Proclamation 2024: State Review Panel-Identified Errors

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

Publisher: Accelerate Learning Inc.

Science, Grade K

STEMscopes Science TX - Kindergarten: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Kindergarten (Online)	9798888266786	ISN: A Plant's Life, Page 1, images of plants	Click on the following Scope: Plant Life Cycles Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 1. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Interactive Science Notebook.	View Link	The PDF references pictures of plants to cut out but there are no pictures attached to the PDF	reject	Pictures were found on the last page of the document
STEMscopes Science TX - Kindergarten (Online)	9798888266786	Let the Sun Shine On section	Click on the following Scope: Basic Needs. Scroll the top banner to Literacy Resources. Then click on the dropdown for Active Reader. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	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.	accept	Image has been replaced to include the plant under the desk.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Kindergarten (Online)	9798888266786	Page one, write section - all 3 questions	Click on the following Scope: Weather and Air. Scroll the top banner to Assessments. Then click on the dropdown for Writing Science. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	View Link	The sentence says: "A thermometer measures." Should indicate need for student response: "A thermometer measures..." or "What does a thermometer measure?"	accept	Will adjust the teacher facilitation
STEMscopes Science TX - Kindergarten (Online)	9798888266786	Water, Water Everywhere section, first 2 sentences	Where the teacher is having kids sound out the word.	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.	accept	Will review and adjust based on RLA standards

Publisher: Discovery Education Inc

Science, Grade K

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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Science Techbook for Texas by Discovery Education - Grade K (Digital)	9781616296469	https://app.discoveryeducation.com/learn/player/39BE2725-4D48-49AD-A153-D369DED593F4	Unit: Sky and Weather > Concept: Objects in the Sky > 5E: Explore > Lesson 2: Night and Day > Section: Intro and Objectives > Student Questions	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Science Techbook for Texas by Discovery Education - Grade K (Digital)	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.

Publisher: EduSmart

Science, Grade K

2024 EduSmart Science Grade K: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade K	9781939511096	1	Question 4		A strawberry will attract the horseshoe magnet. True or false? The magnet will attract the object, not the other way around. Please make sure in the magnet lessons that students are taught magnets attract objects, not tha objects attract magnets.	accept	This has been corrected to "The magnet will attract the strawberry. True or False?"
2024 EduSmart Science Grade K	9781939511096	2	Page 2		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, *Life on the Farm* and *La Vida en la Granja* and do not see an instance of some text in English and some in Spanish.
2024 EduSmart Science Grade K	9781939511096	7	on p. 7 of the reader "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	9781939511096	p. 1	EduSmart Grade K, Plant Matching Activity, p. 1, Reflection Question #1		"How are young plants alike the parent plant?" 'alike' is grammatically incorrect	accept	The word **alike** has been corrected to **like**.

Publisher: TPS Publishing

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	126-134	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.a1 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
Science Techbook for Texas by Discovery Education - Grade 1 (Digital)	9781616296476	https://app.discoveryeducation.com/learn/player/45d061fb-ea37-4355-b4d8-1b0c3d36e88b	Unit: Animal Needs and Growth > Concept: Animal Life Cycles > 5E: Elaborate > Lesson 9: Entomologist > Section: STEM Careers > Media, Instructions, and Questions	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.
Science Techbook for Texas by Discovery Education - Grade 1 (Digital)	9781616296476	https://app.discoveryeducation.com/learn/player/BA0E7609-3D29-43ED-B8E1-D75653234DF2	Unit: Soil, Water, and Weather > Concept: Earth's Water > 5E: Explore > Lesson 6: Describing Water > Section: Read Together > Turn and Talk question "Why should we conserve water"	View Link	Standard stated as 1.10c when it should be 1.11c	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Science Techbook for Texas by Discovery Education - Grade 1 (Digital)	9781616296476	https://app.discoveryeducation.com/learn/player/D70A68A6-EFDB-41C8-85CD-6797857D9C8E	Unit: Objects, Motion, and Heat > Concept: Heat > 5E: Explore > Lesson 2: Heating and Cooling > Section: Intro and Objectives > Intro	View Link	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

Science, Grade 1

2024 EduSmart Science Grade 1: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 1	9781939511119G1	Video	The entire video	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

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
Grade 1 Digital Components	9781428553774	Slides 34-35	SEPs and Themes Preview Presentation: Structure and Function, Slides and Teacher Support Under the section in Teacher Support--the Ask and Sample Answer	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Grade 1 Digital Components	9781428553774	Slides 36-37	SEPs and Themes Preview Presentation: Stability and Change, Slides and Teacher Support	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

Science, Grade 1

Dynamic Science 1st Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Dynamic Science 1st Grade Student/Teacher Resources	9781616180218	6	1.12B Lesson Guide -- Home Connection	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

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
Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition	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.	accept	Thanks

Publisher: Accelerate Learning Inc.

