

Proclamation 2024: Publisher-Identified Error Corrections in Response to Public Testimony

This report lists the publishers' corrections proposed in response to public testimony provided to the State Board of Education (SBOE) at the November 2023 Committee of the Full Board meeting and only contains additional changes reported by publishers after that meeting through November 15, 2023. These corrections will be added to the Proclamation 2024 Report of Required Corrections following the November SBOE meeting and must be made as a condition of adoption by the SBOE.

Publisher: Great Minds

Science, Grade 1

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition</i>	9798885885188		429	Works Cited		To comply with recommendations made by the State Board of Education, this entry is deleted: Burnett, Elena. 2021. "What The Cherry Blossom Can Tell Us About Climate Change." National Public Radio. https://www.npr.org/2021/04/05/984470981/what-the-cherry-blossom-bloomcan-tell-us-about-climate-change .	Delete entry
<i>Survival with Spotlight Lessons on Earth Materials Teacher Edition</i>	9798885885201		222	Teacher Note Sidebar		To comply with recommendations made by the State Board of Education, this text has been deleted: Recent climate changes have reduced pika range in some regions. Researchers are studying the connections between climate change and pika vulnerability.	Delete text

Publisher: Great Minds

Science, Grade 3

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>Survival and Change Teacher Edition</i>	9798885885256		289	First paragraph, last two sentences		To comply with recommendations made by the State Board of Education, text revised: During this engineering challenge, students identify criteria and constraints for their solution, develop a detailed design of their solution, and draft a letter to a community leader that outlines the specific components of their solution to explain why it will be successful. After students have drafted and shared their final diagrams and letters, they evaluate their solutions based on peer feedback.	During this engineering challenge, students identify criteria and constraints for their solution, develop a detailed design of their solution, and create a poster that outlines the specific components of their solution to explain why it will be successful. After students have drafted and shared their final diagrams and posters, they evaluate their solutions based on peer feedback.
<i>Family Tip Sheet, Level 3</i>	9798885880000		4	Level 3, Module 2		To comply with recommendations made by the State Board of Education, text revised: Writing a letter to community leaders to explain threats to monarch butterflies and to propose a solution to support monarchs' survival	Identifying threats to monarch butterflies and proposing a solution to support monarchs' survival
<i>Survival and Change Teacher Edition</i>	9798885885256		314	Check for Understanding, Evidence box		To comply with recommendations made by the State Board of Education, text revised: Student groups write a letter (3.3B) to a community leader. In the letter, students describe environmental changes that have caused monarchs to perish (3.12C),	Student groups create a poster (3.3B) to describe environmental changes that have caused monarchs to perish (3.12C),
<i>Survival and Change Teacher Edition</i>	9798885885256		292	Student Materials table, row 4		To comply with recommendations made by the State Board of Education, text revised: Engineering Challenge: markers,...	Engineering Challenge: chart paper (1 sheet per group); markers, crayons, or colored pencils; rulers; paper; graph paper (optional)
<i>Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition</i>	9798885885263		307	Extension sidebar		To comply with recommendations made by the State Board of Education, text deleted: Extension: Encourage groups to write a letter to an astronaut that describes the problem they identified and their solution.	Delete sidebar
<i>Survival and Change Teacher Edition</i>	9798885885256		314	Check for Understanding, Next Steps box		To comply with recommendations made by the State Board of Education, text revised: If students need support collaboratively writing their letter, assign sections of the letter to student pairs.	If students need support collaboratively creating their poster, assign sections of the poster to student pairs.

