demonstration.pdf | View Link | The following sentence uses wrong terms: Weight the items on a scale and record the total weight on the board. Weight is measured with a sprig scale and mass is measured using a balance. The lab is investigating conservation of mass, Possible sentence to use instead -"Place items on balance and record the total mass" | accept | Thanks - we have made the requested changes on the document, a-investigate-conservation-of-mass-teacher-demonstration, on our mirror curriculum site: https://tx2.greenninja.org/lessons/getWorksheetsNoPdf?path=/uploads/lessons/a-investigate-conservation-of-mass-teacher-demonstration-zbnYGeOSG8iKx1AgIVXTF.pdf&unit=4&lesson=24&modelId=19 |

Publisher: Kiddom

Ch. 112 Science, Grade 8

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|-----------------------|---------------------------|--|-------------------------|--|
| <i>OpenSciEd 8th grade Science powered by Kiddom</i> | 9781960634559 | [59] | Writing in Science | View Link | Use all the work you have done and the resources you have, to put together a written design pitch that includes Comma needed in sentence. See above fix. | accept | We will ensure a comma is added in the final content version. |
| <i>OpenSciEd 8th grade Science powered by Kiddom</i> | 9781960634559 | [50] | With your group-B | View Link | We use the metric system in science not standard measurements | accept | We have adjusted the content to reflect grams, which is a standard science measurement. |
| <i>OpenSciEd 8th grade Science powered by Kiddom</i> | 9781960634559 | [46] | 1F | View Link | Used inches; needs to be centimeter or meters. Use the metric system. | accept | Content has been adjusted to centimeters. |
| <i>OpenSciEd 8th grade Science powered by Kiddom</i> | 9781960634559 | [46] | 3C | View Link | Used weight; needs to be grams. Use the metric system. | accept | This content has been adjusted to grams. |
| <i>OpenSciEd 8th grade Science powered by Kiddom</i> | 9781960634559 | [1] | Pt 2 Student Activity | View Link | The teacher will allow time for students to read the article and learn about identify the advantages and limitations in models such as their size, scale, properties, and materials This sentence needs to be revised to either "learn to identify" or learn about identifying | accept | We will ensure the word "identify" is changed to "identifying" in the final content version. |
| <i>OpenSciEd 8th grade Science powered by Kiddom</i> | 9781960634559 | [46] | sample data- | View Link | lab uses ounces and not grams | accept | The language has been changed to grams not ounces for question #2 and #3. |

Publisher: Savvas Learning

Ch. 112 Science, Grade 8

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|----------------------------|---------------|------------------|------------|---------------------------|--|-------------------------|---|
| Grade 8 Digital Components | 9781428553903 | Virtual lab link | Question 1 | View Link | Question 1 is missing a word which would make it a question. This is a barrier to student understanding of what is required of them. | accept | Agreed. We will edit the screen of the Virtual Lab to say "Based on the data, what activities in your community increase CO2 in the atmosphere?" We are adding the missing word "what". CO2 will have the correct subscript in the actual VL as it does now. |

Publisher: School-it!

Ch. 112 Science, Grade 8

Elemental Science - 8th: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|----------------------------|---------------|-------------|------------------------------------|------|---|-------------------------|-----------------------------|
| Elemental Science - 8th TE | 9780997829549 | 139-141 | p.140 - 141 | | p.140 - absolute magnitude is brightness or luminosity, it is NOT size. p.141 - X axis labels of increasing and decreasing are opposite sides. Those labels are flipped. | | Pending publisher response. |
| Elemental Science - 8th TE | 9780997829549 | 28-32 | p.29 - True/False Question | | Salt and sugar is not an example of a homogenous mixture. Salt and sugar crystals can be distinguished. This is in the T/F question on p.29. | | Pending publisher response. |
| Elemental Science - 8th TE | 9780997829549 | 222-223 | 222-bottom | | Sedimentation is used incorrectly when describing the decomposition of organic matter. | | Pending publisher response. |
| Elemental Science - 8th TE | 9780997829549 | 31 | Activity in the middle of the page | | Cake mix is a heterogenous mixture not homogenous | | Pending publisher response. |
| Elemental Science - 8th TE | 9780997829549 | 153-154 | 153 bottom of page | | Our solar system is not on the outer edge of the Milky Way galaxy. NASA cites that we are about halfway to the edge from the center on the Orion Arm. | | Pending publisher response. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------------------------|---------------|-------------|--|------|---|-------------------------|-----------------------------|
| <i>Elemental Science - 8th TE</i> | 9780997829549 | 43 | Wrap It Up | | Chemical formula is NOT the same as a chemical equation. Each place you refer to a reaction it should be a chemical equation and not a formula. | | Pending publisher response. |
| <i>Elemental Science - 8th TE</i> | 9780997829549 | 160-162,164 | 160 | | blue shift is defined incorrectly. Blue shift if moving towards, not away. | | Pending publisher response. |
| <i>Elemental Science - 8th TE</i> | 9780997829549 | 67-68 | Top of page 68 | | Label for the chemical equation for water is labeled as a chemical formula under the pictorial of the equation at the top of the page | | Pending publisher response. |
| <i>Elemental Science - 8th TE</i> | 9780997829549 | 42 | Discussion Question at bottom of page 42 | | This question is how many different atoms are found in the following chemical formula: $8Ag_2S$ yields $16Ag + 8S$. 1. This is a chemical equation. 2. The correct answer for how many different atoms would be 16 Ag and 8 S on each side. There are 2 different elements Ag and S. Recommend the question being something like: How many Ag atoms and S atoms on each side of this chemical equation are there? 16Ag, 8S Or how many elements are in this chemical equation? 2 | | Pending publisher response. |

Publisher: Summit K12 Holdings

Ch. 112 Science, (Spanish) Grade 4

Dynamic Science (Spanish) 4th Grade: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------|---------------------------|--|-------------------------|--|
| <i>Dynamic Science (Spanish) 4th Grade Student/Teacher Resources</i> | 9781433406133 | 2 | | View Link | Utilize la palabra analice en ves de calcular. | accept | Thank you for the feedback. We will update our content with your recommendation. |

Publisher: McGraw Hill

Ch. 112 Science, (Spanish) Grade 5

McGraw Hill Ciencias para Texas, Grado 5: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|------------------------------|---------------------------|--|-------------------------|--|
| <i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i> | 9781266314117 | 148 | Second paragraph- blue title | View Link | Grammatical error- Lee instead of Lee | accept | Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We agree there is an error and will make the edit. We will revise "Leee" to "Lee" |
| <i>McGraw Hill Ciencias para Texas, Grado 5 Student Edition</i> | 9781266314117 | 159 | Top of the page- blue title | View Link | Grammatical errors- Lee instead of Lee | accept | Thank you for your feedback and thorough review of Grade 5 Texas Science (Spanish). We agree there is an error and will make the edit. We will revise "Leee" to "Lee" |

Publisher: TPS Publishing

Ch. 112 Science, (Spanish) Grade 5

STEAM into Science - Grade 5 Spanish Edition: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------|---------------------------|---|-------------------------|--|
| <i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para estudiantes</i> | 9781788059329 | 69-77 | page 70 | View Link | Labels of picture in this page must be revised. | accept | Thanks. Edit Declaración" should be "Deposición. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|---------------------|---------------------------|--|-------------------------|--|
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 5 - Libro de texto para estudiantes</i> | 9781788059343 | 59-61 | solubility in water | View Link | The definition offered states that solubility is when solids dissolve in water. However, solubility is when a substance dissolve in another. In this case, we use water as the universal solvent. For instance, lemon juice is a liquid that is water soluble but oil is a liquid that is not water soluble. | reject | Looks like this may have been misread, as we do not state that solubility is when solids dissolve in water, but rather offer an EXAMPLE stating 'Testing for solubility in water is easy too. Simply place the substance in water. Stirring may speed up dissolving. If you can no longer see any solid particles, the solid has dissolved.' 'Cuando un sólido se disuelve, se rompe en partículas diminutas y se mezcla completamente con el líquido en el que se ha disuelto. Comprobar la solubilidad en agua también es fácil. Basta con introducir la sustancia en agua. La agitación puede acelerar la disolución. Si ya no se ven partículas sólidas, el sólido se ha disuelto.' |

Publisher: Houghton Mifflin Harcourt

Ch. 112 Science, (Spanish) Grade 6

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|---|----------------------------|---------------------------|--|-------------------------|--|
| <i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i> | 9780358881605 | TEKS Lcción 6.10.C, Desarrolla, pantalla 7 | activity shown on the URL | View Link | We cannot download the map. We used a PC and a MAC computer. Assuming that a map that matched the description is shown, we accept this. | accept | The link will be updated to point to the map. |
| <i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i> | 9780358881605 | TEKS Lcción 6.10.C, Exploración 3, pantalla 4 | the sedimentary rock video | View Link | The video is in English. | accept | The link will be updated to point to a Spanish video. |
| <i>HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6</i> | 9780358881698 | G6 Banco de distresses y temas, Elemento de prueba 65 | question 65 | View Link | The word "multicelular" does not exist according to the Royal Academy of Spanish Language (https://www.rae.es). The correct word for multicellular organisms is "pluricelular" | reject | Currently, the Texas Education Agency is still considering whether or not to change the translation of the TEKS. If/when they make this change, HMH will adjust our materials accordingly, but not before that time. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|--|--|---------------------------|--|-------------------------|--|
| <i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i> | 9780358881605 | TEKS Lcción 6.10.C, Exploración 2, pantalla 3 | Exploración 2: Describir cómo se forman las rocas ígneas (TEKS 6.10.C) | View Link | The video is in English. It needs to either be translated or you need to add subtitles. | accept | The link will be updated to point to a Spanish video. |
| <i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i> | 9780358881605 | TEKS Lcción 6.13.A, Exploración 2, pantalla 7 | video shown on the link | View Link | The video is in English. It needs to either be translated to Spanish, or Spanish subtitles should be added. | accept | The link will be updated to point to a Spanish video. |
| <i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i> | 9780358881605 | TEKS Lcción 6.12.B, Exploración 2, pantalla 1 | video shown here: https://www.hmhco.com/econtent/content/science/into_science_tx_sp/g6/student/epub/istx23sp_ese_g06u07l03_student/#cards-6_tx_sp_ese_ee2_intecosystem/ | View Link | The video is in English. | accept | The link will be updated to point to a Spanish video. |
| <i>HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6</i> | 9780358881605 | TEKS Lcción 6.13.A, Exploración 2, pantalla 7 | check link | View Link | The requirement is met when you scroll to the next page, but right before then, there's a video in English. This has been the case for most of the videos that we've seen. | accept | The link will be updated to point to a Spanish video. |
| <i>HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6</i> | 9780358881698 | TEKS 6.13.B Examen breve, Elemento de prueba 6 | check link | View Link | The word multicellular is "pluricelular" in Spanish. We know the translated TEK has the same mistake and feedback is being provided to TEA as well. Please not that this word may appear multiple times in your book/activities. Please check. | reject | Currently, the Texas Education Agency is still considering whether or not to change the translation of the TEKS. If/when they make this change, HMH will adjust our materials accordingly, but not before that time. |

Publisher: Summit K12 Holdings

Ch. 112 Science, (Spanish) Grade 6

Dynamic Science (Spanish) 6th Grade: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|--------------|--|---------------------------|---|-------------------------|---|
| <i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i> | 9781433406881 | Study Guide | Study Guide Vocabulary Inconsistency | View Link | - The term "núcleo interno" is not used consistently and instead has "núcleo central". The word bank uses one term and the questions use a different term. It should all be "núcleo interno". | accept | Thank you for your feedback. We will update our resources to incorporate your correction. |
| <i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i> | 9781433406881 | 1 | video narration and video visuals/vocabulary | View Link | Throughout the video, terms need to be consistent. As a visual, the video includes "núcleo interior o exterior". However, the narration is aligned with the KSS vocabulary as "núcleo interno o externo". | accept | Thank you for your feedback. We will update our resources to incorporate your correction. |
| <i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i> | 9781433406881 | Lesson Guide | Page 4, item 2 and item 6 | View Link | Typo spelling 2) Calente ----- caliente | accept | Thank you for your feedback. We will update our resources to incorporate your correction. |
| <i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i> | 9781433406881 | Study Guide | Wrap Up Section of Study Guide | View Link | "Sedimentario" should read "sedimentarias". | accept | Thank you for your feedback. We will change the term to match the singular form of the other terms in this section. |
| <i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i> | 9781433406881 | Lesson Guide | Gear Activity - Farming Models pg. 1 first paragraph | View Link | "Cres" should be "crees" | accept | Thank you for your feedback. We will update our resources to incorporate your correction. |
| <i>Dynamic Science (Spanish) 6th Grade Student/Teacher Resources</i> | 9781433406881 | Lesson Guide | Conservacion y energía: Estaciones de transformación - Page 1, objective paragraph | View Link | double word typo - conserva conserva | accept | Thank you for your feedback. We will update our resources to incorporate your correction. |