Science, Grade 2

STEMscopes Science TX - Grade 2: TEKS

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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 2 (Online)	9798888266823	Page 1, Number 2.	Click on the following Scope: Physical Changes. Scroll the top banner to Lesson Plans. Then click on the dropdown for Lesson 3. View the PDF by clicking on the open book icon on the right of the screen. Point click on Interactive Science Notebook.	View Link	grammatical error. looks like a word or two are missing.	accept	Correction will be made
STEMscopes Science TX - Grade 2 (Online)	9798888266823	Page 2 - Evidence: Draw	Click on the following Scope: Environmental Characteristics. Scroll the top banner to Assessments. Then click on the dropdown for Claim-Evidence-Reasoning. View the PDF by clicking on the open book icon on the right of the screen. Point click on Answer Key.	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	accept	Correction will be made

Publisher: McGraw Hill

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
McGraw Hill Texas Science, Grade 2 Teacher Edition	9781265515850	12	Identify a Problem, the first step on info-graphic, page 12	View Link	When you click the word "Develop" on the Infographic a seperate teal colored pop-up opens up on the right side, signifing there is something to look at but the student can not move the cursor to see what popped out.	accept	Thank you for your feedback and thorough review of Grade 2 Texas Science. We agree there is a technical glitch in the digital infographic. We have made a revision to this digital asset. Please rereview the info-graphic with the new link provided. 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

Publisher: Summit K12 Holdings

Science, Grade 2

Dynamic Science 2nd Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Dynamic Science 2nd Grade Student/Teacher Resources	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

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	This citation comes from the lesson "Unsinkable Signal Buoy." The specific language for this breakout begins with "Make a draft argument - Page 2" Diagram	View Link	evidence is misspelled on the diagram	accept	We have made this correction
Texas ADI Learning Hub for Science, 3rd Grade	9798987754801	N/A	This citation comes from the lesson "Wood Frogs of Washington County." Read the directions for students under the heading "Progress check - Page 1." The specific language for this breakout begins with the text "You may want to mention..."	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

Publisher: EduSmart

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	1	First sentence	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	1	paragraph 2	View Link	Sentence has 2 spelling errors: "This means you cannot comlete the lab station is one of these parts is missing."	accept	Both errors have been corrected. https://drive.google.com/file/d/1k79UVEx7dR3XHfP2MB60nM8ghCOBaNY2/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	1	page 4	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-MhF5H82JlUTJ1Ck7IO/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	1	Introduction	View Link	Sentence currently reads: You will then have to use your talking skills to convince others to reduce. Reuse, and recycle!	accept	This error has been corrected. The new document can be found here. https://drive.google.com/file/d/1GH8LstzZbTYrWsWU1ZnYkRDGFr6-FPWw/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	3	instructions GR 3 Exploring Mechanical Energy	View Link	word "sure" was left out of the sentence "Be to place ...." in parenthesis	accept	Word ommission has been corrected. https://drive.google.com/file/d/1t-dK4ZXvIpuat1W4y3LPB7RNeiMasD0C/view?usp=drive_link
2024 EduSmart Science Grade 3	9781939511157G3	4	whole page	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
2024 EduSmart Science Grade 3	9781939511157G3	4	question 4	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/1PMXX8slk1oKsIDtq2Tv5zEBkr5lbvB-d/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 3	9781939511157G3	4	Analysis 3 paragraphs of step 6	View Link	page 4 should be page 2 and all numbers need be bolded or not bolded	accept	We cannot change the citation page number, and we apologize for noting the wrong page location. All numbers have been changed to the same font type (not bold). https://drive.google.com/file/d/1N2XzjMDcOBTmHuekPNmezgvDKAE82ASz/view?usp=drive_link
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	video	Click play, then click skip button to skip music intro. Click forward button 10 times, nd then one more time	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

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	Student collaboration for group activity and communicating results	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

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	3.7B Student Lab -- Procedure d - f	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.