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<i>Survival and Change Teacher Edition</i>	9798885885256		296	Teacher Note sidebar, bottom		To comply with recommendations made by the State Board of Education, text revised: Teacher Note In this engineering challenge, students will generate a detailed design and write a letter to share their solution. They will not create or test their solutions.	Teacher Note In this engineering challenge, students will generate a detailed design and create a poster to share their solution. They will not create or test their solutions.
<i>Survival and Change Teacher Edition</i>	9798885885256		314	Land		To comply with recommendations made by the State Board of Education, text revised: Tell students they will have a few minutes during the next lesson to finalize their design diagram and letter before sharing their solution with another group for peer feedback.	Tell students they will have a few minutes during the next lesson to finalize their design diagram and poster before sharing their solution with another group for peer feedback.
<i>Survival and Change Teacher Edition</i>	9798885885256		296	Last sentence		To comply with recommendations made by the State Board of Education, text revised: Explain that in this engineering challenge, they will write a letter to a community leader explaining a detailed plan for their solution.	Explain that in this engineering challenge, they will create a poster that includes a detailed plan for their solution.
<i>Survival and Change Teacher Edition</i>	9798885885256		315	Prepare to Share a Solution, first sentence		To comply with recommendations made by the State Board of Education, text revised: Provide student groups time to finish their diagrams and letters and plan their presentations.	Provide student groups time to finish their diagrams and poster and plan their presentations.
<i>Survival and Change Teacher Edition</i>	9798885885256		315	Share a Solution, first sentence		To comply with recommendations made by the State Board of Education, text revised: Gather the class for the presentations. Remind student groups that they will share their diagram and letter with one other group.	Gather the class for the presentations. Remind student groups that they will share their diagram and poster with one other group.
<i>Survival and Change Teacher Edition</i>	9798885885256		303	Last bulleted item		To comply with recommendations made by the State Board of Education, text revised: We can't test our solutions because we need to communicate with community leaders and get permission.	We can't test our solutions because I don't think we have the space or materials we need to create it.
<i>Survival and Change Teacher Edition</i>	9798885885256		316	First sentence		To comply with recommendations made by the State Board of Education, text revised: Allow groups to share their diagrams and letters one at a time with another group.	Allow groups to share their diagrams and posters one at a time with another group.

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<i>Survival and Change Teacher Edition</i>	9798885885256		304	Extension sidebar		To comply with recommendations made by the State Board of Education, text deleted: Extension. In these lessons, student groups will neither send the letter to a community leader nor build their solutions. They will develop a detailed design plan solution and draft a letter explaining why the solution should be implemented. If there are resources and space available for students to implement one solution at school, consider supporting students in selecting one class idea that they would like to build and test (e.g., building a butterfly garden). Have students send the letter to the school principal or another community leader, and support students in building and testing the solution (3E).	Delete entire sidebar
<i>Survival and Change Teacher Edition</i>	9798885885256		316	Teacher Note inline, first sentence		To comply with recommendations made by the State Board of Education, text revised: Students may swap their diagrams and letters with additional groups if time permits.	Students may swap their diagrams and posters with additional groups if time permits.
<i>Survival and Change Teacher Edition</i>	9798885885256		304	First paragraph		To comply with recommendations made by the State Board of Education, text revised: Explain to students that since this problem is complex, requiring community collaboration and permission, planning, and long-term studies, their goal is to develop a detailed final diagram and present their solution in a letter addressed to a community leader.	Explain that since this problem is complex and would require community collaboration and permission, planning, and long-term studies, students will create a model of their solution. Their goal is to develop a detailed final diagram and present their solution on a poster.
<i>Survival and Change Teacher Edition</i>	9798885885256		316	Teacher Note sidebar		To comply with recommendations made by the State Board of Education, text revised: If time permits, allow groups to revise their solutions. This could include adding more details to the letter or final diagram or revisiting the Imagine stage to brainstorm other ideas (3E).	If time permits, allow groups to revise their solutions. This could include adding more details to the poster or final diagram or revisiting the Imagine stage to brainstorm other ideas (3E).
<i>Survival and Change Teacher Edition</i>	9798885885256		307	English Language Development sidebar		To comply with recommendations made by the State Board of Education, text deleted: English Language Development. The following line of questioning includes words such as letter. English learners may benefit from additional scaffolding in the form of sentence frames. Consider using sentence frames such as these: A letter should include ____ and ____. The letter should explain ____. My letter will include ____ because ____.	Delete entire sidebar