Publisher: TPS Publishing

Ch. 112 Science, (Spanish) Grade 6

STEAM into Science - Grade 6 Spanish Edition: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|---|---------------------------|---|-------------------------|---|
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p89-91 | 2nd paragraph / 4th paragraph and 5th paragraph | View Link | The phrase "Que hace bien" may need to be revised so that it does not sound confusing. The word "internet" in paragraphs 4 and 5 needs to read "En el internet" or something similar. | accept | TPS agree. The first one may say, ¿Qué es lo que hace bien? As for the internet, TPS will make edits so that it says El internet. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p402 | pg 403 | View Link | not all words in METODO CIENTIFICO are capitalized | accept | TPS agree, this is an error, and it is listed in our edits and corrections, thank you. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p355-359 | Last bullet | View Link | "C" needs to be lower cased | accept | TPS agree, this is an error, and it is listed in our edits and corrections, thank you. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes</i> | 9781788058919 | p148 | Page 147 | View Link | We Spanish speakers normally use the word "velocidad" for speed, but this is not the correct scientific word. The correct word for speed in Spanish is "rapidez." This must be fixed in any page where the English version uses the word "speed". | accept | TPS agree. Edit submitted and will be made. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p444 | Third paragraph and chart last square in chart | View Link | Las sentence, the word "considera" needs a capital letter as it is the beginning of a sentence. "Ferula" can be changed to "Tabla de madera" instead as to make it more grade level appropriate. | accept | TPS agree. This word should be in uppercase. As for férula, it will be edited to tablilla de madera. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p409 | Questions | View Link | Capital letters are needed for the words - "como" and "contienen" | accept | TPS agree, edits listed and will be made. Thank you. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|--|---------------------------|---|-------------------------|--|
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p248-252 | Step 2, Step 4, Step 5, Step 6 and last sentence | View Link | Make sure the tense is more informal instead of Recuerde change to recuerda, su change to tu, continue change to continua, change su modelo for tu modelo The first time we see the word "bucles" should have "or curls" next to it for imagery purposes. Step 2 Pegue should be changed to Pega Step 4 the words "modelo de prueba need to be in bold Bucles needs to be capitalized Step 5 "de montana ruse" needs to be in bold Step 6 "ahora" needs to not be in bold | accept | TPS agree these phrases would be better suited in the informal version and those words should be in bold. All edits listed and will be made. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p519-525 | pagina 522 | View Link | #3 "de la" as it is repeated. | accept | TPS agree, this is an error, and it is listed in our edits and corrections, thank you. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes</i> | 9781788058919 | p193 | First sentence | View Link | In my opinion, the first sentence needs to be revised in order for it to be more coherent. | accept | TPS agree and it will be edited. Repasa y revisa tu trabajo en Aplicación de la idea con el tiempo todo cambia. |
| <i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i> | 9781788058872 | p144-145 | 144-145 | View Link | On p 145: There are multiple words used to translate high tide. Some translations such as "primavera" from "spring" are incorrect. "Un cangrejo estaba atorado en su Anika" does not make sense, but it might've meant that "a crab was stuck on her ankle." Consider having a native Spanish speaker help rewrite the article while comparing the translation from the English, if necessary. A native speaker should have Latin American dialect that will help serve more Spanish speaking Texans. | accept | TPS agree the content is confusing. Edits have been submitted and made. For the Primavera issue, TPS agree that the paragraph be removed. The second issue, cut off the word pelo right before Anika. Anika is the name of one of the characters. It should say, ¡Había un cangrejo enredado en su pelo! Anika rápidamente nadó y desenredó al pequeño cangrejo. |
| <i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i> | 9781788058872 | p8-9 | paragraph under the table | View Link | In the third line after "explica Hamza" it just says "dice Hamza". It should say "Dice Hamza, "Exacto, y Texas tiene . . ." | accept | TPS agree, this is an error, and it is listed in our edits and corrections, thank you. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p25 | p25 | View Link | On the table, the word "qué" should be preceded the word "Explica" OR the whole sentence should have the Spanish question marks. | accept | TPS agree, Explica qué se puede mejorar. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|---|---------------------------|---|-------------------------|--|
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p711 | p711 | View Link | The word "concurso" should be changed to "competencia" | accept | TPS agree, this is an error, and it is listed in our edits and corrections, thank you. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p492-495 | Number 3 page 492 / page 494 | View Link | Number 3 needs to start with a capital "c" and you can add in my opinion, place "foco" in parenthesis next to bombilla keeping into consideration all nationalities. | accept | TPS agree. The C's technical issue has been listed and edits will be made. As for bombilla, foco has been added in parenthesis. Thank you. |
| <i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i> | 9781788058872 | p95-98 | Throughout | View Link | Please keep the tense consistent. | accept | TPS agree and see some instances where this happened. Ejecuta un experimento para probar su horno solar utilizando el método científico. Ejecuta is in the tú, informal tense, but su is not, it should be tu. El desafío será calentar 50 ml de agua en un vaso de precipitados en su horno solardiseñado. Utiliza el proceso de ingeniería de diseño que se muestra a continuación como guía paradibujar el diseño de su horno solar. Simliarly to this one, it should be tu horno in order to keep it consistent. All are listed on edits and corrections. Thank you. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p479-480 | Step 8 sentence 14 , Step 8 sentence 8, page 480 - #2 | View Link | Step 8 sentence 4 "Coloca" needs a capital letter Step 8 sentence 8 Manual needs a capital letter "Como puede mejorarse" needs a capital letter Page 480 #2 "Cuando" needs a capital letter | accept | TPS agree, this is an error, and it is listed in our edits and corrections, thank you. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p17 | p17 | View Link | mean, median, mode, and range should be: media, mediana, moda, and rango There are words in English. Please check the table. | accept | TPS agree. Edit submitted and will be made. |
| <i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i> | 9781788058872 | p95-98 | p95 | View Link | The word "vaso de precipitados" is incorrect. It should say "vaso de precipitado," without the "s" at the end. | accept | TPS believe it is correct both ways. The Latin American editor double checked multiple websites from Spanish speaking countries, and both are written. However, we can take out the s at the end. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|--|---------------------------|---|-------------------------|---|
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p492-495 | list 1-6 and third line from bottom up | View Link | The words after the numbers need to be capitalized and the word "materiales" needs to be lowercased and moved down to start another line. | accept | TPS agree; the C's resulted from a software upload technical issue which was fixed and edits will be made. As for materiales, is now lowercase and moved down one line. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p179-184 | 184 | View Link | metaliodes needs to be changed to metaloides | accept | TPS agree, this is an error, and it is listed in our edits and corrections, thank you. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p712-717 | p714 | View Link | Students are asked to define and give examples of "comensalismo" four times. In order to comply with all breakdowns, we need to change three of those to say "parasitismo," "depredación," and "competencia" | accept | TPS agree, this is an error, and it is listed in our edits and corrections, thank you. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p492-495 | p495 | View Link | 3. Fases should start with an uppercase letter ¿"Cómo" is written with a lowercase letter. | accept | TPS believe the 3. should be removed, and fases is supposed be closer to the phrase las 8 diferentes. Then the number 4. should be switched to 3. This was an error. Cómo and Cuál should both have uppercase letters. Edits submitted and will be made. Thank you. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p18-26 | p19 | View Link | 2nd box, 2nd and 3rd bullet boxes need the Spanish question marks. On the third box, the third bullet as well. You need a period on the paragraph that starts with the word "una." On the 1st box on page 23, 2nd and 3rd bullet boxes need question marks. The 2nd box, 3rd bullet needs question marks. | accept | TPS agree and this edit will be made and submitted. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto del profesor</i> | 9781788058889 | p1218-1230 | p1225-1230 | View Link | The word "celda" is incorrectly used multiple times. It should be replaced with "célula" every time. As "celda" refers either to a prison cell or a spreadsheet cell. | accept | TPS agree, this is an error, and it is listed in our edits and corrections, thank you. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p492-495 | p495 | View Link | 3. Fases should start with an uppercase letter ¿"Cómo" is written with a lowercase letter. | accept | TPS believe the 3. should be removed, and fases is supposed be closer to the phrase las 8 diferentes. Then the number 4. should be switched to 3. This was an error. Cómo and Cuál should both have uppercase letters. Edits submitted and will be made. Thank you. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|---|---------------------------|--|-------------------------|--|
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p172 | p172 | View Link | y(s) should be rewritten as "o tus" | accept | TPS agree. It should be y tu(s). Meaning you and your partner. Edit submitted and will be made. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p384 | second paragraph, last sentence in second paragraph, and 3rd paragraph 2nd to last sentence | View Link | 2nd paragraph - "cuando" needs capital letter last sentence in 2nd paragraph - "coloca" needs a capital letter 3rd paragraph second to last sentence "crees" needs a capital letter. | accept | TPS agree with all comments. Edits listed and will be made. |
| <i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i> | 9781788058872 | p109-110 | p110 | View Link | on letter d, a #5 was accidentally added right after the word "griego" | accept | TPS agree and this edit will be made and submitted. |
| <i>Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes</i> | 9781788058872 | p77 | p77 | View Link | This is poorly worded, but can be corrected by adding the word "explica" between the words "y" and "cómo" I would also add the words "es que" right after the word "cómo" | accept | Compara la energía potencial elástica, gravitatoria y química y explica cómo es que se convierten en energía cinética. TPS agree with this request. Edit will be made and submitted. |
| <i>Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes</i> | 9781788058896 | p409-410 | page: 410 | View Link | Questions 1 and 2 begin with a lower case "c" instead of a capital "C" | accept | TPS agree, this is an error, and will be edited. |

Publisher: eDynamic Holdings LP

Ch. 112 Astronomy

Astronomy 1a/1b: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------|---------------|-------------|---|---------------------------|---|-------------------------|-----------------------------|
| Astronomy 1a/1b | 9781959433507 | 1B | Lesson 01: Gravity and motion in space | View Link | The text says "Gravity is a universal force of attraction between objects, and the amount of gravity is proportional to the distance between and difference in mass between two objects." This is very wrong. A correct version would be "Gravity is a universal force of attraction between objects, and the amount of gravity is inversely proportional to the square of the distance between the objects and the product of their masses." | | Pending publisher response. |
| Astronomy 1a/1b | 9781959433507 | 1B | Last paragraph of Lesson 3 in Gravitation section | View Link | The statement "Kepler's third law says that the time a planet or satellite takes to complete one orbit is proportional to its orbital size" is wrong. A more correct statement would be "Kepler's third law says that the square of the time a planet or satellite takes to complete one orbit is proportional to the cube of its orbital size". (The law uses the semi-major axis of the orbit to specify size.) | | Pending publisher response. |
| Astronomy 1a/1b | 9781959433507 | 1B | Unit 2, Lesson 2 | View Link | "3.7 billion" should be "13.7 billion" for Big Bang age | | Pending publisher response. |
| Astronomy 1a/1b | 9781959433507 | 1B | Unit 2, Lesson 1 | View Link | The book says "Astronomers believe that the solar system began forming from the great explosion of the Big Bang, approximately 3.7 billion years ago. The Big Bang created a gigantic cloud of dust and gas called the solar nebula." This is confusing the Big Bang (13.7 billion years ago) and our solar-system formation (less than 5 billion years ago). Better language would be "Astronomers believe that the solar system began forming approximately 5 billion years ago from a gigantic cloud of dust and gas called the solar nebula." | | Pending publisher response. |
| Astronomy 1a/1b | 9781959433507 | 1A | caption of photos illustrating seasons | | "The elliptical nature of the Earth's orbit causes the seasons to occur" is incorrect. There is a minor effect, as mentioned in the text, but the main point is properly that for Earth seasons arise mainly from axial tilt. (Less importantly, the assertion that the winter/summer difference in distance "does not affect" the seasons is an overstatement; "has only a minor effect" or "has little effect" would be more accurate.) | | Pending publisher response. |

Publisher: Accelerate Learning Inc.

Ch. 112 Biology

STEMscopes Science TX - Biology: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|--------------------------|-----------------------|---------------------------|---|-------------------------|--------------------|
| STEMscopes Science TX - Biology (Online) | 9798888266953 | paragraph 1 | line 7 of paragraph 1 | View Link | The central dogma is not a one way flow of information. The concept of retroviruses is an important concept in biology as well as new developing research. While we only need to cover the basics, we shouldn't be teaching wrong information. The line could be omitted. | reject | PhD reviewed |
| STEMscopes Science TX - Biology (Online) | 9798888266953 | page 7 | Title/Heading | View Link | there is an extra "a" added after the s in birds | accept | Adjusted |
| STEMscopes Science TX - Biology (Online) | 9798888266953 | 5 | paragraph 1 | View Link | "have you ever how? Missing a word, probably "wondered". | accept | Adjusted |
| STEMscopes Science TX - Biology (Online) | 9798888266953 | page 6 | paragraph 1 | View Link | You can not determine degree of relativity from only homologous structures. You can only determine THAT they have a common ancestor at some point. | reject | PhD reviewed |
| STEMscopes Science TX - Biology (Online) | 9798888266953 | page 8 | the graph on page 8 | View Link | Time should be on X axis, as it always should be. It doesn't make sense for the time to go up. | accept | Adjusted |
| STEMscopes Science TX - Biology (Online) | 9798888266953 | page 6 | graph | View Link | Time should be on X axis. Flip your axis | accept | changed |
| STEMscopes Science TX - Biology (Online) | 9798888266953 | page 5 | yellow post it insert | View Link | The most recent research shows that Pangea is not hypothetical but rather a theoretical description. | reject | PhD reviewed |
| STEMscopes Science TX - Biology (Online) | 9798888266953 | 6,7,15 | q5 | View Link | remove the question mark and replace with a period. | accept | Typo fixed |
| STEMscopes Science TX - Biology (Online) | 9798888266953 | page 1 paragraph 1 and 2 | Line 3 paragraph 1 | View Link | "Each gene on average is 230 base pairs long" is not a true statement. The length varies depending on what the gene codes for and it's not the same in all organisms. This leads to the assumption that all genes are the same. | reject | PhD reviewed |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|-----------------------|---------------------------|--|-------------------------|--------------------|
| <i>STEMscopes Science TX - Biology (Online)</i> | 9798888266953 | 3 | paragraph one and two | View Link | The information listed in those two paragraphs are a cut and paste from another article about using Crispr. Not related to content at all. | accept | Adjusted |
| <i>STEMscopes Science TX - Biology (Online)</i> | 9798888266953 | para 8 | 2nd to last para | View Link | the circulatory system does not increase heart rate, that is the job of the autonomous nervous system | accept | adjustment made |

Publisher: BIOZONE Corporation

Ch. 112 Biology

Biology for Texas: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--------------------------|---------------|-------------|---------------------------|---------------------------|--|-------------------------|---|
| <i>Biology for texas</i> | 9781991014054 | 282 | Top of page, second line | View Link | says 'scientific though' | accept | this will be corrected |
| <i>Biology for texas</i> | 9781991014054 | 237 | 5th paragraph on page 237 | View Link | Texas A&M Institute should be Texas A&M University | accept | This error will be corrected |
| <i>Biology for texas</i> | 9781991014054 | 313 | Top of the page Bullet #3 | View Link | There is a grammatical error on bullet #3 "competition for a finite SUPPLE of environmental resources" The word should be SUPPLY. | accept | Thank you for spotting this. This error will be corrected |
| <i>Biology for texas</i> | 9781991014054 | 167 | Grammatical Error Q 1. | View Link | Question states: "What question is your group is trying to answer by doing this experiment? Question should state: What question is your group trying to answer by doing this experiment?" | accept | This will be corrected |
| <i>Biology for texas</i> | 9781991014054 | 87 | Q19, 1st paragraph. | View Link | Second sentence should read How can there be so many different types of cells in your body? Remove the word ARE and make the word CELL into Cells. | accept | This will be corrected |

Publisher: Discovery Education Inc

Ch. 112 Biology

Science Techbook for Texas by Discovery Education - Biology: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|--------------------------|-------------------------------------|---------------------------|---|-------------------------|-----------------------------|
| <i>Science Techbook for Texas by Discovery Education - Biology (Digital)</i> | 9781616296551 | Lesson 5 | Orgin of Mitochondria - 3 paragraph | View Link | "This theory is supported by the fact that some eukaryotic cells, such as amoebas, have structures that are similar to mitochondria but lack their own DNA." Wording is miss leading that mitochondria does not have DNA and/or Amoeba not have DNA which both do have DNA. | | Pending publisher response. |
| <i>Science Techbook for Texas by Discovery Education - Biology (Digital)</i> | 9781616296551 | Lesson 5 Reading Passage | Reading Passage - Paragraph 8 | View Link | "hypothesis for explaining the movement of water up plants is the cohesion-tension theory. " If the theory is explaining the movement it is no longer an hyplthesis. | | Pending publisher response. |

Publisher: EduSmart

Ch. 112 Biology

2024 EduSmart Science Biology: TEKS

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

Publisher: Kiddom

Ch. 112 Biology

OpenStax Biology powered by Kiddom - Online and Print: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|---|---------------------------|-----------------------------|-------------------------|--|
| <i>OpenStax Biology powered by Kiddom</i> | 9781960634566 | [1389] | Unit 8 Ecology > Chapter 46 Ecosystems > Review Questions > #22 | View Link | "effect" should be "affect" | accept | We will use the word "affect" instead of effect. |

Publisher: Savvas Learning

Ch. 112 Biology

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------------------------|---------------|----------------|-----------------------|---------------------------|---|-------------------------|--|
| <i>Biology Digital Components</i> | 9781428553941 | Worksheet Link | In the question title | View Link | In the question title, it says "record qualitative data" but the breakout is about quantitative data and the students are recording data in numerical data so this is quantitative data | accept | Thank you. We are correcting the head to read: "Collect Quantitative Data" Links to corrected copies of the worksheet: Student version: https://docs.google.com/document/d/1Hg3vUhrXgMiS4K9VVO8hviS-aa7MpSWFn2JB3yiuHFg/edit#heading=h.r0o4ztinwodt Teacher version: https://docs.google.com/document/d/1Wzj9FPisGBMeQ2u0ZlZ38ZL8bnyCPDWzkDHdnI6ZMI/edit#heading=h.nnkxxogwknzn |
| <i>Biology Student Handbook</i> | 9781418358921 | 294 | q51 | View Link | "how is gene flow is an evolutionary mechanism" --typo remove the second "is" | accept | Thank you. We are rewording this question as follows: "How can gene flow be considered to be an evolutionary mechanism?" A revised copy of the page can be viewed here: https://drive.google.com/file/d/1doA5gEkBJO1jr2qLg99OjItw57AZM0Uf/view?usp=drive_link |

Publisher: Smart Biology

Ch. 112 Biology

BIOLOGY Texas: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-----------------------|--------------------------|---------------------------|--|-------------------------|--|
| <i>BIOLOGY Texas / Teacher Edition</i> | 9781777945060 | See-description-below | Answer key in question 3 | View Link | Climate is weather conditions prevailing in an area in general or over a long period. NOT refers to a physical region and Biomes is all the biotic and abiotic factors in a specific region. NOT a collection of species that live in a specific region. | accept | We will change "climate" to "climate zone". |
| <i>BIOLOGY Texas / Teacher Edition</i> | 9781777945060 | See-description-below | Quiz | View Link | Intraspecies and interspecies are commonly used terms in Texas Biology and should be considered interchangeable with intraspecific and interspecific. However the former answers were marked as incorrect in the quiz. | accept | We will delete this question. |
| <i>BIOLOGY Texas / Teacher Edition</i> | 9781777945060 | See-description-below | last sentence | View Link | In the last question: Do you see cells? Should say "Do you see organisms?" | reject | Students looking through the microscope should see both single-celled organisms and multicellular organisms, all of which are made of cells. Therefore we could ask either: do you see cells, or do you see organisms. Both are correct. However since this lesson (and the entire module) focuses on cells (not organisms), we're asking students if they see cells. Moreover, there should be far more single-celled creatures in this drop of water than multicellular organisms. |

Ch. 112 Biology

BIOLOGY Texas: ELPS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------------------|--------------------------------|---------------------------|--|-------------------------|--|
| <i>BIOLOGY Texas / Teacher Edition</i> | 9781777945060 | (See description below) | Module 5 Chapter 2 - Go beyond | View Link | In the image that is on the right you show a molecule of arsenic. Arsenic is not a molecule, it is an element that does not contain carbon. Therefore it is not organic. | accept | We will remove arsenic from this list. |

Publisher: TPS Publishing

Ch. 112 Biology

STEAM into Biology - High School Edition: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------------------------|---------------|-------------|---|---------------------------|---|-------------------------|---|
| <i>Student Textbook - Biology</i> | 9781788059572 | p110 | p110 | View Link | Ammonium (NH ₃) is incorrect as Ammonia is (NH ₃) and Ammonium is (NH ₄). | accept | Agree. Change Ammonium to Ammonia |
| <i>Student Textbook - Biology</i> | 9781788059572 | p223-230 | Page 228 Under Mitosis Heading | View Link | Using the abbreviation IPMAT will lead to misconceptions. Interphase is not part of mitosis (PMAT). They are separate phases of the cell cycle. | accept | Agree. Change IPMAT to PMAT and IP on to P on.... |
| <i>Student Textbook - Biology</i> | 9781788059572 | p261-265 | p263 | View Link | Practice question #3 RNA Not RMA. | accept | Agree, although Practice Question #2. Change RNA to RMA |
| <i>Student Textbook - Biology</i> | 9781788059572 | p28 | Not page 28, but Pages 22-23 in student book. | View Link | Page numbers in Student book is incorrect the activity for equipment is on pages 22-23. | reject | Citation is correct and page 28 does contain Lesson plan tasks 1-4 and plenary. However SRP are also correct that pages 22-23 show Expository text and were cited as Narrative Citations. As, in this case, page 28 was cited as an Activity it is correct. |
| <i>Student Textbook - Biology</i> | 9781788059572 | p57 | p57 | View Link | lesson plan task 5 this should be Task 6 Not task 5 | reject | Not sure what error is as both Task 5 and 6 appear on page 57. |

Publisher: Accelerate Learning Inc.