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	Click on the following Scope: States of Matter. Scroll the top banner to Explore. Then click in the dropdown for Explore: States of Matter Stations. Scroll down the page to English Language Support Strategies. Click on the tabs for Beginner, Intermediate, and Advanced/Advanced High. In each level there is a description of a differentiated English Language Support Strategy that should be used with ELL students.	View Link	ssign Chat Room to provide students the opportunity to write formally and informally in English. Once students have learned new material, they text about it using the provided template. Should be changed to ASSIGN Chat Room	accept	Typo will be adjusted

Publisher: Accelerate Learning Inc.

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	Activity, Explore step 12	Click on the following Scope: Patterns in Space. Scroll the top banner to Explore. Then click in the dropdown for Explore: The Lunar Cycle.	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
STEMscopes Science TX - Grade 4 (Online)	9798888266861	Page 18, Scenario and Line Graph activity	In the sentence	View Link	the word "bar" should be replaced with "line"	accept	Adjustment will be made
STEMscopes Science TX - Grade 4 (Online)	9798888266861	Page 2, The Water Cycle, Paragraph 1	Click on the following Scope: The Sun and the Water Cycle. Scroll the top banner to Explain. Then click in the dropdown for STEM-scopedia. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	View Link	The final sentence in the paragraph begins "Wate..." rather than "Wa-ter..."	accept	Typo corrected
STEMscopes Science TX - Grade 4 (Online)	9798888266861	Page 4, Conserva-tion of Matter, Paragraph 1	Click on the following Scope: Mixtures. Scroll the top banner to Explain. Then click in the dropdown for STEMscopedia. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Stu-dent Handout.	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
STEMscopes Science TX - Grade 4 (Online)	9798888266861	Page 5, #7	Click on the following Scope: Food Webs. Scroll the top banner to Evaluate. Then click in the dropdown for Scope Assessment. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	View Link	The word "carbon" should say "carbon dioxide"	accept	Will adjust document to reflect carbon dioxide

Publisher: EduSmart

Science, Grade 4

2024 EduSmart Science Grade 4: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 4	9781939511171G4	1	Background Information	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	This looks like a duplicate reporting of this error. Changes have been made to the student background on page 1. https://drive.google.com/file/d/1bNI-WSaLtx9DYx2PzTlpXphq95dpH3wl/view?usp=drive_link
2024 EduSmart Science Grade 4	9781939511171G4	1	Description:	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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Grade 4	9781939511171G4	video	after 3rd click (lemonade) through end of 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 confuson for students. https://review.edusmart.com/authenticated/content/previewResource/631659

Publisher: Great Minds

Science, Grade 4

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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
PhD Science Texas Level 4 Module 1 Teacher Edition	9798885885270	p. 185-186	Teacher Edition; Module 1 Earth Features, Lesson 22 Learn: Read About Energy Resources, entire section Pages 185-186; PDF page 189	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.
PhD Science Texas Level 4 Module 1 Teacher Edition	9798885885270	p. 457-461	Teacher Edition; Module 1 Mixtures and Solutions Spotlight Lessons, Lesson 2 Learn: Describe and Classify Properties of Matter, Pages 457-461; PDF page 461:	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	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. 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.”

Publisher: Houghton Mifflin Harcourt

Science, Grade 4

HMH Into Science Texas Hybrid Classroom Package Grade 4: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
HMH Into Science Texas Teacher License Digital Grade 4	9780358860228	G4 skills bank, Item 15	G4 skills bank, Item 15	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”.
HMH Into Science Texas Student License Digital Grade 4	9780358859741	TEKS Lesson 4.13.B, Day 2, Screen 3	Step 2 (Also see Student Edition pp. 549-555)	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”.

Publisher: McGraw Hill

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
McGraw Hill Texas Science, Grade 4 Student Edition	9781265559618	18	Under "Research and Communication," 1st paragraph that begins "Scientists study and…"	View Link	"Explore resources and research STEM careers that using ....." should be changed to "Explore resources and research STEM careers that USE ...	accept	Thank you for your feedback and thorough review of Grade 4 Texas Science. We agree there is a typo in the Talk About It on page 18 of the Student Edition. We have revised the sentence to read: Explore resources and research STEM careers that use listening skills.