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<i>Survival and Change Teacher Edition</i>	9798885885256		318	Second bulleted list, first item		To comply with recommendations made by the State Board of Education, text revised: We hope that our plan would have created a place in Kentucky where monarch butterflies could rest, eat, and hatch more eggs on their way back from Mexico.	We hope that our plan would have created a place where monarch butterflies could rest, eat, and hatch more eggs on their way back from Mexico.
<i>Survival and Change Teacher Edition</i>	9798885885256		307	Sample student response, bullet item 1		To comply with recommendations made by the State Board of Education, text revised: I think the diagram should include labels. The letter should explain how the solution helps the monarchs and why it is the best solution.	I think the diagram should include labels. The poster should explain how the solution helps the monarchs and why it is the best solution.
<i>Survival and Change Teacher Edition</i>	9798885885256		308	Differentiation sidebar		To comply with recommendations made by the State Board of Education, text revised: Some student groups may benefit from having assigned roles in their groups. These roles can rotate daily. Some examples for group roles include Team Leader, Timekeeper, Artist, Writer (letter), Researcher (3E).	Some student groups may benefit from having assigned roles in their groups. These roles can rotate daily. Some examples for group roles include Team Leader, Timekeeper, Artist, Writer, Researcher (3E).
<i>Survival and Change Teacher Edition</i>	9798885885256		509	Share row, column 5		To comply with recommendations made by the State Board of Education, text revised: The student writes a letter (3.3B) about environmental changes that threaten monarchs (3.12C)...	The student creates a poster (3.3B) to describe environmental changes that threaten monarchs (3.12C).
<i>Survival and Change Teacher Edition</i>	9798885885256		312	First paragraph, sentences 2-4		To comply with recommendations made by the State Board of Education, text revised: Remind students that they must create a final diagram and write a letter addressed to a community leader in addition to presenting their work. Discuss the requirements and desired components for the letter and record them in chart paper for students to refer to as they complete the engineering challenge. Required letter components include	Remind students that they must create a final diagram and create a poster to present their work. Discuss the requirements and desired components for the poster and record them on chart paper for students to refer to as they complete the engineering challenge. Required poster components include
<i>Survival and Change Teacher Edition</i>	9798885885256		553	Lesson Set Objective, sentence 2		To comply with recommendations made by the State Board of Education, text revised: During this engineering challenge, students identify the criteria and constraints for their solution, develop a detailed design of their solution, and draft a letter to a community leader that outlines the specific components of their solution.	During this engineering challenge, students identify the criteria and constraints for their solution, develop a detailed design of their solution, and create a poster to describe the specific components of their solution.

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<i>Survival and Change Teacher Edition</i>	9798885885256		312	2nd and 3rd paragraphs		To comply with recommendations made by the State Board of Education, text revised: Then walk students through the letter outline in the Share section of their Science Logbook (Lesson 26 Activity Guide B). Answer any questions that students may have before they get started. Have students rejoin their engineering groups. Give groups time to create their final diagram and letter in the Share section of their Science Logbook. Provide students with materials needed for their final drafts (e.g., graph or lined paper, writing utensils, ruler). As groups work, monitor their progress, encourage students to revisit the Ask and Imagine stages as necessary, and ensure that all group members are contributing to the creation of the final diagram and letter.	Then walk students through the poster outline in the Share section of their Science Logbook (Lesson 26 Activity Guide B). Answer any questions that students may have before they get started. Have students rejoin their engineering groups. Give groups time to create their final diagram and poster in the Share section of their Science Logbook. Provide students with materials needed for their poster (e.g., chart paper, writing utensils, ruler). As groups work, monitor their progress, encourage students to revisit the Ask and Imagine stages as necessary, and ensure that all group members are contributing to the creation of the final diagram and poster.
<i>Survival and Change Teacher Edition</i>	9798885885256		553	Know subhead, 2nd and 3rd paragraphs		To comply with recommendations made by the State Board of Education, text revised: We think about the criteria and the constraints of our design solutions. Our teacher explains that since the problem is complex and might require community collaboration and permission, planning, and long-term studies, our goal is to develop a detailed diagram of our design and to present the design solution in a letter addressed to a community leader. We imagine and plan our solution. During the plan stage, we develop a draft diagram of our solution. Next, our teacher shows us a photograph of a monarch butterfly waystation. We use ideas from the waystation to improve our solutions. We finalize our diagrams and letters and share them with another group.	We think about the criteria and the constraints of our design solutions. Our teacher explains that since the problem is complex and would require community collaboration and permission, planning, and long-term studies, our goal is to develop a detailed diagram of our design and to present details about the design solution on a poster. We imagine and plan our solution. During the plan stage, we develop a draft diagram of our solution. Next, our teacher shows us a photograph of a monarch butterfly waystation. We use ideas from the waystation to improve our solutions. We finalize our diagrams and posters and share them with another group.
<i>Survival and Change Teacher Edition</i>	9798885885256		312	Section beginning sample student letter		To comply with recommendations made by the State Board of Education, text revised: Sample student letter: Dear Community Leader, The number of monarch butterflies is going down because there have been many changes to the monarchs' environment including deforestation, development by humans, and loss of milkweed. These problems result in the loss of food and habitat for the monarchs. Our solution to this problem is to create a habitat for monarchs along their migration path in Texas. It will be filled with food, water, and shelter for monarchs. We will also have signs so that people in the community know the purpose of the garden and can help to keep it safe.	Sample student poster information: The number of monarch butterflies is going down because there have been many changes to the monarchs' environment including deforestation, development by humans, and loss of milkweed. These problems result in the loss of food and habitat for the monarchs. Our solution to this problem is to create a habitat for monarchs along their migration path in Texas. It will be filled with food, water, and shelter for monarchs. We will also have signs so that people know the purpose of the garden and can help to keep it safe.
<i>Survival and Change Teacher Edition</i>	9798885885256		559	General Academic Words, row 3		To comply with recommendations made by the State Board of Education, delete row 3: Letter None	Delete row