Ch. 112 Chemistry

STEMscopes Science TX - Chemistry: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|---------------|--|---------------------------|--|-------------------------|-------------------------|
| <i>STEMscopes Science TX - Chemistry (Online)</i> | 9798888266724 | page 8 rubric | Light and the Atomic Emission Spectra Lesson | View Link | There is no rubric on this assignment. The pdf itself only goes to page 4. | accept | Will add missing rubric |

Publisher: Myriad Sensors, Inc.

Ch. 112 Chemistry

Conceptual Academy Chemistry (Texas Edition): TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|---|---------------------------|---|-------------------------|--|
| <i>Conceptual Academy Chemistry Student Edition</i> | 9781961087019 | Card2 | Third paragraph under Figure 2.4. Bullet points | View Link | Postulates are incorrect. 1. Elements are made of extremely small indivisible particles called atoms. 2. Atoms of a given element are identical in size, mass and other properties. 3. Atoms of different elements combine in simple whole-number ratios to form chemical compounds. 4. In chemical reactions, atoms are combined, separated or rearranged. | accept | Thank you for this feedback. We will add the word "paraphrased" to qualify the statements as in: "some of which are paraphrased as follows:" We will then edit the paraphrased postulates to be more consistent to Dalton's original statements. |

Publisher: PASCO SCIENTIFIC

Ch. 112 Chemistry

Essential Chemistry: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|-------------|---------------------------|--|-------------------------|-----------------------------|
| <i>Essential Chemistry Teacher Edition Package</i> | 9781937492267 | 203 | Question #3 | View Link | Question #3 is not considered a combustion reaction. | | Pending publisher response. |

Publisher: TPS Publishing

Ch. 112 Chemistry

STEAM into Chemistry - High School Edition: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-------------------------------------|---------------|-------------|----------|---------------------------|--|-------------------------|-----------------------------|
| <i>Student Textbook - Chemistry</i> | 9781788059497 | p298-299 | 284 | View Link | Please remove the use of RAM and RFM which is not consistently used across the discipline. Molar Mass, Molecular Mass, or Formula Mass are all acceptable. High school teachers tend to lean more toward Molar Mass. | | Pending publisher response. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-------------------------------------|---------------|-------------|----------|---------------------------|---|-------------------------|-----------------------------|
| <i>Student Textbook - Chemistry</i> | 9781788059497 | p323-326 | 325 | View Link | 22.4dm3 is incorrect. 1mol=22.4L This needs to be fixed. | | Pending publisher response. |
| <i>Student Textbook - Chemistry</i> | 9781788059497 | p224-231 | 225 | View Link | On page 225 next to Lithium and Sodium, "electron configuration 2,1" is written for Lithium and "electron configuration 2,8,1" is written for sodium. This statement is misleading as "electron configuration" is the use of the quantum numbers (1s2,2s2, etc) | | Pending publisher response. |

Publisher: McGraw Hill

Ch. 112 Chemistry

McGraw Hill Texas Chemistry: ELPS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|---|---------------------------|--|-------------------------|---|
| <i>McGraw Hill Texas Chemistry Teacher Edition</i> | 9781265762179 | 241 | ELPS box - answer for beginner and intermediate | View Link | The answer response says that adding an electron will make an atom positive. | accept | Thank you for the feedback. We will correct this error for the implementation course. |

Publisher: Cengage Learning Inc.

Ch. 112 Earth Systems Science

Earth Systems, Texas Edition: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|-------------|---------------------------|--|-------------------------|---|
| <i>Earth Systems, Texas Edition Student Edition</i> | 9798214068589 | 627 | Figure 19-9 | View Link | "fl" in reflection has a print error x3 | accept | Thank you for your comment. The typos have been corrected. |
| <i>Earth Systems, Texas Edition Student Edition</i> | 9798214068589 | 753 | 753 | View Link | The cause of gravity (vocabulary term) is not listed for the effect of creating the collapse of materials that creates the accretionary disk and subsequently the protoplanets. The process is described but a new/uncertified teacher may not use the proper terminology without it being mentioned in the materials. | accept | Thank you for your comment. Gravity has been added to the page. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|-----------------------------|---------------------------|---|-------------------------|--|
| <i>Earth Systems, Texas Edition Student Edition</i> | 9798214068589 | 753 | 753 | View Link | The process is described in the text however TEKS vocabulary is not included. Gravity, accretion, protoplanets. | accept | Thank you for your comment. The terms <i>gravity</i> , <i>accretion</i> , and <i>protoplanet</i> have been added to the page. |
| <i>Earth Systems, Texas Edition Student Edition</i> | 9798214068589 | 753 | 753 | View Link | The process is described in the text however TEKS vocabulary is not included. Gravity, accretion, protoplanets. | accept | Thank you for your comment. The terms <i>gravity</i> , <i>accretion</i> , and <i>protoplanet</i> have been added to the page. |
| <i>Earth Systems, Texas Edition Student Edition</i> | 9798214068589 | 510 | Dissolved Gases Paragraph 3 | View Link | I do not think that algae make hard body parts using calcium... | reject | Thank you for your comment. There are in fact algae that produce calcium carbonate. Please refer to Wefer, G. Carbonate production by algae <i>Halimeda</i> , <i>Penicillus</i> and <i>Padina</i> . <i>Nature</i> 285 , 323–324 (1980). https://doi.org/10.1038/285323a0 See also: Natsi PD, Koutsoukos PG. Calcium Carbonate Mineralization of Microalgae. <i>Biomimetics</i> (Basel). 2022 Sep 23;7(4):140. doi: 10.3390/biomimetics7040140. PMID: 36278697; PMCID: PMC9589979. |

Publisher: Myriad Sensors, Inc.

Ch. 112 Integrated Physics and Chemistry

Conceptual Academy Integrated Physics and Chemistry: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|--|---------------------------|---|-------------------------|---|
| <i>Conceptual Academy Integrated Physics and Chemistry Student Edition</i> | 9781961087033 | Card3 | Section 7.8 (b) Reading Check | View Link | Card currently says: Why does a warm fluid, such as heated air, rise? Fluid is not air so this is confusing for students. | reject | Thank you for this feedback. However, our understanding is that air is an example of a fluid. |
| <i>Conceptual Academy Integrated Physics and Chemistry Student Edition</i> | 9781961087033 | AllCards | Card 8 | View Link | Methane Hydrate Debate - student assignment should be L-Z not L-S | accept | Thank you. We will make this change. |
| <i>Conceptual Academy Integrated Physics and Chemistry Student Edition</i> | 9781961087033 | AllCards | Cards 2, 4, 5, 6 (labeled as 1, 3, 4, 5) | View Link | All if the figures and images show the broken symbol and are not loading. | accept | Thank you for this catch. We will fix this image link. |

Publisher: Summit K12 Holdings

Ch. 112 Integrated Physics and Chemistry

Dynamic Integrated Physics and Chemistry: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|-------------------------------|---------------------------|---|-------------------------|---|
| <i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i> | 9781433407093 | 2 | Teacher Key | View Link | The correct answers, given the data in the table and the question prompts, are incorrect. The simulation does not match the data table and the numbers given in the questions do not make sense with the teacher key answers in this citation. We cannot give suggestions for correcting this because the goal of this activity is unclear. This appears to be an activity and not a narrative so is also categorized incorrectly. The teacher key lists it as 'Procedure' instead of 'Question', which is incorrect and confusing. | accept | This activity will be edited so that the data table matches the simulation. Answers will be corrected, and the objective on the virtual will be added to the student guide and teacher guide. |
| <i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i> | 9781433407093 | 2 | Teacher Key | View Link | The correct answers, given the data in the table and the question prompts, are incorrect. The simulation does not match the data table and the numbers given in the questions do not make sense with the teacher key answers in this citation. We cannot give suggestions for correcting this because the goal of this activity is unclear. This appears to be an activity and not a narrative so is also categorized incorrectly. The teacher key lists it as 'Procedure' instead of 'Question', which is incorrect and confusing. | accept | This activity will be edited so that the data table matches the simulation. Answers will be corrected, and the objective on the virtual will be added to the student guide and teacher guide. |
| <i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i> | 9781433407093 | 1 | 2.4 Study Guide Key | View Link | The video describes conduction between solids, as well as between liquids, but the Study Guide states the definition of conduction is: The movement of thermal energy through a system by direct contact. This is between solids. This inconsistency will confuse students and needs to be corrected. | accept | The definition of conduction in the Study Guide will be edited to include liquids. |
| <i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i> | 9781433407093 | 1 | 1.5 Study Guide - Question #7 | View Link | Question 7 is misleading to students and an over-simplification of chemical reactions. Students at this level will not be able to infer the connection between chemical reactions and electromagnetic force. | accept | Question 7 will be edited to improve the connection between chemical bonding and the electromagnetic force. |
| <i>Dynamic Integrated Physics and Chemistry Student/Teacher Resources</i> | 9781433407093 | 1 | Teacher 2.5 Lesson Guide | View Link | Teacher - Procedure 2 Seismis should be Seismic | accept | The spelling of seismic will be corrected. |

Publisher: McGraw Hill

Ch. 112 Physics

McGraw Hill Texas Physics: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|--------------|---|---------------------------|---|-------------------------|---|
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 1, 2 | all | View Link | Same as before; keep everything just change the focus topic to a physics situation / problem instead of bio or ecology. | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 1, 2 | all | View Link | Same as before; keep everything just change the focus topic to a physics situation / problem instead of bio or ecology. | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 1, 2 | all | View Link | Same as before; keep everything just change the focus topic to a physics situation / problem instead of bio or ecology. | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 1, 2 | all | View Link | Same as before for this assignment; keep everything, just change the focus topic to a physics situation / problem instead of bio or ecology. | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 2–3 | all | View Link | Same as before; keep everything just change the focus topic to a physics situation / problem instead of bio or ecology. | accept | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |
| McGraw Hill Texas Physics Student Edition | 9780077006846 | 648–649, 653 | Rates of Charge Flow and Energy Transfer and practice example problem | View Link | It is correct how it is written but it is not usually seen as Power = Energy / time Typically we see it, teach it and write it as $P = W/t$. This allows us to know that the energy is work and can be solved by $W = Fd$ or $Fd\cos(\theta)$. so then $P = Fd/t$ And the unit for work is Joules so the Joules tells us it is energy because that is the unit used when discussing energy. | accept | Thank you for your feedback. We will take this into future consideration. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 2–3 | all | View Link | Same as before; keep everything just change the focus topic to a physics situation / problem instead of bio or ecology. | accept | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|--------------|---|---------------------------|--|-------------------------|---|
| McGraw Hill Texas Physics Student Edition | 9780077006846 | 164–168 | Section Path of a Projectile | View Link | In the section Path of a Projectile; figure 1 is repeated with the same caption which is not necessary In the last paragraph you mention when no other forces are acting on an object except gravity. This would be the perfect time to include a snip about that being defined as free fall. Then you can state many instances ignore air resistance so we treat it like free fall so we only consider the gravitational force pulling the object down. | accept | Thank you for your feedback. Figure 1 is repeated in error in the eBook. This will be adjusted. The second comment will be taken into future consideration. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 1–2 | all | View Link | Two things noticed. 1. you are only requesting this be done with wool. So, to really make it more materials, add in at least one other material like silk or fur to really get the picture of what can happen with different materials. 2. In analyze and conclude question 3, there is a period after electroscope and then the word for. So either for is in there by mistake or the period is in the wrong spot and the sentence is cut off so you can not see the full sentence. | accept | Thank you for your feedback. We will update the lab for the typo and take into consideration adding in other materials to the lab. |
| McGraw Hill Texas Physics Student Edition | 9780077006846 | 648–649, 653 | all | View Link | yes it is correct for how it is used in ohms law and it is correct technically how it is written but it is not usually seen as $P = \text{Energy} / \text{time}$. Typically we see it, teach it and write it as $P = W/t$. This allows us to know that the energy is work and can be solved by $W = Fd$ or $Fd\cos(\theta)$. So then $P = Fd/t$ and the unit for work is Joules so the Joules tells us it is energy because that is the unit used when discussing energy. | reject | Thank you for your feedback. We will take this into future consideration. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 2–3 | all | View Link | Same as before; keep everything just change the focus topic to a physics situation / problem instead of bio or ecology. | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |
| McGraw Hill Texas Physics Student Edition | 9780077006846 | 105–106 | in the paragraphs of the citation and picture and this section as a whole | View Link | In the top overview you mention tension in this section and then you show tension in this section where the citation is but you never explicitly label where tension is or actually explain that is the force we see. So while yes tension is here; it is not labeled or stated. So the label needs to be added here. | reject | Thank you for your feedback. Our intent is to provide an informal discussion of tension here. Tension is fully discussed in lesson 4. When we discuss tension, we do provide more free body diagrams. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 2–3 | all | View Link | Same as before; keep everything just change the focus topic to a physics situation / problem instead of bio or ecology. | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|---------------|---|---------------------------|--|-------------------------|--|
| McGraw Hill Texas Physics Student Edition | 9780077006846 | 112–113 | all | View Link | This needs to be labeled as a tension force that each person is exerting or creating on the pillow. | reject | Thank you for your feedback. Our intent is to provide an informal discussion of tension here. Tension is fully discussed in lesson 4. When we discuss tension, we do provide more free body diagrams. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 2–3 | all | View Link | Same as before; keep everything just change the focus topic to a physics situation / problem instead of bio or ecology.r | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |
| McGraw Hill Texas Physics Student Edition | 9780077006846 | Sci-14–Sci-15 | https://my.mheducation.com/secure/reviewer/2e1d89ec-e29d-495d-bc8a-38d7d6eb9803/3d3286f0-19b0-4dbe-a6b5-32c9075af3c9/e7c28ce8-5966-475c-8d51-dd9ef9485a38/epub?cfi=epubcfi(%2F6%2F12%5Bdata-uuid-3d7e1f012b174d85b488a56212247aca%5D!%2F4%2F6%5Bdata-uuid-13599 | View Link | Dr Alice Hamilton was the first female professor of Harvard. | | Pending publisher response. |
| McGraw Hill Texas Physics Student Edition | 9780077006846 | Sci-14–Sci-15 | https://my.mheducation.com/secure/reviewer/2e1d89ec-e29d-495d-bc8a-38d7d6eb9803/3d3286f0-19b0-4dbe-a6b5-32c9075af3c9/e7c28ce8-5966-475c-8d51-dd9ef9485a38/epub?cfi=epubcfi(%2F6%2F12%5Bdata-uuid-3d7e1f012b174d85b488a56212247aca%5D!%2F4%2F6%5Bdata-uuid-13599 | View Link | Same as previous Cecelia Payne was not the first female professor at Harvard. | | Pending publisher response. |
| McGraw Hill Texas Physics Student Edition | 9780077006846 | 105–106 | all | View Link | This can work but in the description and pictures it needs to be explained the normal force is there and where in the diagrams it is. Instead of saying only force of floor on crate then also label it normal force or explain that is what is there. | reject | Thank you for your feedback. Our intent is to provide an informal discussion of normal force here. Normal force is fully discussed in lesson 4. When we discuss normal force, we do provide more free body diagrams. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 1, 2 | all | View Link | Same as before; keep everything, just change the focus topic to a physics situation / problem instead of bio or ecology. | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 2 | All | View Link | Accepting but this does not cover a physics topic it is a biology topic or ecology topic | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |
| McGraw Hill Texas Physics Teacher Edition | 9781265775384 | 3 | all | View Link | Same as before; keep everything, just change the focus topic to a physics situation / problem instead of bio or ecology. | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|---------------------------------|---------------------------|---|-------------------------|---|
| <i>McGraw Hill Texas Physics Student Edition</i> | 9780077006846 | 105–106 | diagrams and explanations / all | View Link | The diagrams and explanations need to label and explain that the force down with the mass' are the force of gravity and labeled properly as such. | accept | Thank you for your feedback. We will add language to page 106 to further clarify the gravity. We also provide support in the teacher edition to address applied forces. |
| <i>McGraw Hill Texas Physics Teacher Edition</i> | 9781265775384 | 1–2 | all | View Link | This is a biology or ecology topic but accepting on the fact it satisfies the TEK and can be fixed if related to a physic topic instead or organisms and biology. | | Pending publisher response. |
| <i>McGraw Hill Texas Physics Teacher Edition</i> | 9781265775384 | 1, 2, 3 | intro/all | View Link | Similar as before; works for the TEK but not focused on a physics concept. If it is changed to a historical physics situation than it will work perfectly. | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |
| <i>McGraw Hill Texas Physics Student Edition</i> | 9780077006846 | 105–106 | all | View Link | as before there needs to be labels that explicitly state where the applied forces are. | accept | Thank you for your feedback. We will add language to page 106 to further clarify the applied force. We also provide support in the teacher edition to address applied forces. |
| <i>McGraw Hill Texas Physics Teacher Edition</i> | 9781265775384 | 1, 2 | all | View Link | This is a biology or ecology topic but accepting on the fact it satisfies the TEK and can be fixed if related to a physic topic instead or organisms and biology. | | Pending publisher response. |
| <i>McGraw Hill Texas Physics Student Edition</i> | 9780077006846 | 112–113 | all | View Link | it needs to be labeled specifically for the purpose. If it is tension then label for tension if it is for applied force then label for applied. Or even mention that both labels can be correct because this type of situation. | reject | Thank you for your feedback. Our intent is to provide an informal discussion of tension here. Tension is fully discussed in lesson 4. When we discuss tension, we do provide more free body diagrams. |
| <i>McGraw Hill Texas Physics Teacher Edition</i> | 9781265775384 | 1, 2 | all | View Link | This is a biology or ecology topic but accepting on the fact it satisfies the TEK and can be fixed if related to a physic topic instead or organisms and biology. | | Pending publisher response. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|---------------|-------------------------------------|---------------------------|--|-------------------------|---|
| <i>McGraw Hill Texas Physics Student Edition</i> | 9780077006846 | Sci-12–Sci-13 | Table 1 and the paragraph before it | View Link | In regards to Table 1: “The Baloney Detection Kit”. While yes, this is a real thing, from Carl Sagan a respected astronomer. I do not believe it should be included in this way for students... children. It is not a bad word per se, but there is a much better way of providing this information; ESPECIALLY, since you are not quoting his detection kit list word for word as Carl Sagan wrote it. My suggestion is to rewrite this to say something along the lines of.... ‘Based on Carl Sagan’s view points for a scientist to operate with a “healthy skepticism that apply just as elegantly, and just as necessarily, to everyday life,” and his publication; The Demon-Haunted World: Science as a Candle in the Dark, Chapter 12: The Fine art of Baloney Detection; the following deception table can be followed to critically evaluate possible misinformation, especially when coming from questionable sources. This allows us, as critical thinking scientists, to evaluate, analyze and distinguish from statistically proven fact and misinformation. Then label the table: ‘Questions for deception detection’ | | Pending publisher response. |
| <i>McGraw Hill Texas Physics Teacher Edition</i> | 9781265775384 | 2 | All | View Link | This is a biology concept; works for the TEK and still will if you change the concept of the paper to a physics problem instead of the biological / ecological issue. | reject | Thank you for your feedback. The biology reference is an example. Physics options can be used for the activity as well. We will take any updates into future consideration. |