Publisher: Studies Weekly

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
Texas Science Studies Weekly: Fourth Grade Student Edition with Online Access	9781649783837SE8	1	Studies Weekly Online, Unit 1, Week 2, Activity 1, Printables, Repeating Task Cards (PDF pg1)	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

Science, Grade 4

Dynamic Science 4th Grade: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Dynamic Science 4th Grade Student/Teacher Resources	9781616180270	5	4.6A Lesson Guide -- Teach and Discuss-- Quick Activity -- 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

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
Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition	9781788057660	p63	Activity 6	View Link	Activity 6 - create not "creat"	accept	Edit will be applied

Publisher: Accelerate Learning Inc.

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	Click on the following Scope: Properties of Mixtures and Solutions. Scroll the top banner to Elaborate. Then click in the dropdown for Reading Science. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout - On-Level.	View Link	Paragraph 15, final sentence "was" should replace wa	accept	typo will be corrected
STEMscopes Science TX - Grade 5 (Online)	9798888266885	Page 21, Input-Output Table	Click on the Resources tab on the top right. Click on Instructional Supports. Then click on Engaging Students in Scientific and Engineering Practices. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Exploring as a Scientist or Engineer.	View Link	The instructions should read "Represent the data collected using an input-output table"	accept	Adjustment will be made
STEMscopes Science TX - Grade 5 (Online)	9798888266885	Page 4, Discussion Prompts	Click on the Resources tab on the top right. Click on Instructional Supports. Then click on Recurring Themes and Concepts. View the PDF by clicking on the open book icon on the right of the screen. Point and click on RTC Cards 3-5.	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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 5 (Online)	9798888266885	Page 6 and Page 9	Click on the Resources tab on the top right. Click on Instructional Supports. Then click on Engaging Students in Scientific and Engineering Practices. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Exploring as a Scientist or Engineer.	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	typo will be corrected
STEMscopes Science TX - Grade 5 (Online)	9798888266885	Page 6, Paragraph 2	Click on the following Scope: Properties of Mixtures and Solutions. Scroll the top banner to Explain. Then click in the dropdown for STEMscopedia. View the PDF by clicking on the open book icon on the right of the screen. Point and click on Student Handout.	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

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 5

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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Texas ADI Learning Hub for Science, 5th Grade	9798987754825	N/A	Read the safety directions for students prior to conducting a field investigation under the heading "Safety Notes." The specific language targeting this breakout begins with the text "In addition, be sure..."	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

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
Science Techbook for Texas by Discovery Education - Grade 5 (Digital)	9781616296513	https://app.discoveryeducation.com/learn/player/6F7CF9F9-2FF6-463F-AC8D-C4605ED71A40	Unit: Environmental Relationships > Concept: Ecosystem Changes > 5E: Explore > Lesson 3: Food Webs > Section: Video > Media, Instructions, and Questions	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.
Science Techbook for Texas by Discovery Education - Grade 5 (Digital)	9781616296513	https://app.discoveryeducation.com/learn/player/742C6C30-4929-4B88-B103-D6255415D77B	Unit: Investigating Force and Energy > Concept: Force and Energy > 5E: Explore > Lesson 2: Play Ball > Section: Hands-on Activity > Turn and Talk	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Science Techbook for Texas by Discovery Education - Grade 5 (Digital)	9781616296513	https://app.discoveryeducation.com/learn/player/742C6C30-4929-4B88-B103-D6255415D77B	Unit: Investigating Force and Energy > Concept: Force and Energy > 5E: Explore > Lesson 2: Play Ball > Section: Hands-on Activity > Turn and Talk	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.
Science Techbook for Texas by Discovery Education - Grade 5 (Digital)	9781616296513	https://app.discoveryeducation.com/learn/player/CC90E492-52DC-4077-BAE7-38A78C1399FA	Unit: Matter, Mixtures, and Solutions > Concept: Building Blocks of Matter > 5E: Explore > Lesson 4: Modeling States of Matter > Section: Hands-on Activity > Hands-on Activity	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