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<i>Survival and Change Teacher Edition</i>	9798885885256		312	Differentiation sidebar, first sentence		To comply with recommendations made by the State Board of Education, text revised: The letter outline in the Share section of the Science Logbook contains writing prompts for students.	The poster outline in the Share section of the Science Logbook contains writing prompts for students.
<i>Survival and Change Science Logbook</i>	9798885885430		104	Lesson 26, Activity Guide B		To comply with recommendations made by the State Board of Education, text revised: Write a letter. Draw a final diagram. Dear Community Leader,	Create a poster. Draw a final diagram.
<i>Survival and Change Teacher Edition</i>	9798885885256		4	2nd column, first paragraph		To comply with recommendations made by the State Board of Education, text revised: In Lessons 27 through 29, students design a solution to help save monarch butterflies and write a proposal letter explaining the merits of their solution.	In Lessons 27 through 29, students design a solution to help save monarch butterflies and create a poster explaining the merits of their solution.
<i>Survival and Change Science Logbook</i>	9798885885430		105	Lesson 26, Activity Guide B		To comply with recommendations made by the State Board of Education, text revised: People should use our solution because	Our solution is a good choice because
<i>Survival and Change Teacher Edition</i>	9798885885256		313	2nd paragraph		To comply with recommendations made by the State Board of Education, text revised: People should use our solution because it will help monarchs survive by giving them food, water, and shelter.	Our solution is a good choice because it will help monarchs survive by giving them food, water, and shelter.
<i>Survival and Change Teacher Edition</i>	9798885885256		275	Optional Homework, 2nd sentence		To comply with recommendations made by the State Board of Education, text deleted: If no solutions exist, students consider possible solutions their community could apply to make the environment more suitable for organisms that likely moved away.	Delete text
<i>Survival and Change Science Logbook</i>	9798885885430		106	Lesson 26, Activity Guide B		To comply with recommendations made by the State Board of Education, text deleted: Sincerely	Delete text
<i>Survival and Change Teacher Edition</i>	9798885885256		314	Check for Understanding, first sentence		To comply with recommendations made by the State Board of Education, text revised: Student groups write a letter to a community leader about their design to help monarchs survive environmental change.	Student groups create a poster to share information about their design to help monarchs survive environmental change.