Publisher: Myriad Sensors, Inc.

Ch. 112 Physics

Conceptual Academy Physics (Texas Edition): TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|--------------|-------------|--|---------------------------|--|-------------------------|---------------------------------------|
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card1 | 8. Communicating the Explanation (Everyone's Turn): first line | View Link | "Communicate your explanation of to a group of classmates as an article..." should read "Communicate your explanation to a group of classmates as an article..." | accept | Thank you. We will make this edit. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | 1 | first sentence of activity | View Link | "Make a complete record of your performing this activity within your field journal." Change your to you. This error has been made numerous times. | accept | Thank you. We have made these changes |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|--------------|-------------|--|---------------------------|---|-------------------------|--|
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card2 | second paragraph of Malus text | View Link | "This is show in (a) of the illustration below" SHOW IN should read shown in | accept | Thank you. We will tend to this edit. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card5 | Left Side Bar | View Link | The numerical order of questions isn't correct. The page reads Question 22, and the next number reads Question 22 as well. | accept | Thank you. We will be making this correction |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card3 | question on card 3 | View Link | "The time is takes for an armature to feel increased resistance after you turn on a light is" should read "The time it takes for an armature to feel increased resistance after you turn on a light is" | accept | Thank you. We will make this change. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card7 | question on card | View Link | "How as past research in the airline industry led us to safer planes?" should read "How has past research in the airline industry led us to safer planes?" | accept | Thank you. We will incorporate this edit. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card7 | end of first paragraph | View Link | "This holds the promise of having much impactWe explore the science behind the many challenges still faced in the development of solar fuels. We talk about the prospects. About the possibilities" punctuation error and reads a little funny. I suggest "This advancement has a large potential impact and holds much promise. We explore..." | accept | Thank you. We will implement this improvement. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | 1 | Paragraph under "Use this space for calculations." | View Link | "Please do now merely connect the dots." Now should be not | accept | Thank you. We will make this change. |
| | | page 1 of 6 | CAP01PlankB.pdf | | Make a compete record of your performing this activity within your field journal. Should read, "Make a complete record of you performing this activity.... "I" is missing in word complete and "Your" should be you. | reject | This is a repeat of the prior accepted error. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card3 | card 3 | View Link | delta Mom should read delta p. p is the correct symbol for momentum not Mom | accept | Thank you. We will make this change |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card6 | independent work reading check | View Link | "How as past research in the airline industry led us to safer planes?" Should read How has | accept | Thank you. We will tend to this edit. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|--------------|-------------|--|---------------------------|--|-------------------------|--|
| | | page 1 of 6 | CAP01PlankB.pdf | | Make a complete record of your performing this activity within your field journal. Should read, "Make a complete record of you performing this activity.... "I" is missing in word complete and "Your" should be you. | accept | Thank you. We will make this change. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card5 | last sentence of question | View Link | Show that the resultant speed is 500 miles per hour due north east. The resultant is 30 degrees north from east. Due north east would be 45 degrees north from east. Suggestion to change to "500 miles per hour north east" | accept | Thank you. We will remove the word "due" in the referenced sentence |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | 1 | First sentence of activity | View Link | "Make a complete record of your performing this activity within your field journal." your should be you. within should read in. | accept | Thank you. We will make this change. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | 1 | Under Discussion | View Link | "Polarized sunglasses are designed block out any horizontally oriented plane polarized light." Insert "to" between designed to block. | accept | Thank you. We will make this change. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card4 | reading check card | View Link | "an what questions might Galileo have asked about the Copernican view?" should read "and what questions might Galileo have asked about the Copernican view?" | accept | Thank you. We will make this change. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | 1 | third to the last sentence under "Discussion". | View Link | " In this activity, you will find a reasonably way estimate the value of absolute zero, which is the coldest of cold. " Change reasonably to reasonable. Include "to" after the word way. | accept | Thank you. We will make this change. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card5 | Phenomenon 7.8: Hydraulics | View Link | "Show here are 10 kg and 500 kg weights resting upon pistons (yellow) that can glide up and down above an enclosed body of water (blue)." Show should be Shown | accept | Thank you. We will make this edit. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card2 | independent reading check | View Link | "How did Galileo study nature's behavior, an what questions might Galileo have asked about the Copernican view?" an what questions should read and what questions | accept | Thank you. We will tend to this edit. |
| <i>Conceptual Academy Physics Student Edition</i> | 978196187026 | Card5 | Figure 9.21 | View Link | The photo is a parallel circuit and must be changed to a series circuit. The schematic and narrative are about series circuits. | accept | Thank you for this catch. We will be removing the photographs of Figures 9.21 and 9.22 while leaving the diagrams. |