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
HMH Into Science Texas Teacher License Digital Grade 5	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.
HMH Into Science Texas Teacher License Digital Grade 5	9780358860235	G5 skills bank, Item 7	Skills bank	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
HMH Into Science Texas Teacher License Digital Grade 5	9780358860235	TEKS 5.10 Test, Item 2	TEKS 5.10 Test, Item 2	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”
HMH Into Science Texas Teacher License Digital Grade 5	9780358860235	TEKS 5.7. Test, Item 5	TEKS 5.7. Test, Item 5	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.	accept	As described above in Error 5493591, HMH intends to change all references to "equal" to "balanced" throughout the instruction and the assessment, including this item. This will eliminate the confusion referenced by the reviewer.
HMH Into Science Texas Student License Digital Grade 5	9780358859758	TEKS Lesson 5.10.A, Day 2, Screen 7	TEKS Lesson 5.10.A, Day 2, Screen 7 (Also see Student Edition p. 308-311)	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	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: • 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
HMH Into Science Texas Student License Digital Grade 5	9780358859758	TEKS Lesson 5.10.C, Day 2, Screen 3	Steps 1, 2, and 3 (Also see Student Edition p. 376-377)	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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
HMH Into Science Texas Student License Digital Grade 5	9780358859758	TEKS Lesson 5.10.C, Day 3, Screen 3	Steps 1, 2, and 3 (Also see Student Edition p. 382-383)	View Link	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.	accept	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. Materials List will be “a large baking pan or roaster, water, sand, a thick book or a stack of books, safety goggles” Add to the Safety section: “Wear safety goggles to protect your eyes from sand.” Images of students working with sugar cubes and clay will be replaced with images of students working with baking pan, sand, and water. Replace all Steps with “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. 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. Step 3 Use drawings and words to record your observations of what your model currently looks like. 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. 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. Step 6 Wearing your safety goggles, use the cup to remove most of the water that has formed at the bottom of your pan. Step 7 Repeat Steps 4–6 until you have poured 10 total cups of water down your pan.” Replace single Develop Explanations with two questions: “Develop Explanations What are some advantages of your model? What changes did the model help you see?” “Develop Explanations What are some disadvantages of your model? How did your model differ from what happens in nature?” 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.” 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.” 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. 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.”

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
HMH Into Science Texas Student License Digital Grade 5	9780358859758	TEKS Lesson 5.10.C, Day 4, Screen 3	Steps 1, 2, and 4 (Also see Student Edition p. 388-389)	View Link	Misrepresentation of what causes the formation of the delta.	accept	HMH has submitted new content per the TEA review process and it was accepted by the panel: [Lesson 5.10.C, Day 4, Screen 2] Water Forms Deltas Hands-On Activity **Possible Materials** • 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 [Screen 3] 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. 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. Step 3 - In your notebook, draw a sequence map to show what your model currently looks like. 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. Step 5 - In your sequence map, draw what your model looks like after the two cups of water have been poured into the pan. [Screen 4] 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. Step 7 - Make sure to draw the final state of your model in your sequence map. [Screen 5] **Use Models** Look at your sequence map. How did your model change? What factors determined how much the water changed the end of the sand? [Screen 6] **Claims, Evidence, and Reasoning** Make a **claim** to describe how changes to Earth's surface by water can result in deltas. Support your claim with **evidence** from your investigation. Explain your **reasoning**.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
HMH Into Science Texas Student License Digital Grade 5	9780358859758	TEKS Lesson 5.7.A, Day 2, Screen 8	Cause and Effect (Also see Student Edition p. 125)	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.
HMH Into Science Texas Student License Digital Grade 5	9780358859758	TEKS Lesson 5.7.A, Day 3, Screen 5	Analyze Data (Also see Student Edition p. 128-9)	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.
HMH Into Science Texas Student License Digital Grade 5	9780358859758	TEKS Lesson 5.9.A, Day 3, Screen 3	Steps 4-5 (Also see Student Edition p. 279-280)	View Link	See Feedback	accept	HMH respectfully disagrees with this suggestion. Engineers improve prototypes based on data which are the result of testing investigations. So, prototypes should not be changed part way through the test. Doing so would interfere with collecting valid data. Additionally, in order to demonstrate that the day-night cycle and associated shadow changes take 24 hours, the testing investigation must be at least 24 hours long.