Publisher: Great Minds

Science, Grade 4

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>Energy with Spotlight Lessons on Earth and Space Teacher Edition</i>	9798885885287		258	Optional Homework		To comply with recommendations made by the State Board of Education, this text has been edited: Students compose a short message about energy to share with their family or community.	Students compose a short message about energy to share with their family.
<i>Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition</i>	9798885885270		452	Sidebar Extension box		To comply with recommendations made by the State Board of Education, this sidebar has been deleted: Extension: If students want to become involved in reducing water pollution, encourage them to suggest a trash cleanup event to a parent–teacher organization or to another school-related group. Refer adult organizers to appropriate websites to learn more ways to help reduce pollution (http://phdsci.link/2371).	Delete entire sidebar

Publisher: Great Minds

Science, Grade 5

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		242	Optional homework		To comply with recommendations made by the State Board of Education, text is edited: Students discuss water conservation methods with someone at home or with a classmate and identify practical ways to conserve water in their home or community.	Students discuss water conservation methods with someone at home or with a classmate and identify practical ways to conserve water in their home.
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		252	Last paragraph		To comply with recommendations made by the State Board of Education, text is edited: ...and then display the precipitation data table (Beck and Gibbens 1999; Australian Government Department of Climate Change, Energy, the Environment and Water 2020)	...and then display the precipitation data table (Beck and Gibbens 1999; Commonwealth of Australia 2020)

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		259	Optional homework		To comply with recommendations made by the State Board of Education, text is edited: Students compose a short message about processes that change Earth’s surface and share the message with someone at home, a classmate, or someone in their community.	Students compose a short message about processes that change Earth’s surface and share the message with someone at home or a classmate.
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		383	Lesson 17 Resource D, table		To comply with recommendations made by the State Board of Education, table entries deleted: "Outlook+Water: Almost Entire State in Drought, Drought Expected to Expand, Warmest December on Record" at the Texas+Water website (Mace 2022) http://phdsci.link/2518 "Climate Change on the Rio Grande" in World Wildlife magazine (Borders 2015) http://phdsci.link/2520 "The Vanishing Rio Grande: Warming Takes a Toll on a Legendary River" in Yale Environment 360 (Robbins 2022) http://phdsci.link/2521	Deleted these 3 entries from the table
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		393	Lesson 21 Resource, table		To comply with recommendations made by the State Board of Education, table entry deleted: "The Vanishing Rio Grande: Warming Takes a Toll on a Legendary River" in Yale Environment 360 (Robbins 2022)	Delete this entry from table
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		399	Lesson 24 Resource C, Source line		To comply with recommendations made by the State Board of Education, text revised: Sources: Beck and Gibbens (1999) and Australian Government Department of Climate Change, Energy, the Environment and Water (2020)	Sources: Beck and Gibbens (1999) and Commonwealth of Australia (2020)
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		574	Works Cited, 2nd entry		To comply with recommendations made by the State Board of Education, text revised: Australian Government Department of Climate Change, Energy, the Environment and Water. 2020. "Antarctic Weather." https://www.antarctica.gov.au/about-antarctica/weather-and-climate/weather/ .	Commonwealth of Australia. 2020. "Antarctic Weather." https://www.antarctica.gov.au/about-antarctica/weather-and-climate/weather/ .
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		574	Works Cited, 4th entry		To comply with recommendations made by the State Board of Education, delete entry: Borders, Gary. 2015. "Climate Change on the Rio Grande." World Wildlife. Fall 2015. https://www.worldwildlife.org/magazine/issues/fall-2015/articles/climate-change-on-the-rio-grande .	Delete entry