Publisher: Savvas Learning

Ch. 112 Physics

Texas Experience Physics (Print with digital): TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|----------------------------|---------------|----------------|--|---------------------------|---|-------------------------|---|
| Physics Digital Components | 9781428553965 | Worksheet Link | first and second paragraph | View Link | the 'or' everywhere needs to be taken out it should be individually and different formats not collaboratively or different formats and locations | accept | We are revising the text to read: Organize all the quantitative data that describes your model quiz board using a labeled diagram. Then, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Link to revised copy of the worksheet: https://docs.google.com/document/d/12EGFYeE6342G0dgoj43PDiFwLxH9Pw9jYaQx83QCDCw/edit |
| Physics Digital Components | 9781428553965 | Worksheet Link | procedure 7 | View Link | adjust it to say time AND observations in table 1 so it can satisfy the TEK of qualitative data as well. | accept | We are revising the text to read: Release the ball into the foam. Record the time and observations of the fall in Table 1. Link to revised copy of the worksheet: https://docs.google.com/document/d/1SdeUTMJvQRxsEH82DMEbkQPn4KzXsl_XAwJuqpkPyk/edit |
| Physics Digital Components | 9781428553965 | Worksheet Link | Engineering Workbench: Egg Supply Drop (Scroll to the fourth page and find Step 9) | View Link | The TEKS defines this as individually and in a variety of formats. not a choice to collaborate and in a variety of settings. Following your teacher's guidance, explain your solution individually, or collaboratively as a group to your class. This may take place in a variety of settings | accept | We are revising the text to read: Following your teacher's guidance, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Be sure to include your design planning, testing, and evaluation steps, in addition to the final design. Link to revised copy of the worksheet: https://docs.google.com/document/d/1uuQAelTbaakadGHEdh4GumLjN9iOmdju3SHL-ZxVedl/edit |
| Physics Student Handbook | 9781418358860 | 75 | Page 75 Step one diagrams and equations. | View Link | FFB in step 1 appears to be fantom force. N, T and mg are on different planes and act independently. Also, why do you have the F for friction as an absolute value with the bars either side. | accept | |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------------------------|---------------|----------------|--|---------------------------|---|-------------------------|---|
| <i>Physics Digital Components</i> | 9781428553965 | Worksheet Link | Last two sentences 4th page step 13 | View Link | Remember to control your variables. Record your data for two trials in the data table. This statement implies that all the variables are controls. Possibly change it to: Record your data for two trials. Each trial should have the same independent variable (control) and the dependent variable should be the changing variable. Or something along those lines. | accept | We are revising the text to read: Record your data for two trials in the data table. Each trial should have the same independent variable (control) and the dependent variable should be the changing variable. Link to revised copy of the worksheet: https://docs.google.com/document/d/1Wg-FwiZrv_GorMXcNCLclreSWhgypuGfaJvvOlfmgmA/edit |
| <i>Physics Digital Components</i> | 9781428553965 | worksheet link | paragraph 2 | View Link | The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. | accept | We are revising the text to read: Organize all the quantitative data that describes your model quiz board using a labeled diagram. Then, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Link to revised copy of the worksheet: https://docs.google.com/document/d/12EGFYe6342G0dgoj43PDiFwlxH9Pw9jYaQx83QCDCw/edit |
| <i>Physics Digital Components</i> | 9781428553965 | Worksheet Link | 4th page step 9 | View Link | The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. | accept | We are revising the text to read: Following your teacher's guidance, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Be sure to include your design planning, testing, and evaluation steps, in addition to the final design. Link to revised copy of the worksheet: https://docs.google.com/document/d/1uuQAeITbaakadGHEdh4GumLjN9iOmdju3SHL-ZxVedl/edit |
| <i>Physics Digital Components</i> | 9781428553965 | Worksheet Link | Performance Based Assessment: Force, Mass, and Acceleration (On the first page find paragraph 2) | View Link | using a line graph should be a requirement not optional so take of the '/or' and just make it and or do not give the options of scatter plot, data table or line graph | accept | We are revising the worksheet to read: Follow the instructions and organize all the quantitative data collected during measurements using data tables, scatter plots, and line graphs; and conduct data analysis by identifying experimental limitations and sources of error. Link to revised copy of the worksheet: https://docs.google.com/document/d/1CBoO-5VC-hJqu_SihNKrwXxNziUd2rPt2UNdB6IIWWE/edit |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------------------------|---------------|----------------|--|---------------------------|---|-------------------------|---|
| <i>Physics Digital Components</i> | 9781428553965 | worksheet link | first page paragraph 2 | View Link | The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. | accept | We are revising the text to read: Organize all the quantitative data that describes your model quiz board using a labeled diagram. Then, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Link to revised copy of the worksheet: https://docs.google.com/document/d/12EGFYe6342G0dgoj43PDiFwLxH9Pw9jYaQx83QCDCw/edit |
| <i>Physics Digital Components</i> | 9781428553965 | Worksheet Link | first page paragraph 2 | View Link | do not give the 'or' make it mandatory. Students will fight any opening. So saying or they interpret that as they have an option. There should be a clear separation from scatter plot and line graph. | accept | We are revising the text to read: Follow the instructions and organize all the quantitative data collected during measurements using data tables, scatter plots, and line graphs; and conduct data analysis by identifying experimental limitations and sources of error. Link to revised copy of the worksheet: https://docs.google.com/document/d/1CBoO-5VC-hJqu_SihNKrwXxNziUd2rPt2UNdB6IIWWE/edit |
| <i>Physics Digital Components</i> | 9781428553965 | Worksheet Link | fourth page and find Step 9 | View Link | The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. | accept | We are revising the text to read: Following your teacher's guidance, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Be sure to include your design planning, testing, and evaluation steps, in addition to the final design. Link to revised copy of the worksheet: https://docs.google.com/document/d/1uuQAeITbaakadGHEdh4GumLjN9iOmdju3SHL-ZxVedl/edit |
| <i>Physics Digital Components</i> | 9781428553965 | Worksheet Link | Inquiry Lab: Motion Plots (Scroll to the fifth page and find Question 3) | View Link | do not give the 'or' make it mandatory. Students will fight any opening. So saying or they interpret that as they have an option. | accept | We are revising the text to read: Draw scatter plots and line graphs to organize the quantitative data of position and speed for each motion in step 6. Link to revised copies of the worksheets: Student Worksheet: https://docs.google.com/document/d/1nSbzvbjC-c3dislwqddX9UpuksQ5sbynOpIM4XIOMI/edit Teacher Worksheet: https://docs.google.com/document/d/1OhAldR0LpHRlyKdowdl1wJF41_cU2nWeOtYAlbk80fk/edit |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|----------------------------|---------------|----------------|---|---------------------------|--|-------------------------|---|
| Physics Digital Components | 9781428553965 | Worksheet Link | first page 3rd paragraph into the top of the 4th page | View Link | Third paragraph into the second page you restate what they are doing in the first sentence and the last sentence after finally. In this lab, you will develop explanations about how an object's position relates to its energy, supported by data and consistent with scientific ideas. You will gather detailed qualitative observations and will conduct quantitative measurements; make sure to organize all the qualitative and quantitative data using the corresponding data tables. Finally, you will develop explanations about position and energy that are supported by data and models, and that are consistent with scientific ideas. | accept | <p>We are revising the text to read:</p> <p>In this lab, you will develop explanations about how an object's position relates to its energy, supported by data and models and consistent with scientific ideas. You will gather detailed qualitative observations and will conduct quantitative measurements; make sure to organize all the qualitative and quantitative data using the corresponding data tables.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1wI2U59WC_kiprEzzvxuQ3DZYP6HnWKeACDxh0h05yis/edit</p> |
| Physics Digital Components | 9781428553965 | Worksheet Link | first page paragraph 2 | View Link | The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. | accept | <p>We are revising the text to read:</p> <p>Following your teacher's guidance, communicate your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report.</p> <p>Link to a revised copy of the worksheet: https://docs.google.com/document/d/14J2OWB6A6dGIdsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit</p> |
| Physics Digital Components | 9781428553965 | Worksheet Link | first page paragraph 2 | View Link | do not give the 'or' make it mandatory. Students will fight any opening. So saying or they interpret that as they have an option. | accept | <p>We are revising the text to read:</p> <p>Follow the instructions and organize all the quantitative data collected during measurements using data tables, scatter plots, and line graphs.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1mHMfWoBIUhM8HXrQZ3VdoIPVpzFbDricDZ02cc99SmM/edit</p> |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|----------------------------|---------------|----------------|---------------------------------|---------------------------|---|-------------------------|--|
| Physics Digital Components | 9781428553965 | worksheet link | 5th page question 7 | View Link | The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. | accept | <p>There is conflicting information in this error report. Description of Location: Engineering Workbench: Design an Airdrop System (Scroll to the 5th page and find Question 7) Should be PHYS_INV01_EWB_TXS25_SE</p> <p>Document links to PHYS_INV09_EWB_TXS25_SE Waves and Erosion and not Engineering Workbench: Design an Airdrop System; in this document it is question 8</p> <p>We are revising both worksheets as follows: Change first two sentences in INV01 EWB question 7 to: Following your teacher’s guidance, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation, question and answer session, and a lab report.</p> <p>And change INV09 EWB question 8 to: Following your teacher’s guidance, communicate your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report.</p> <p>Links to revised copies of the worksheets: INV01: ENGINEERING WORKBENCH Student worksheet: https://docs.google.com/document/d/14J2OWB6A6dGldsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit Teacher worksheet: https://docs.google.com/document/d/1GxY_5RzKG_DvEb6eEyOCWtYG9di_nXP1zI6NPKON8No/edit#heading=h.z3p5er15we9n INV09 Engineering Workbench Student worksheet: https://docs.google.com/document/d/1ZVVq4FW9Fg-m4Yg8E-0FOkoLrf10koVEM_YfezQSgJQ/edit#heading=h.z3p5er15we9n Teacher worksheet: https://docs.google.com/document/d/1JJELDW-frMithhW3vGvf9U8ec3QTmak-YFSQjZIO9EY/edit#heading=h.z3p5er15we9n</p> |
| Physics Digital Components | 9781428553965 | Worksheet Link | page 8 the cost benefit diagram | View Link | missing the most important benefit of a dam: supplies water to cities the costs need to be reevaluated many of them are either not that major, do not have high impact, or are just incorrect. Flooding for a farmer is bad and will ruin the crops not give nutrients. | accept | |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|----------------------------|---------------|----------------|-------------------------|---------------------------|---|-------------------------|--|
| Physics Digital Components | 9781428553965 | Worksheet Link | first page paragraph 2 | View Link | The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. for the settings vs formats remove the and it may include various formats.... say it must be in different formats take away the option. | accept | We are revising the text to read as follows: Following your teacher's guidance, communicate your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Link to a revised copy of the worksheet: https://docs.google.com/document/d/14J2OWB6A6dGidsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit (opens in new window) |
| Physics Digital Components | 9781428553965 | worksheet link | 5th page question 7 | View Link | The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. take away the options for a change of setting vs different formats; phrase it like it is mandatory for various formats. | accept | We are revising the text to read as follows: Following your teacher's guidance, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation, question and answer session, and a lab report. Links to revised copies of the worksheet: Student version: https://docs.google.com/document/d/14J2OWB6A6dGidsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit Teacher version: https://docs.google.com/document/d/1GxY_5RzKG_DvEb6eEyOCWtYG9di_nXP1zI6NPK0N8No/edit#heading=h.z3p5er15we9n |
| Physics Digital Components | 9781428553965 | Worksheet Link | second page paragraph 2 | View Link | instead of saying or ... say and or just take away the option for line graph and scatter plot You can not give students an option when trying to satisfy a specific TEK they will always choose the easiest route which is never the TEK you are trying to hit. | accept | We are revising the text to read: You will organize your qualitative data, such as incident speed versus post-collision speed, in three ways: using line graphs, scatter plots, and data tables. Link to revised copy of the worksheet: https://docs.google.com/document/d/1yRgrotbR97DTSokrxI7OEd_HcQMLa74KYD3NwUaow-E/edit |
| Physics Digital Components | 9781428553965 | Worksheet Link | first page paragraph 2 | View Link | The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. take out the it may for variety of formats and make it a clear mandatory statement. | accept | We are revising the text to read as follows: Following your teacher's guidance, communicate your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation and a lab report. Link to a revised copy of the worksheet: https://docs.google.com/document/d/14J2OWB6A6dGidsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|----------------------------|---------------|----------------|---|---------------------------|--|-------------------------|---|
| Physics Digital Components | 9781428553965 | Worksheet Link | data table 1 | View Link | the data table 1 here students are asked to record their data is all out of wack. The title cells need to be fixed so the information can be recorded in a clear manner. | accept | <p>We are revising the table so the mass of the ball is a separate line to make the data collection clear. We have clarified the column heads and added units to each.</p> <p>Please see the revised table in copies of the worksheet at the following links:</p> <p>Student Worksheet: https://docs.google.com/document/d/1SdeUTMJvQRxsEH82DMEbkQPn4KzXsl_XAwJuqpkPyk/edit</p> <p>Teacher Worksheet: https://docs.google.com/document/d/1oQycRYrx7lcCYvpFpHN4fU4uuAXoWUMXj4eH8E_Wkxo/edit#heading=h.tefw6vsk28hd</p> |
| Physics Digital Components | 9781428553965 | Worksheet Link | Paragraph 2 line 3 | View Link | This sentence implies that a control is where one variable is changed. It is not. A control, in the physics sense, is where no changes are made. Quote: Make sure to establish a control by changing one variable at a time when conducting measurements | accept | <p>We are revising the text to read:</p> <p>Make sure to establish controls by keeping all other variables constant and changing only one variable at a time when conducting measurements.</p> <p>Link to revised copy of the worksheet: https://docs.google.com/document/d/1CBoO-5VC-hJqu_SihNKrwXxNziUd2rPt2UNdB6IIWWE/edit</p> |
| Physics Digital Components | 9781428553965 | worksheet link | 5th page question 7 | View Link | The or needs to be removed and not give the students the option. If it is group work/ collaborative work then that needs to be the instructions. If it is individual expectations then that needs to be the instruction. But not together with an or. take out the it may for formats and make it a mandatory statement. | accept | <p>We are revising the text to read as follows:</p> <p>Following your teacher's guidance, explain your solution first individually to a partner and then collaboratively as a group to your class. This must take place in a variety of settings, including the classroom and the laboratory; and it must involve a variety of formats, including an oral presentation, question and answer session, and a lab report.</p> <p>Links to revised copies of the worksheet:</p> <p>Student version: https://docs.google.com/document/d/14J2OWB6A6dGldsbWYaSpmgE07ogJFIG366Vbqg84fy8/edit</p> <p>Teacher version: https://docs.google.com/document/d/1GxY_5RzKG_DvEb6eEyOCWtYG9di_nXP1zL6NPK0N8No/edit#heading=h.z3p5er15we9n</p> |
| Physics Digital Components | 9781428553965 | Worksheet Link | Inquiry Lab: Electric Fields (Scroll to the fourth page and find Step 12) | View Link | Add a specific line that tells the students to be sure and properly label their map/picture/diagrams when uploading it and/or changing their picture. | accept | <p>We are revising the text to read:</p> <p>Scan or take a photo of the map and upload it. Alternatively, you may organize the qualitative data of charge location and shapes of the electric field lines using a handmade or computer generated diagram or scientific drawing. Properly label your map or diagram when uploading it.</p> <p>Link to revised copies of the worksheets:</p> <p>Student Worksheet: https://docs.google.com/document/d/1BP4_NPE72LTkjsSbToIH8NHPWNGOV_rS9P6-b0L1F0/edit#heading=h.z3p5er15we9n</p> <p>Teacher Worksheet: https://docs.google.com/document/d/1wUvMCan4sDfZJLvcj3k0cfigiQJvXtcrCChfitPsiTjY/edit</p> |

Publisher: TPS Publishing

Ch. 112 Physics

STEAM into Physics - High School Edition: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------------------------|---------------|-------------|----------------------|---------------------------|--|-------------------------|-----------------------------|
| <i>Teacher Textbook - Physics</i> | 9781788058766 | p180-181 | 181 Practice problem | View Link | For the Equations of Motion; Typically we label initial velocity and vinal velocity different. initial velocity is V 'not' or Vo (V with a subscript of zero) or (V with a subscript of i) Final velocity is v or vf (V with a subscript of f or just a v when vnot is used) | | Pending publisher response. |
| <i>Teacher Textbook - Physics</i> | 9781788058766 | p180-181 | 181 Practice problem | View Link | in addition to the u being miswritten. s is speed not displacement d should be used for displacement not s. | | Pending publisher response. |
| <i>Student Textbook - Physics</i> | 9781788059527 | p181-184 | 181 -184 | View Link | the equations are correct but the variable are off. S is speed so using it in the kinematic equations are going to make it confusing for anyone really. distance should be represented by 'd' initial velocity should have subscripts of either 0 or i -0 is 'v not' Vo. - i is initial velocity Vi (I can't type a subscript here) - either one is accepted final velocity should be either V OR Vf - just a v as long as it is distinguished from initial (usually people use v not and v for initial and final - the Vf (subscript f) is for final. Using S and U is confusing. | | Pending publisher response. |

Publisher: Ramsey Education (Dave Ramsey/Lampo)

Ch. 113 Personal Financial Literacy and Economics

Foundations in Personal Finance High School 4th Edition: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------|---------------------------|---|-------------------------|----------------------------------|
| <i>Foundations in Personal Finance High School 4th Edition Print/Digital</i> | 9781936948574 | PDF Pg. 4,6 | pg 4 | View Link | Page reads: "This means that if the tax rate is 7%, someone who makes over \$100K a year will pay the same amount as someone making \$30K per year" They do not pay the same AMOUNT. This is factually incorrect. They would pay the same PERCENTAGE. | accept | Will make this change. Thank you |

Publisher: Savvas Learning

Ch. 113 Personal Financial Literacy and Economics

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|--|---------------------------|--|-------------------------|-----------------------------|
| <i>Personal Financial Literacy for Texas, Student Edition</i> | 9780138114268 | 203 | Very first sentence under "Sources of Federal Grants." This sentence is incorrect and directly contradicts the TEK and contradicts other sentences on the same page. | View Link | Very first sentence under "Sources of Federal Grants." This sentence is incorrect and directly contradicts the TEK and contradicts other sentences on the same page. | | Pending publisher response. |
| <i>Personal Financial Literacy for Texas, Student Edition</i> | 9780138114268 | 61 | Long term goal example | View Link | It should say his opportunity costs are 24 hours a YEAR reduction in gym time. It currently says MONTH which is clearly an error. | | Pending publisher response. |

Publisher: Typing.com

Ch. 126 Technology Applications, Grade 2

Typing.com: 2nd Grade TX: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|------------------|-----------------|-------------|----------------------|---------------------------|--|-------------------------|---------------------------------------|
| <i>2nd Grade</i> | 979898777172308 | 5 | Discuss - Question 3 | View Link | Compare and contrast input devices - the example lists printers as input device, should be keyboard and mouse. | accept | Great find! We will make this change. |

Publisher: Typing.com

Ch. 126 Technology Applications, Grade 3

Typing.com: 3rd Grade TX: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------|-----------------|-------------|----------|---------------------------|---|-------------------------|--|
| 3rd Grade | 979898777173008 | 1-5 | | View Link | Revise the social media questions to reflect elementary students access. TOS for most social media platforms are 15. Knowledge is good. | reject | Thank you for your feedback. Our goal is to educate and provide awareness to social media platforms, even though students at this level may not be using them yet. |
| 3rd Grade | 979898777173008 | 1 | | View Link | typo - acomputer, | accept | Great find! We will correct this. |

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Ch. 126 Technology Applications, Grade 4

Texas Technology Applications - 4: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------------------------|------------------|-------------|----------|---------------------------|--------------------------------------|-------------------------|---|
| Texas Technology Applications - 4 | 9798987914540001 | 4 | | View Link | "Document" is misspelled in step 1B. | accept | This change has been documented in the LCEC form and the proposed change will be added as an addition to our sample for the public to review. This proposed change can be found here: https://drive.google.com/file/d/1jMyjy5KJsCObEkVcfoXo6OZp2rdrq5cq/view?usp=drive_link |

Publisher: eDynamic Holdings LP

Ch. 126 Technology Applications, Grade 6

Middle School Tech Apps Grade 6: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---------------------------------|---------------|-------------|---|---------------------------|---|-------------------------|---|
| Middle School Tech Apps Grade 6 | 9781959433552 | Unit 3 | In Learning or concept map it says "(review the example in Lesson 1 for guidance, if needed)." and the example is actually in Lesson 2. | View Link | Learning or concept map: Put the original problem in the center of the map, and then identify decomposed parts of the problem and potential solutions. Represent these on your map using different colors (review the example in Lesson 1 for guidance, if needed). - The example is in lesson 2 not 1. | accept | Thank you for this feedback. We verified that this is in lesson 2 and not lesson 1 as cited and we will make this change. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|---|---------------------------|---|-------------------------|---|
| <i>Middle School Tech Apps Grade 6</i> | 9781959433552 | Unit 3 | In Learning or concept map it says "(review the example in Lesson 1 for guidance, if needed)." and the example is actually in Lesson 2. | View Link | In Learning or concept map it says "(review the example in Lesson 1 for guidance, if needed)." and the example is actually in Lesson 2. | accept | Thank you for this feedback. We verified that this is in lesson 2 and not lesson 1 as cited and we will make this change. |

Publisher: Learning.com

Ch. 126 Technology Applications, Grade 6

Learning.com TechApps for Texas: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|------------|---------------------------|--|-------------------------|--|
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1 | Text | View Link | If each activity is separate, each set of instructions should be separate. Sequence, then loops, etc. Also, "They" needs to be clarified. Use 'the pigeon'. | accept | The activity instructions will be updated to read: Using an application of your choice, create a block-based program to solve this pigeon’s problem. The pigeon would like to jump over each puddle it is in front of. The pigeon would also like to eat each worm it is next to. Create a program that has a sequence, loops, a conditional and an event to help the pigeon solve its problems. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 2 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Slide 2 will be updated as follows: James took a photo of his classmate, Andre, but forgot to ask for permission before taking the photo. He posted the photo online and a few hours later realized what he had done. James felt guilty and removed the photo of Andre; however, a few negative comments were posted on James’ feed before the photo was removed. Another student took a screenshot of the image and texted it to other classmates. Select the events that impacted James and Andre in this situation. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1, 2, 3, 4 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Title case, “bullet case”, sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|----------------|------------|---------------------------|--|-------------------------|---|
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1 | THROUGHOUT | View Link | ELPS: Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | reject | The capitalized and bold words refer to titles of buttons and reflect how the button looks in the program, so these will not be changed. Python language does not follow standard spelling, punctuation and capitalization formats, so these will not be changed. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 9 | Slide 9 | View Link | Cap error: Groups Punctuation error: Review your draft... Verb form: 'is' instead of 'would there be' Inconsistent white space, speaks to quality | accept | The following changes will be made to the instruction on slide 9: - Group's will be changed to "group's." - Review your draft and revise as necessary will have a period added at the end of the sentence. - The question "What benefit would there be to having a robot do this task instead of a human?" will be changed to "What is the benefit of having a robot do this task instead of a human?" - The text on the slide will be moved down to adjust for better white space. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 10,15 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 4, 5, 8, 12 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | The slide deck teacher notes will be updated to include consistent ending punctuation marks and will be reviewed for spelling and capitalization consistency. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 10,11,13,15 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 4, 5, 6, 8, 16 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|------------|---------------------------|---|-------------------------|--|
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 3, 11 | THROUGHOUT | View Link | Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 4-6 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc., that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 4, 7-17 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 4, 5, 6, 11 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | reject | No changes will be made. The Adaptive Keyboarding curriculum is designed to prescribe content based on student's demonstrated skills (areas of weakness and strength). Due to this personalized design, students will often see prompts that do not model established writing conventions. Students are presented with content that will provide instruction and practice with letter/key recognition, and multiple key use for capitalization, punctuation, symbols, etc. and guide them towards accuracy before speed. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 4, 7-17 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|---------------------|---------------------------|--|-------------------------|--|
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 2, 16 | Coding instructions | View Link | Poor modeling for EBs (ELPS) Click IN, not INTO the code editor. | accept | Content will be reviewed and updated (as applicable) to change "click into the code editor" to "click in the code editor." |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 3 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. Content will be updated to include district policies related to emerging technologies, such as artificial intelligence. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1 | THROUGHOUT | View Link | So many random capitalizations that do not model writing conventions, especially important for emerging bilinguals (ELPS). | reject | No changes will be made. The Adaptive Keyboarding curriculum is designed to prescribe content based on student's demonstrated skills (areas of weakness and strength). Due to this personalized design, students will often see prompts that do not model established writing conventions. Students are presented with content that will provide instruction and practice with letter/key recognition, and multiple key use for capitalization, punctuation, symbols, etc. and guide them towards accuracy before speed. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 4, 7-17 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|--------------|------------|---------------------------|--|-------------------------|--|
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 11 | Slide text | View Link | Grammar, pronoun agreement: Now since./..YOU...WE. Pick one. Please use Grammarly, Chat GPT or a proofreader or editor throughout. | accept | <p>Replace the text on the slide with: Now that you have thought about possible solutions and begun to plan, you will need to think about a timeline. What is a timeline? If you had the ability to build this robot, what timeline would be feasible to complete the project? Replace the text in the notes section with: (iii) design a plan collaboratively using visual representation to document an expected timeline for development of a coded solution Teacher goes over slide: Now that you have thought about possible solutions and begun to plan, you will need to think about a timeline. What is a timeline? Possible answers: order of events, a time when things happen, etc. If you had the ability to build this robot, what timeline would be feasible to complete the project? Possible answer: A year, 3 years, etc. Discuss with students that they will be making a hypothetical timeline plan. Remind students that every project includes a due date to complete tasks and the entire project. Have students research how long it takes to get certain items or materials for their robot. Let students know that a calendar can be used to create a plan for the building process and provide an example of what this might look like. Example: Titanium metal to arrive in 3 weeks, so build starts on May 1st, then GPU board will arrive on a different date to be added to the calendar plan, rubber lining for feet will arrive on a certain date to add to calendar, etc. Let students be creative with their calendar and have fun in the process. Let students know that the build plan is a projected timeframe to be used as a guide, but that issues may cause changes in the plan over time which will require adjusting the due dates.</p> |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 5, 7, 10, 19 | Activity | View Link | Slide 19 under the format trend line popout: FORECAST IS MISSPELLED. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 7, 8, 11 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|--------------------------|---------------------------|--|-------------------------|---|
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 4-11 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1,2 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 6 | THROUGHOUT | View Link | Multiple spelling errors, (TallIES not tallys), cap errors, punctuation errors etc. Please use a style guide and proofreading software. | accept | On slide 6 "tallys" will be changed to "Tally Marks" in the table. Slide deck will be reviewed and updated as applicable to address spelling, punctuation and capitalization for consistency in formatting. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 6 | THROUGHOUT lesson plans. | View Link | Sentences like this make the instructions difficult to understand. "This is practice being positive so they really may not know" | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. Page 3 instructions will be updated to "Select the correct statements that showcase safe online behaviors." |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 2 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 4, 7-17 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 9, 10, 11 | THROUGHOUT | View Link | Title case, "bullet case" and sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 12-15 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Use apostrophes correctly. "S" and "s" are not interchangeable. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|------------------------------------|---------------------------|--|-------------------------|---|
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 5,6 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 9-12 | Activity: | View Link | Activity: Visual representation includes "backing up", the instructions in the activity do not: Two step commands do not exist in algorithms; Left and Right feature no commands, video uses "TURN left", etc.. Revisit using coding command best practice. | accept | The interactive component on slide 10 will be updated to include an additional rectangle on each side of the algorithm and the answer choices will split out the two step commands as suggested. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 6,7 | Slide deck | View Link | Random caps, randomly punctuated, writing hard to decipher. The writing overall is a hinderance to learning for native speakers and EBs. | accept | This was addressed as part of a new item created and reviewed during SRP. Creativity & Innovation: Goal Setting - Level 6-8 |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 6 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. | accept | On slide 6 "tallys" will be changed to "Tally Marks" in the table. Slide deck will be reviewed and updated as applicable to address spelling, punctuation and capitalization for consistency in formatting. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 7,8,9 | THROUGHOUT | View Link | Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 15-17 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. that hinder teaching, learning and understanding. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 13 | THROUGHOUT | View Link | Consult style guide for em-dash usage and parenthesis+punctuation guides. Ex: ...fixed work? (it's proof that the author created it) is incorrect. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 5,6 | THROUGHOUT lesson plans and slides | View Link | Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|--------------|------------------------------------|---------------------------|--|-------------------------|---|
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 15-21 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 8, 9, 11, 12 | THROUGHOUT lesson plans and slides | View Link | Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1, 2 | Slide text | View Link | Use title case and sentence case properly. | accept | Page 1 of the activity will be updated as follows: A group of students participated in a poll about their favorite season. The poll data is as follows: Winter: 2 students Spring: 5 students Summer: 8 students Fall: 5 students In step 2, you will create a chart to communicate and display the poll results. Your teacher will be the intended audience. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 22 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 2 | THROUGHOUT lesson plans and slides | View Link | Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 7, 8, 9, 11 | Slides | View Link | Please learn the difference between users, user's and users'. | accept | Item will have the quote used on slide 8 updated to change "user's" to "users" for proper spelling. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|------------------------------------|---------------------------|--|-------------------------|--|
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1, 2 | THROUGHOUT | View Link | Writing conventions, ELPS. Teacher notes, slide 5, bullet numbers repeated. | accept | Slide 5 text will be updated as follows: The first step is to select a Topic Question. Some ideas are provided below. 1. What spirit day theme would you like to include? 2. What device should always be allowed at school? 3. What is one classroom rule that needs to be changed? |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 10 | THROUGHOUT lesson plans and slides | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 3, 4, 5 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Also, verb agreement. Definition recorded is for inform, not inform A TION. | accept | The slide deck teacher notes will be updated to include consistent ending punctuation marks. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1 | Slides and Lesson | View Link | Incorrect punctuation and capitalization in bullet points and activity. "Acrostic Poem" is not a proper noun. | accept | The activity will be updated as follows: 1. List at least one benefit of using iteration (loops) in an algorithm or program. 2. Explain where you used iteration (loops) in your acrostic poem project. 3. How did the use of iteration (loops) improve your program? |
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1 | THROUGHOUT | View Link | Multiple spelling errors, capitalization errors, punctuation errors etc. Please use a style guide and proofreading software. ELPS must be 100%, that means proper language modeling and writing conventions. Title case, "bullet case", sentence case are not interchangeable. Please consult style guides and standardize writing according to best practice. ELPS. | accept | Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|------------|---------------------------|---|-------------------------|---|
| <i>Learning.com TechApps for Texas - Grade 6</i> | 9798987398265 | 1 | Throughout | View Link | Errors in punctuation and capitalization. | accept | Learning objectives will be updated to end with a period. The capitalized and bold words refer to titles of buttons and reflect how the button looks in the program, so these will not be changed. Python language does not follow standard punctuation and capitalization formats, so these will not be changed. |

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Ch. 126 Technology Applications, Grade 8

Texas Technology Applications - 8: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|------------------|-------------|-----------------------------------|---------------------------|--|-------------------------|--|
| <i>Texas Technology Applications - 8</i> | 9798987914588001 | 5 to 6 | Lesson plan 7 | View Link | "Next, explain that for loops are a type of loop." ??? | reject | We believe there to be no error in this sentence. "For loops" are a unique type of loop that students explore in this lesson. Before this step, students begin to investigate the concept of loops and iteration. Then, in this sentence, teachers help students leverage their knowledge of loops that was previously established to begin learning about a special type of loop called a "for" loop. |
| <i>Texas Technology Applications - 8</i> | 9798987914588001 | 2 | video | View Link | SUBTITLE OF VIDEO IS POLISH | reject | We believe the video is applicable to the learning objectives of this lesson. Closed captioning settings can be adjusted within YouTube. Click the settings icon in the bottom-right-hand corner of the video screen. Then, select "Subtitles/CC" and select "English." |
| <i>Texas Technology Applications - 8</i> | 9798987914588001 | 3 to 4 | ALGORITHMIC PROBLEM SOLVING sheet | View Link | It's only a cover page. | reject | The supplemental resource we think is referenced here is the "Problem Solving Definition." This is a supplemental resource for displaying the definition for students as they discuss it. It does not impact the steps in the citation and serves as a student-friendly visual for vocabulary discussion throughout the lesson. |

Publisher: Learning.com

Ch. 126 Technology Applications, Grade 8

Learning.com TechApps for Texas: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|---|---------------------------|---|-------------------------|--|
| <i>Learning.com TechApps for Texas - Grade 8</i> | 9798987398289 | 3 | Description of Specific Location, Step 5. | View Link | When locating Questions 2, 3, 5, and 6, the correlated page number is clicked, we are routed to the correct page (question). There is not a page (question) 6. | accept | Citation has been updated to 2, 3, 4, and 5. |
| <i>Learning.com TechApps for Texas - Grade 8</i> | 9798987398289 | 2 | Interactive Activity - Page 2 | View Link | There is a spelling error in the answer choice - "Avoid language that may come across as strong or offensive." Avoid is misspelled and appears on the screen as "Aviod." | accept | The spelling of the word avoid will be updated where applicable. |
| <i>Learning.com TechApps for Texas - Grade 8</i> | 9798987398289 | 2 | Interactive Activity - Page 2 | View Link | As stated in the previous breakout, this uses the same activity. It is the same spelling error as stated previously. There is a spelling error in the answer choice - "Avoid language that may come across as strong or offensive." Avoid is misspelled and appears on the screen as "Aviod." | accept | The spelling of the word avoid will be updated where applicable. |

Publisher: B.E. Publishing, Inc.

Ch. 127 Anatomy and Physiology

Understanding Anatomy & Physiology (Texas Edition): TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------|---------------------------|--|-------------------------|--|
| <i>Understanding Anatomy and Physiology - Workbook</i> | 9781719648721 | 67 | pg 67 | View Link | Hair is not an organ, it is a protein. | reject | The text does not reference hair as an organ in any way. Therefore, there is no error in the text. The text citation was incorrectly identified to a breakout about organs. The text has no error and the reviewer's comment was to the incorrect citation to the standard. |

Publisher: Goodheart-Wilcox Publisher

Ch. 127 Anatomy and Physiology

Introduction to Anatomy and Physiology - Online Learning Suite: TEKS

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

Publisher: McGraw Hill

Ch. 127 Anatomy and Physiology

Holes Essentials of Human Anatomy and Physiology TX: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|----------|---------------------------|---|-------------------------|---|
| <i>Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)</i> | 9781265337018 | 727 | pg. 727 | View Link | The question violates state statute 28.004(e) as it only addresses mechanical and chemical forms of birth control not abstinence which is also a form of birth control. Additionally page 720. Section 19.8 Birth Control does not mention abstinence as a form of birth control and will need to add to the state statute mention previously in comment. | accept | We have updated the opening of Lesson 19.8: Birth Control to address abstinence and its efficacy. This content appears before the breakout of types of mechanical and chemical contraception. |

Publisher: eDynamic Holdings LP

Ch. 127 Child Development

Child Development 1a/1b: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--------------------------------|---------------|-------------|----------|---------------------------|--|-------------------------|-----------------------------|
| <i>Child Development 1a/1b</i> | 9781959433170 | 1B | 3.G.ii | View Link | The lesson plan and slide indicated do not contain information regarding the standard identify current legislation affecting the protection of children. | | Pending publisher response. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--------------------------------|---------------|-------------|----------|---------------------------|---|-------------------------|-----------------------------|
| <i>Child Development 1a/1b</i> | 9781959433170 | 1B | 3.G.iv | View Link | Unit 4, Lesson Plan, Page 5, Class 3, "Instructional Time: Direct Instruction" Slide 31 does not cover identifying current public policies affecting the care of children according to the standard given | | Pending publisher response. |

Publisher: Goodheart-Wilcox Publisher

Ch. 127 Child Development

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------------------------------|---------------------------|---|-------------------------|-----------------------------|
| <i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i> | 9798889990000 | 443 | Chapter 14 | View Link | Chapter 14 is about the growth and development of preschoolers. Demonstrating creativity in the workplace should be in chapter 25 preparing for a child-related career. | | Pending publisher response. |
| <i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i> | 9798889990000 | 555 | Page 555 Recall | View Link | Assuming the correct answer choice is whole milk, consider recent studies that suggest that whole milk consumption beyond the age of 2 may not be so bad after all. In a 2013 editorial, nutrition experts argued that while whole milk is higher in saturated fat, it is more satiating and therefore discourages children from consuming more sugary, starchy foods, which leads to weight gain and heart-harming elevated triglyceride levels. ⁴ Additionally the vitamin D found in milk, a key to maintaining calcium and phosphate levels in the body, is fat-soluble, meaning that you need fat in order to absorb it into the body. With whole milk, you get both at once. If your child is only drinking skim or low fat milk, they should eat something fatty along with their glass of milk to get the full vitamin D benefits. | | Pending publisher response. |
| <i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i> | 9798889990000 | 523 | Page 523, recall and application | View Link | Unit referenced is 16.1-5Recognizing Preschoolers' Stress. | | Pending publisher response. |
| <i>Child Development: Early Stages Through Adolescence - Online Learning Suite</i> | 9798889990000 | 507 | Page 507, Review and assessment | View Link | 16.1-5Recognizing Preschoolers' Stress | | Pending publisher response. |

Publisher: The Curriculum Center for Family and Consumer Sciences

Ch. 127 Communication and Technology in Education

Communication and Technology in Education: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|---------------------------|---------------------------------|---------------------------|--|-------------------------|---|
| <i>Communication and Technology in Education</i> | 9781953248305 | T2_U3_Email | Page 6 of Email PowerPoint | View Link | "Email Address Explained" slide 6 reads: What is you school email address? Correct spelling: you should be your | accept | Will correct you to your. |
| <i>Communication and Technology in Education</i> | 9781953248305 | slide 12 | Volunteer Services Presentation | View Link | Slide 12 has 6 bullets; 3 of the bullets are blank | reject | The bullets are black to allow for student/teacher response. |
| <i>Communication and Technology in Education</i> | 9781953248305 | Additional Resources | Instructional Strategies | View Link | Pls. "RELINK" Education Technology Podcasts" link in #1. | reject | The notes do not match the citation. There is not a podcast in this specific content link |
| <i>Communication and Technology in Education</i> | 9781953248305 | Slide 14 | Email Presentation | View Link | Email presentation slide 14 "Your Turn -Email Assignment" Review #2 subnotes: should be "a" and "b" instead of "a" and "i" | reject | The items are in a bulleted list |
| <i>Communication and Technology in Education</i> | 9781953248305 | Slide 5 | Integrating Technology.pptx. | View Link | missing verbiage The sentence read: "Why is important" Correction: Why is it important..... | accept | Google Slide Presentation Updated. |
| <i>Communication and Technology in Education</i> | 9781953248305 | T3_U3_IntelleEULA and AUP | Questions for Discussion | View Link | How often to remove to - should be "do") you read "pop-up" policies when visiting a website or downloading an app? As a future educator, describe how would (remove would) understanding these terms be relevant to your work. | accept | How often to remove to - should be "do") you read "pop-up" policies when visiting a website or downloading an app? As a future educator, describe how would (remove would) understanding these terms be relevant to your work. |