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		575	Works Cited, entries 6 and 14		To comply with recommendations made by the State Board of Education, delete entries: Mace, Robert. 2022. "Outlook+Water: Almost Entire State in Drought, Drought Expected to Expand, Warmest December on Record." Texas+Water website. January 21, 2022. https://texaspluswater.wp.txstate.edu/2022/01/21/outlookwater-almost-entire-state-in-drought-drought-expected-to-expand-warmest-december-on-record/ . Robbins, Jim. 2022. "The Vanishing Rio Grande: Warming Takes a Toll on a Legendary River." Yale Environment 360. Yale School of the Environment. June 2, 2022. https://e360.yale.edu/features/warming-and-drought-take-a-toll-on-the-once-mighty-rio-grande .	Delete entries
<i>Ecosystems Teacher Edition</i>	9798885885317		283	Teacher Note sidebar		To comply with recommendations made by the State Board of Education, delete: Teacher Note. To facilitate the discussion of criteria and constraints, focus students on a specific geographic location and group that will implement the solution. The sample responses in this lesson focus on North American forests and imagine that a United States federal agency would implement the solution in collaboration with state or local governments. Alternatively, students could focus on ecosystems within their state or local community and identify a local organization that could implement the solution.	Delete entire Teacher Note sidebar
<i>Ecosystems Teacher Edition</i>	9798885885317		293	Optional Homework		To comply with recommendations made by the State Board of Education, delete: Optional Homework Students write a letter to a local government official describing the problems caused by an invasive species and include their proposed solution.	Delete text
<i>Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition</i>	9798885885324		637	Teacher Note sidebar		To comply with recommendations made by the State Board of Education, revise: To expand the students' audience, consider inviting other classes, teachers, administrators, parents, and community members to the presentations.	To expand the students' audience, consider inviting other classes, teachers, and parents to the presentations.
<i>Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition</i>	9798885885300		384	Lesson 17 Resource E, table		To comply with recommendations made by the State Board of Education, table entries deleted: "The Vanishing Rio Grande: Warming Takes a Toll on a Legendary River" in Yale Environment 360 (Robbins 2022) http://phdsci.link/2521 "Climate Change on the Rio Grande" in World Wildlife magazine (Borders 2015) http://phdsci.link/2520	Deleted these 2 entries from the table

Publisher: Savvas Learning

Science, Grade 8

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 8 Digital Components	9781428553903	View Current Link	Imagine Tab	From TRR error report. First bulleted question on screen		Based on the data,activities in your community increase CO ₂ in the atmosphere?	Based on the data, what activities in your community increase CO ₂ in the atmosphere?
Grade 8 Digital Components	9781428553903		Worksheet (Student version, p. 2)	Heading above Question 4	View Updated Link	Performance-Based Assessment; NaOH	Performance Based Assessment; NaOH
Grade 8 Digital Components	9781428553903		Worksheet (Teacher version, p. 2)	Heading above Question 4	View Updated Link	Performance-Based Assessment; NaOH	Performance Based Assessment; NaOH
Grade 8 Digital Components	9781428553903		Worksheet (Student version, p. 2)	Heading above Question 4	View Updated Link	Performance-Based Assessment	Performance Based Assessment
Grade 8 Digital Components	9781428553903		Worksheet (Teacher version, p. 2)	Heading above Question 4	View Updated Link	Performance-Based Assessment	Performance Based Assessment
Grade 8 Digital Components	9781428553903		Worksheet (Student version, p. 2)	Heading above Question 4	View Updated Link	Performance-Based Assessment	Performance Based Assessment
Grade 8 Digital Components	9781428553903		Worksheet (Teacher version, p. 2)	Heading above Question 4	View Updated Link	Performance-Based Assessment	Performance Based Assessment
Grade 8 Digital Components	9781428553903		Worksheet (Student version, p. 2)	Heading above Question 4	View Updated Link	Performance-Based Assessment	Performance Based Assessment

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<i>Grade 8 Digital Components</i>	9781428553903		Worksheet (Teacher version, p. 2)	Heading above Question 4	View Updated Link	Performance-Based Assessment	Performance Based Assessment
<i>Grade 8 Digital Components</i>	9781428553903	View Current Link	639 of flipbook; page 3 of GDoc	Second paragraph		light years	light-years
<i>Grade 8 Digital Components</i>	9781428553903	View Current Link	989 of flipbook; page 8 of GDoc	Question 11		light years	light-years

Publisher: McGraw Hill

Chemistry

McGraw Hill Texas Chemistry : ELPS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
<i>McGraw Hill Texas Chemistry Student Edition</i>	9780077006808		693	p.693 Figure 13 caption		In many refineries, such as this offshore oil refinery, unwanted alkane components of freshly drilled crude oil are burned off as waste.	Petroleum facilities, such as this offshore oil platform, sometimes have a flare burning at the top of a tower called a flare stack. This flare helps regulate pressure by burning excess gases released by safety valves.