Publisher: CEV Multimedia

Ch. 127 Computer Science I

iCEV Computer Science I (Individual Course): TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|---|---------------------|---------------------------|---|-------------------------|---|
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Slides 3-16 | slide 11 | View Link | Rectangles in flowcharts are supposed to represent processes, not statements. Are you trying to include an on or off page reference. | accept | Content which can be misconstrued as rectangles being synonymous with statements will be removed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Slides 5-25 | Analytical Engine | View Link | Not including Ada Lovelace in the programming of the analytical engine. | accept | Content will be added to include Ada Lovelace. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Project-Programming Problem-Solving Process | activity | View Link | When did the problem start What has the company tried to correct the problem Does the problem affect the whole company or just one sector Don't forget question marks. | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Data Types and Objects Needed (00:15-1:30) | activity | View Link | Which program design problem-solving strategies you used The solution to the company's issue Question marks are needed. | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Project-Programming Problem-Solving Process | Bottom of activity | View Link | 'After creating the flowchart, code the program solution you designed. The code can be written in a Python editor. Make sure to incorporate reusable components from existing code to make the process easier.' There is no reusable code addressed in the activity nor is there any directions to gather preexisting code. | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Activity-Debugging | Small lexical error | View Link | Please fix teacher edition from should look like: print("Answer is" + str (answer)) to should look like: print("Answer is " + str (answer)) Space is helpful for understanding. | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Slides 3-6, 24-28 | slide 24 | View Link | The slide states parameter 'numbers' but it should be '*numbers' which is a list of numbers not just a variable holding 1 number. | accept | This error will be addressed. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|--|-----------------------|---------------------------|--|-------------------------|-------------------------------|
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Activity-Identifying Common Problems | Title | View Link | SHould be Identifying Common Algorithms not Problems | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Activity-Know My Methods | Teachers answer sheet | View Link | Program written on teachers answer document still does not work Syntax error. See line 5. | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Project-Formatting a Program | python code | View Link | While teaching proper indentation and style, please fix the indentation errors on line 9 | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Activity-Identifying Common Problems | Title | View Link | SHould be Identifying Common Algorithms not Problems | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Activity - Mathematic Functions Coding | 2nd table | View Link | Unsure if the syntax and logical errors in the code section of the table are intentional to reinforce the concept of debugging or not. | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Project-Formatting a Program | code | View Link | Indentation error | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Assignment (0:30-4:19) | 2:09 | View Link | x = 3 x = x * 5 print ("x is ") x is 15 there is an error | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Project-Formatting a Program | code | View Link | Make students aware of issues within code that need repair. The code does not work. | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Activity-Programming Logic Practice | teacher key | View Link | print(is_both_even(4, 8)) should be print(are_both_even(4, 8)) | accept | This error will be addressed. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|------------------------------------|-------------------------|---------------------------|--|-------------------------|-------------------------------|
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Assignment (0:30-4:19) | video | View Link | 1:50 - missing the last line of code necessary for output print(x) 2:07 - missing the last line of code necessary for output print(x) 2:31 - missing the last line of code necessary for output print(x) | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Project-Data Visualization Program | Code | View Link | Error in Code plt.xlabel ('X-axis label') plt.xlabel ('Y-axis label') plt.xlabel ('Title of chart') the plt.label needs to change to correctly reflect the correct axis/component of graph | accept | This error will be addressed. |
| <i>iCEV Computer Science I (Individual Course)</i> | 8888640036001 | Assignment (0:30-4:19) | multiple times in video | View Link | 1:50 - missing the last line of code necessary for output print(x) x = x + 3 x = 2 print("x is ") 2:07 - missing the last line of code necessary for output print(x) x = 3 x = 3 * 5 print("x is ") 2:31 - missing the last line of code necessary for output print(x) x = 4 x +=3 print ("x is ") | accept | This error will be addressed. |

Publisher: CodeHS, Inc.

Ch. 127 Computer Science I

Texas Computer Science 1: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---------------------------------|---------------|-------------|----------------------------|---------------------------|--|-------------------------|---|
| <i>Texas Computer Science 1</i> | 9798987718209 | 2.16.5 | Q1, line 1 | View Link | Sentence is incomplete -- "then put a ball." Where? Up, down, in a hole?? | accept | Updated quiz question to improve clarity. https://codehs.com/lms/assignment/106355330 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 16966 | Class Exercise 1d solution | View Link | "The turnRight function is made up of turnRights! This won't work because turnRight isn't defined yet." This is not correct. turnRight is defined but it's called recursively. The function will fail at runtime because the call to turnRight is a recursive call written incorrectly. The student will get a 'stack overflow' error, not a 'function undefined' error. | accept | Removed the question about the recursive function and replaced with a question more appropriate for that lesson. https://codehs.com/library/resource/24456 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 1.8.1 | Slide titled "Coming Soon" | View Link | Talks about self-driving cars. May want to update this as it exists today. | accept | We agree with feedback, but unfortunately with limited time to make changes, we are not able to re-record the video with the edits. We've included a new article that talks about the current state of self-driving cars, which you can see here: https://codehs.com/lms/assignment/106355348 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 15.4.3 | Paragraph 3 | View Link | "Fued" should be "Feud" | accept | Fixed spelling error. https://codehs.com/lms/assignment/106355331 |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---------------------------------|---------------|-----------------|--------------------------------------|---------------------------|--|-------------------------|---|
| <i>Texas Computer Science 1</i> | 9798987718209 | 14.4.10 | Line 2 | View Link | spelling error "recieved" | accept | Fixed spelling error. https://codehs.com/lms/assignment/106355332 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 5.2 Lesson Plan | program code / sample output | View Link | There is a discrepancy between when I went to bed. Sample output says 11; program code says 10. | accept | Updated activity description to be consistent with program output. https://codehs.com/lms/assignment/106355336 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 10.2.1 | Testing with Valid Test Data section | View Link | "miimum", should be minimum | accept | Fixed the spelling error. https://codehs.com/lms/assignment/106355338 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 4.4.6 | Page 1 | View Link | Virus detection is sold as software. Students cannot tell whether their computer has a virus or not just because it's slow and crashes often. Implying that they should be able to tell if they have a virus or not is misleading. | accept | Added a couple sentences to the Virus Detection section about using antivirus software to detect viruses. https://codehs.com/lms/assignment/106355339 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 2.4.1 | timestamp 1:54 | View Link | The function 5moves() is listed as "bad" but should be noted as invalid syntax, not bad naming convention. Naming conventions are rules or guidelines to writing good, readable, maintainable code. Perhaps change the comment from "needs to" to "must". | accept | Changed the slide to say "Invalid" instead of "Bad" to address feedback. https://codehs.com/lms/assignment/106355345 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 10.2.1 | Testing with Valid Test Data section | View Link | In the last sentence, the function call says "max(230, 1050)", but the text is referring to the "min" function. | accept | Replaced max with min, and fixed the spelling error. https://codehs.com/lms/assignment/106355338 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 1.5.1 | Video 5:55 "Program" | View Link | The first bullet point on that slide is correct but not the second. 1) A program can absolutely be designed to be installed as software on other computers. Where did the idea come that programs are not meant to be published to the world? Slide and voiceover are incorrect 2) Conveying to students that a programs are written to help with simple tasks like "remind you get up at a certain time" or "visualize music" is misleading to the point of incorrectness. Programs can be highly complex and meant to solve very difficult problems. | reject | We agree with feedback, but unfortunately with limited time to make changes, we are not able to re-record the video with the edits. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---------------------------------|---------------|-------------|--|---------------------------|---|-------------------------|---|
| <i>Texas Computer Science 1</i> | 9798987718209 | 15.2.7 | In the article in the section Common Coursework Computer Science Majors Can Expect | View Link | This article reports a wrong description between a Bachelor of Arts and a Bachelor of Science in Computer Science in the article. It states "At some schools, students may choose to pursue either a Bachelor of Arts or a Bachelor of Science in computer science. The B.A. contains fewer required classes and may be more relevant for students who plan to work in another field after college." However, A Bachelor of Arts and a Bachelor of Sciences have equal value and both allow you to get the same computer science jobs. One is neither better than the other. It strongly depends on whether you'd like to receive a more broader or specialized education in your major. The Bachelor of Arts allows more liberal arts courses and the Bachelor of Science requires more science courses. | reject | We agree that both BA and BS have equal value and can prepare for CS jobs. We don't think that the sentence in the article strongly suggests that the BA can't lead to CS jobs, just that they can often allow space for other non-CS classes as well, whereas a BS might be more focused on the major. |
| <i>Texas Computer Science 1</i> | 9798987718209 | 4.5.9 | paragraph 1 of description | View Link | 5 states -- Washington D.C. is NOT a state | accept | Edited the description so that it labels Washington DC as a district instead of a state. https://codehs.com/lms/assignment/106355333 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 5.4.8 | code | View Link | The "square" function does not exist in JavaScript. You can workaround it with pow(). | accept | Added an example of using pow() to square a number. https://codehs.com/lms/assignment/106355337 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 1.3.1 | Video 11:30 | View Link | "Hexidecimal" in the dropdown should be "Hexadecimal" | accept | Updated video and fixed spelling error. https://codehs.com/lms/assignment/106355346 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 2.13.1 | Types of Errors: Syntax Errors slide | View Link | Incorrect to say a syntax error is an "error with punctuation or spelling". Students might think this means English punctuation or spelling A syntax error is a programming language-specific grammatical error a programmer makes when writing code in that language. | accept | Updated video slides to address feedback. https://codehs.com/lms/assignment/106355347 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 5.4.8 | sample code line 39 | View Link | If the intent was to show what happens when you add 1 to max value, this does not happen. The variables maxNumber and maxNumber-PlusOne have the same value. | accept | Removed that piece of the program. https://codehs.com/lms/assignment/106355337 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 11.4.4 | Hint | View Link | uplicated word -- "reverse the the status" | accept | Removed the duplicated word. https://codehs.com/lms/assignment/106355334 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 15.2.5 | Page 2 | View Link | "Certifications are the best way to verify one's level of expertise and abilities to prospective employers." This is not true, employers often look at 4 year college degrees, projects and portfolios over certifications. | accept | Agree with the comments. Replaced article with a different article that didn't make statements like that without any data to support them. https://codehs.com/lms/assignment/106355335 |
| <i>Texas Computer Science 1</i> | 9798987718209 | 2.13.1 | slide 6 | View Link | Syntax errors are not the cause of a "crash". Syntax errors are displayed at compile time. Run time errors occur in a "crash". | accept | Updated video slides to address feedback. https://codehs.com/lms/assignment/106355347 |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---------------------------------|---------------|-------------|---|---------------------------|--|-------------------------|--|
| <i>Texas Computer Science 1</i> | 9798987718209 | 15.2.5 | Looking Beyond Entry Level Certifications | View Link | "Thus, as you progress in your career, these five entry-level certifications will help qualify you for far more than an entry-level job." Where is the data to back this up? How do you know that competition will not make or has not already made these certifications requirements for entry level IT jobs? | accept | Agree with the comments. Replaced article with a different article that didn't make statements like that without any data to support them. https://codehs.com/lms/assignment/106355335 |

Publisher: eDynamic Holdings LP

Ch. 127 Computer Science I

Introduction to Programming 1a/1b: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|------------------|---------------------------|--|-------------------------|-----------------------------|
| <i>Introduction to Programming 1a/1b</i> | 9781737161660 | 1A | Unit 7, lesson 2 | View Link | Unit 7, Lesson 2 Class 2: eDynamic Course Lesson Correlation: Lesson 2 Estimated Time: 2 hours Standards • TX 5 (D) investigate privacy and security measures, including strong passwords, pass phrases, and other methods of authentication and virus detection and prevention; and • TX 5 (E) investigate computing and computing-related advancements and the social and ethical ramifications of computer usage Objectives • Identify risk recovery steps for various situations | | Pending publisher response. |

Publisher: eDynamic Holdings LP

Ch. 127 Computer Science II

Programming 2a/2b: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--------------------------|---------------|-------------|-------------|---------------------------|---|-------------------------|-----------------------------|
| <i>Programming 2a/2b</i> | 9781737161585 | 2B | Paragraph 3 | View Link | <p>"peer code review" is a phrase not a word</p> | | Pending publisher response. |
| <i>Programming 2a/2b</i> | 9781737161585 | 2A | O(logn) | View Link | "Big-O of logn means that the algorithm increases proportionately to the logarithm of the input data set" Imprecise sentence. | | Pending publisher response. |
| <i>Programming 2a/2b</i> | 9781737161585 | 2B | slide 16 | View Link | Starting at "Ask students the following question" Add "s:" to the end of the above phrase, then indent the questions after this bullet item | | Pending publisher response. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-------------------|---------------|-------------|--|---------------------------|---|-------------------------|-----------------------------|
| Programming 2a/2b | 9781737161585 | 2A | API definition | View Link | An API is not a tool that allows code to be reused. It's a contract between two separate entities (client and server) that facilitates their communication. | | Pending publisher response. |
| Programming 2a/2b | 9781737161585 | 2A | Last sentence of Abstract Data Types (ADT) | View Link | "Stacks, queues, and linked lists are all examples of ADTs." A linked list is a data structure, not an ADT. A linked list can be used to implement a stack and a queue. Stacks and queues are ADTs. | | Pending publisher response. |
| Programming 2a/2b | 9781737161585 | 2A | advantages | View Link | Without any citations or statistics, this list read more like someone's opinion than actual facts. Platform Independence -- For example, COBOL is a high-level language and has several varieties that run on different size computers and operating systems: mainframe, mini-computers, and micro-computers. Readability -- Higher-level languages are more readable because the syntax is less like code and more like English. Increased Productivity -- (This statement is pure opinion.) A skilled programmer in any language will be productive. Languages are better suited to one application over another. Python vs. Java and processing large numbers, take Python. Easy to Debug -- High-level languages aren't easier to debug just because they are high-level. | | Pending publisher response. |
| Programming 2a/2b | 9781737161585 | 2B | Lesson 5 | View Link | There is no lesson 5 there are two Lesson 4's. I am putting in my vote considering that the 2nd lesson four is lesson 5. | | Pending publisher response. |
| Programming 2a/2b | 9781737161585 | 2A | Step 2 | View Link | "In your sorting code, you'll want to use Nested Loops to sort the data into categories." Mergesort does not use nested loops. | | Pending publisher response. |
| Programming 2a/2b | 9781737161585 | 2B | Unit 8 Lesson 5 | View Link | There is no lesson 5. There are two lessons 4. I assume this is a typo. | | Pending publisher response. |
| Programming 2a/2b | 9781737161585 | 2A | Definition of recursion | View Link | "recursion, which is a method that calls itself over and over until a base case is satisfied." Imprecise definition. Recursion is a technique in which a problem is solved by breaking it down into smaller subproblems that are the same version of the original problem. These subproblems are then combined to yield a final solution. Recursive functions accomplish this by calling themselves over and over again. | | Pending publisher response. |
| Programming 2a/2b | 9781737161585 | 2A | Definition of time complexity | View Link | "In computing, we also use time to measure efficiency in terms of how long the program takes to run, known as time complexity." Definition as is is incorrect, missing a critical component. The time complexity of a program is a function that describes how long a program takes to run *as a function of the length of its input*. | | Pending publisher response. |

Publisher: CEV Multimedia

Ch. 127 Engineering Design and Presentation II

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|----------------------------|---------------|---------------------------|---|-------------------------|--------------------------------------|
| <i>iCEV Engineering Design and Presentation II (Individual Course)</i> | 8888640050001 | Project - Socratic Seminar | Directions #1 | View Link | "Thernos" is the incorrect spelling. Please correct to "Theranos" | accept | We will correct this spelling error. |

Publisher: CEV Multimedia

Ch. 127 Food Science

iCEV Food Science (Individual Course): TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------|---------------------------|---|-------------------------|---|
| <i>iCEV Food Science (Individual Course)</i> | 8888640067001 | Slide 12 | slide 12 | View Link | The text states "new technology constantly emerging". This should say "new technology is constantly emerging". ADD "is" | accept | We will correct this grammatical error. |

Publisher: CEV Multimedia

Ch. 127 Forensic Science

iCEV Forensic Science (Individual Course): TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|--------------------------------|----------|---------------------------|---|-------------------------|-----------------------------|
| <i>iCEV Forensic Science (Individual Course)</i> | 8888640074001 | Activity - Designing Solutions | 19-20 | | Should be forensics not food science theme | accept | We will address this error. |
| <i>iCEV Forensic Science (Individual Course)</i> | 8888640074001 | Activity- Developing a Model | Part 2 | View Link | In part 2 they start asking you to look at a cheek cell. In part 1 we are looking at hairs. I think part 2 should say hair instead of cheek cell. | accept | We will address this error. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|---------------------|--------------|---------------------------|--|-------------------------|-----------------------------|
| <i>iCEV Forensic Science (Individual Course)</i> | 8888640074001 | Slides 32-43 | Slide 32 | View Link | Says Blood Splatter. There is no L it should be spatter. | accept | We will address this error. |
| <i>iCEV Forensic Science (Individual Course)</i> | 8888640074001 | Activity-Job Search | instructions | View Link | Change pathophysiology to forensics. | accept | We will address this error. |

Publisher: TPS Publishing

Ch. 127 Forensic Science

STEAM into Forensic Science - CTE Edition: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------|---------------------------|---|-------------------------|-----------------------------|
| <i>Forensic Science Teacher Textbook</i> | 9781788053372 | p156-165 | 156-165 | View Link | <p><p>The explanation of the duties of a crime scene investigator are wrong. The sentence "They do not, however take part in any analysis of evidence" is wrong. This depends on how big your department is. As a former CSI, I am a fingerprint examiner (who analyze prints) and digital forensic examiner (who analyze phones), the only thing we didn't do analysis on would be DNA or trace. The sentence "CSI will take on smaller tasks if there is a lack of officersrecording of evidence trough photography". Photography IS CSI primary tasks, not an officer, unless it is a lesser offensive and CSI is not called, but if we are on scene it's our task, not the officer. You also have blood pattern specialist under Forensic Biology instead of CSI. CSI's can be certified bloodstain pattern analyst.</p></p> | | Pending publisher response. |
| <i>Forensic Science Teacher Textbook</i> | 9781788053372 | p201-204 | 204 | View Link | <p><p>When packaging a gun, we do NOT put filler in the box. A firearm might have blood or trace evidence on it and the filler may brush away the evidence. The location of that evidence on the firearm itself is also important. You zip tie the firearm to the gun box using three zip ties. One zip tie goes across the grip, the second zip tie goes across the slide, and the third zip tie goes down the magazine well. (this information is coming from a firearms examiner from Plano PD)</p></p> | | Pending publisher response. |

Publisher: CEV Multimedia

Ch. 127 Fundamentals of Computer Science

iCEV Fundamentals of Computer Science (Individual Course): TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------|------|-------------|------------------------------|---------------------------|--|-------------------------|---|
| | | 5:48 | Video: Programming Languages | View Link | When listing basic data types, all are correct except Casting (last one listed). Casting is the ability to CHANGE a data type, not one itself. | accept | Content which can be misconstrued as casting being a data type will be removed. |

Publisher: CodeHS, Inc.

Ch. 127 Fundamentals of Computer Science

Fundamentals of Computer Science: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|--|---------------------------|---|-------------------------|--|
| <i>CodeHS Fundamentals of Computer Science</i> | 9798987718247 | 2.2.1 | Slide 1 in video refers to AP CS Principles - not Fundamentals of Computer Science | View Link | Only the first slide needs to be changed to include the correct title of the course. Otherwise, the video is correct. | accept | Updated slides |
| <i>CodeHS Fundamentals of Computer Science</i> | 9798987718247 | 6.2.1 | 2:21-2:32 in the video | View Link | The speaker says GAME over and the variable is GAVEover | accept | Reproduced the video - added frame image of the corrected slide - "gameOver" variable updated in video |
| <i>CodeHS Fundamentals of Computer Science</i> | 9798987718247 | 8.10.1 | Slide 1 in video refers to AP CS Principles - not Fundamentals of Computer Science | View Link | Change course title to Fundamentals of Computer Science | accept | Updated video and slides |

Publisher: Compusolar, Inc.

Ch. 127 Fundamentals of Computer Science

Computer Science Foundations: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-----------------|------|-------------|----------|------|----------------------|-------------------------|--------------------|
|-----------------|------|-------------|----------|------|----------------------|-------------------------|--------------------|

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|-----------------|----------------------------------|----------------------------------|---------------------------|--|-------------------------|--|
| <i>Computer Science Foundations - Student Material</i> | 9781946113023SM | Chapter 14, Lesson 1 Text | Vocabulary List | View Link | Should include that it a new, improvement, or a solution to a problem as a key component to innovation. | accept | We have modified the definition to read "A technology or service that relies on software, in part, to provide a new service, improvement, or solution to a problem." Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/14/L1/lesson.html |
| <i>Computer Science Foundations - Student Material</i> | 9781946113023SM | Chapter 15, Lesson 1 Text | Vocabulary List | View Link | A rectangle represents one or more specific steps that your algorithm needs to take Rectangle represents one step that your algorithm needs to take. | accept | We have modified the definition of a flowchart rectangle as suggested. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/15/L1/lesson.html |
| <i>Computer Science Foundations - Student Material</i> | 9781946113023SM | Chapter 23, Lesson 1 Text | What does HTML Mark up look like | View Link | Under the markup <h1>My Favorite Movies<h1> it should be <h1>My Favorite Movies</h1> | accept | |
| <i>Computer Science Foundations - Student Material</i> | 9781946113023SM | Chapter 7, Lesson 2 Text | intro and vocabulary list | View Link | 'will-written' change to well- written Run time Error should exclude 'only' | accept | Thank you, we have fixed the typo and modified the definition of run-time error. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/07/L2/lesson.html |
| <i>Computer Science Foundations - Student Material</i> | 9781946113023SM | Chapter 4, Lesson 3 Text | Vocabulary List | View Link | Integers are positive and negative whole numbers including zero or you could say whole numbers and their opposites including zero | accept | We have modified the definition of integer to read: "A positive, zero, or negative whole number (like 4, 0, or -7) that does not need fractional information." Please see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/04/L3/lesson.html |
| <i>Computer Science Foundations - Student Material</i> | 9781946113023SM | Chapter 29 Activity Instructions | bottom of homework in menu | View Link | CSTO Should be changed to CTSO | accept | Thank you, we will make the correction. The following image demonstrates how the updated problem title will appear: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/29/C29HomeworkL4.1.png |

Publisher: Savvas Learning

Ch. 127 Fundamentals of Computer Science

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------------------------|---------------------------|---|-------------------------|-----------------------------|
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 46 | line 2 | View Link | Definition of an algorithm is "a list set of instructions, used to solve problems or perform tasks, based on the understanding of available alternatives." From International Institute in Geneva | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 125 | first para, first sentence | View Link | end of sentence has two periods "algorithm.." | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 31 | Q4 | View Link | Extra word "you need a to store" -- "a" not needed | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 533 | Second sentence | View Link | "If it takes affect" should be "If it takes effect" | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 536 | line 4 | View Link | prevention is a valuable "too", should be "tool" | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 526 | 4th sentence, paragraph 3 | View Link | "can impact person privacy" should be "can impact personal privacy" | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 46 | Line 2 | View Link | Defining an algorithm as "a series of actions" is too vague. An algorithm is a core concept and should be defined precisely. Core ideas: 1) An algorithm is made up of instructions or rules 2) The instructions in an algorithm must be sequential 3) The instructions must also be precise and clear. | | Pending publisher response. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------------------------|---------------------------|--|-------------------------|-----------------------------|
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 134 | Line 21 "array" | View Link | "array" should be "arrays" or "an array" | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 518 | Exercise #2 | View Link | "Employee effective technical reading strategies" should be "Employ" | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 507 | end of line | View Link | Says "word-" related, should be "work-" related | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 53 | end of paragraph | View Link | End of sentence has two periods (documents..) | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 526 | Paragraph 2 | View Link | Automating repetitive tasks MAY let people take on more challenging and better paying jobs. It may also put people out of a job with no security. | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 158 | first sentence | | Integer division -- the decimal portion of the division is truncated. Don't use the word "rounding" or "rounded". | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 112-113 | Paragraph 3 of exercise 12 | View Link | Incorrect use of semicolon instead of comma in a list. Better to use colon and commas in conjunction: "Some things you might consider... are: the name of the band, a hyperlink..., a list of songs, a concert schedule,..." | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 150 | #6 | View Link | Formula for #6 is incorrect. Missing operator "/" | | Pending publisher response. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|---|---------------------------|---|-------------------------|-----------------------------|
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 40 | P. 40 | | "Using a web-based language typically means writing and executing code directly in a web browser" Using a web-based language doesn't mean writing or executing code directly in a browser. Instead, it's correct to say that programs written in web-based languages are typically executed by a web browser. | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 500 | para 2 | View Link | "gets" should be "get" -- they get | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 171 | P 171 | | There is no "mathematical operator" for integer division. Mathematics only has division. The goal is for students to be able to distinguish between integer division and real division in the context of programming. | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 512 | Paragraph 2, "Legal and Ethical Responsibilities in Computer Science" | View Link | "One of the most significant...for computer science worker is to stop" should be "computer science workers" | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 519 | line 6 | View Link | Two periods (..) at end of sentence. | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 149 | list | View Link | Debugging Exercises #1-4 Either #4 should be #3 or #3 is missing. | | Pending publisher response. |
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 125 | Second sentence | View Link | Two periods after "series of steps in an algorithm.." | | Pending publisher response. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|------------|---------------------------|--|-------------------------|-----------------------------|
| <i>Fundamentals of Computer Science for Texas, Student Edition</i> | 9780138045074 | 3 | Figure 1-2 | View Link | Figure does not clearly indicate typical components of a computer system, like the diagram title implies. The labels below each image for Input Devices and Secondary Storage Devices are source citations instead of component names, which is misleading for students. Suggest to move these image citations to the bottom of the page to at the back of the book. Suggest to add the component names to the bottom of each image instead. | | Pending publisher response. |

Publisher: eDynamic Holdings LP

Ch. 127 Health Science Theory

Health Science Theory 1a/1b: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|------------------------------------|---------------|-------------|-----------------|---------------------------|--|-------------------------|-----------------------------|
| <i>Health Science Theory 1a/1b</i> | 9781959433514 | 1B | WOUND FIRST AID | View Link | Under the 2nd round picture of the hand, there is a spelling error. Y'all are using the word 'hart' and the correct word would be 'heart'. | | Pending publisher response. |

Publisher: Savvas Learning

Ch. 127 Health Science Theory

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|-------------|---|---------------------------|---|-------------------------|-----------------------------|
| <i>Health Science Theory for Texas, Student Edition</i> | 9780138046057 | 563 | 1st paragraph under Cardiac Arrest and CPR. | View Link | First sentence states that Cardiac arrest is the same as a heart attack. That is not true. Many people can have a heart attack without a cardiac arrest. Heart attacks can cause cardiac arrest. But they are not synonymous. This sentence infers that they are. THIS IS NOT TRUE. Please correct. | | Pending publisher response. |

Publisher: CEV Multimedia

Ch. 127 Medical Billing and Coding

iCEV Medical Coding & Billing (Individual Course): TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|---------------------------|---------------------------|--|-------------------------|-----------------------------|
| <i>iCEV Medical Coding and Billing (Individual Course)</i> | 8888640142001 | Slide 23 | slide 23 | View Link | The definition of the use of information for communication within the organization is being rejected. You should not have any communication regarding the patient's medical record unless you have a direct patient-care relationship with the patient. For example, an employee of Baylor Scott and White was involved in an automobile accident and brought to the facility of Baylor Scott and White. Employees with nothing to do with her medical care reviewed the medical record. This is a HIPAA violation. Your definition is vague and incorrect for communication within a specific organization. | | Pending publisher response. |
| <i>iCEV Medical Coding and Billing (Individual Course)</i> | 8888640142001 | 1 | Answer key | View Link | The definition of the use of information for communication within the organization is being rejected. You should not have any communication regarding the patient's medical record unless you have a direct patient-care relationship with the patient. For example, an employee of Baylor Scott and White was involved in an automobile accident and brought to the facility of Baylor Scott and White. Employees with nothing to do with her medical care reviewed the medical record. This is a HIPAA violation. Your definition is vague and incorrect for communication within a specific organization. | accept | We will address this error. |
| <i>iCEV Medical Coding and Billing (Individual Course)</i> | 8888640142001 | 1 | Activity and Presentation | View Link | Lymphoma is not coded in the cardiovascular system. Lymphoma is coded in the neoplasms. Neoplasms are in the C Section and the Cardiovascular system is in the I's in the ICD-10-CM. | accept | This error will be updated. |
| <i>iCEV Medical Coding and Billing (Individual Course)</i> | 8888640142001 | 1 | Answer key | View Link | The answer key is incorrect. The disclosure of information is sharing of information, even within an entity. Patients have to give permission for doctors to discuss their information with another doctor even if they are in the same organization. | accept | We will address this error. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------|---------------------------|--|-------------------------|-----------------------------|
| <i>iCEV Medical Coding and Billing (Individual Course)</i> | 8888640142001 | Slide 23 | slide 23 | View Link | The definition of the use of information for communication within the organization is being rejected. You should not have any communication regarding the patient's medical record unless you have a direct patient-care relationship with the patient. For example, an employee of Baylor Scott and White was involved in an automobile accident and brought to the facility of Baylor Scott and White. Employees with nothing to do with her medical care reviewed the medical record. This is a HIPAA violation. Your definition is vague and incorrect for communication within a specific organization. | | Pending publisher response. |

Publisher: CEV Multimedia

Ch. 127 Medical Microbiology

iCEV Medical Microbiology (Individual Course): TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|---|--------------|---------------------------|--|-------------------------|---|
| <i>iCEV Medical Microbiology (Individual Course)</i> | 8888640159001 | Categorizing Statem | 6th question | View Link | The statement "Viruses consist of membrane-encased cells." this is incorrect. Viruses are not made up of cells as viruses are non-living. An accurate statement to follow the 2nd law of biology would be " all living organisms consist of membrane-encased cells. | accept | We will address this error. |
| <i>iCEV Medical Microbiology (Individual Course)</i> | 8888640159001 | (0:00-14:57) of the Streaking Methods video segment | Video | View Link | The instructor in the video is completing this methodology wildly wrong. You absolutely would never flame that many loops at the same time. You flame a loop as you are using it. It is no longer sterile if its set in a container altogether. He also improperly opens the bacteria sample. I cringe that he is a head of a microbiology department. | accept | We will address this error to update the methodology to match standard procedure. |
| <i>iCEV Medical Microbiology (Individual Course)</i> | 8888640159001 | Preparing a Smear 0:00-10:02 | Video | View Link | The methodology in this video is not standard procedure. When the scientist is placing bacteria on his slide he does not flame and sterilize his loop prior. He also did not flame the top of his sample container. Also when transferring water he dipped an unsterilized loop into a stock container of water. He also never completely sterilizes his loop when done. | | Pending publisher response. |

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

Ch. 127 Pharmacy I

PharmaSeer: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|-------------------|---------------|-------------|----------|---------------------------|--|-------------------------|-----------------------------|
| <i>PharmaSeer</i> | 9781565334939 | 1 | Module 3 | View Link | Reverse distributor is form 41 not 222 | | Pending publisher response. |

Publisher: CEV Multimedia

Ch. 127 Principles of Applied Engineering

iCEV Principles of Applied Engineering (Individual Course): TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---|---------------|--------------------------------------|--------------------|---------------------------|--|-------------------------|---|
| <i>iCEV Principles of Applied Engineering (Individual Course)</i> | 8888640180001 | Project - Turning Ideas into Reality | Step 3 of Citation | View Link | Change "One" to "Once" in the statement that continues with "your group has created a prototype, run a series of tests to see if the prototype needs improvements or adjustments." | accept | We will correct this grammatical error. |

Publisher: CEV Multimedia

Ch. 127 Principles of Education and Training

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

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|----------|---------------------------|---|-------------------------|--|
| <i>iCEV Principles of Education and Training (Individual Course)</i> | 8888640197001 | Slide 56 | 56 | View Link | The definition is one sided and does not provide that there -is both good and bad work ethic .The definition should also include that it is also a personal set of values. | accept | We will add the suggested items. |
| <i>iCEV Principles of Education and Training (Individual Course)</i> | 8888640197001 | Slide 48 | slide 48 | View Link | The PowerPoint has a title -Responsibilities and proceeded to define responsibilities with a bulletpoint. The slide either should have another title or remove the bulletpoint. | reject | The writing structure for our slides is for the title of the slide to be the subject of the sentence and then any following bullets or sub-bullets be the predicate. This style allows screen readers to read the content in a consistent manner and have content read like sentences. In this instance, Responsibilities begins the sentence. |

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|--|---------------|-------------|------------------------|---------------------------|---|-------------------------|--|
| <i>iCEV Principles of Education and Training (Individual Course)</i> | 8888640197001 | 1 | Activity-Investigation | View Link | Should either be: This occupation needs to be a teaching, training or early learning career or remove the article a | accept | This is a grammatical error which will be fixed. |

Publisher: The Curriculum Center for Family and Consumer Sciences

Ch. 127 Principles of Education and Training

Principles of Education and Training: TEKS

| Component Title | ISBN | Page Number | Location | Link | Description of Error | Publisher Accept/Reject | Publisher Response |
|---------------------------------------|--------------|--------------------------|----------------------|---------------------------|---|-------------------------|-----------------------------|
| <i>Education Career Investigation</i> | 978953248060 | T1_U1_CareersIII | objective | View Link | The word "as" should be changed to "while" in the objective because as it is currently written the objective is confusing. | accept | Will make required updates |
| <i>Education Career Investigation</i> | 978953248060 | T1_U1_CareersIII | javascript:void(0); | View Link | The use of the as a makes the sentence confusing I would suggest while : The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career. | accept | Will make required updates |
| <i>Education Career Investigation</i> | 978953248060 | T3_U1_Lesson Planning I | entire assignment | View Link | Make sure to address summative assessments as stated in the TEKS. | | Pending publisher response. |
| <i>Education Career Investigation</i> | 978953248060 | T3_U1_Lesson Planning II | Breakout description | View Link | Grammatical error in the breakout : Develop and evaluate instructional materials | | Pending publisher response. |