Publisher: McGraw Hill

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
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188	110–111	The graphic at the top of 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 pic-ture 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
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684	235	Under "Interactive Word Wall," third prompt that begins "Ask: How did you develop…" (Teacher Edition page 110B)	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
McGraw Hill Texas Science, Grade 5 Teacher Edition	9781265518684	386–387	Entire Balloon Rocket investigation (Teacher Edition pages 184C-184D)	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
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188	60	last sentence	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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
McGraw Hill Texas Science, Grade 5 Student Edition	9781265560188	61	sentence beginning beginning "A liquid"	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

Publisher: Summit K12 Holdings

Science, Grade 5

Dynamic Science 5th Grade : TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Dynamic Science 5th Grade Student/Teacher Resources	9781616180294	4	5.7A Lesson Guide - - Teach and Discuss - Check for Understanding - Bullet 1	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	accept	Thank you. We will change they to the.

Publisher: Discovery Education Inc

Science, Grade 6

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

Component Title	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	Unit: Forces and Energy > Concept: Types of Energy > 5E: Evaluate > Concept Summative: Types of Energy > Item Number 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

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
Learn By Doing STEAM Activity Reader Book - Grade 6 Student Edition	9781788058483	p100-102	Chapter 6 -reader story	View Link	Page 100- "We will build be..."	accept	Thanks. Edit will be made.
Student Textbook - Grade 6 Science	9781788058506	p359-371	Particularly 359 and 370 and actually all through out the online edition of the student text book	View Link	Factuall error : mis-alignment of the TEKS header with the conent 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.

Publisher: Accelerate Learning Inc.

Science, Grade 7

STEMscopes Science TX - Grade 7: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 7 (Online)	9798888266922	page 37	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students read about the distinction between scientific theory and law	View Link	Grammar of the first line: "Scientific theories and laws can be a bit confusion."	accept	Grammar correction
STEMscopes Science TX - Grade 7 (Online)	9798888266922	page 6	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students read different types of investigations	View Link	The word "data" should follow "qualitative and/or quantitative" instead of preceding it.	accept	Grammar correction made

Publisher: Carolina Biological Supply Company

Science, Grade 7

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

Publisher: Houghton Mifflin Harcourt

Science, Grade 7

HMH Into Science Texas Hybrid Classroom Package Grade 7: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
HMH Into Science Texas Teacher License Digital Grade 7	9780358860914	TEKS 7.9.A Quiz, Item 2	NEW CONTENT for TEKS 7.9.A Quiz to replace existing item 2 provided to Review.adoption@tea.texas.gov		No correct answer for this question. Our earth's moon is unique in that is does NOT have an atmosphere. That is not a choice	reject	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. Which of the following describe physical properties of moons? Select TWO correct answers. 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 they planets they orbit.

Publisher: McGraw Hill

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
McGraw Hill Texas Science, Grade 7, Student Edition	9781264902040	104	Digital: 60 of 186 Print: 104 Question 3	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.

Science, Grade 8

STEMscopes Science TX - Grade 8: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 8 (Online)	9798888266946	13	See document titled: Grade 8 13.C.iii, v, vi Narrative and Activity 1.pdf Updated text	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
		5	top of slide 5	View Link	typo missing word in first sentence	accept	Will be updated
STEMscopes Science TX - Grade 8 (Online)	9798888266946	6	Narrative - New Content See the document titled "Grade 8 1.B.iii, 1.B.v, 1.Bvi Narrative and Activity". On page 6, students will read about the different types of investigations.		We originally rejected this in part because it contained an error and the error is still there. In https://www.texasgateway.org/resource/scientific-reasoning-planning-descriptive-and-comparative-investigations comparative investigations are two OR 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
STEMscopes Science TX - Grade 8 (Online)	9798888266946	page 21	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students read about using repeated trials to collect data	View Link	In the first scenario, there is a typo. It should be "they."	accept	will be updated

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Grade 8 (Online)	9798888266946	page 27	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students read about analyzing and interpreting data	View Link	Typo: "After a trend or pattern is discovered, scientists decides what it could mean."	accept	Typo will be corrected
STEMscopes Science TX - Grade 8 (Online)	9798888266946	page 36	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students relate past and current research on scientific thought including the process of science	View Link	type paragraph 2 sentence 1 missing work	accept	Change will be made
STEMscopes Science TX - Grade 8 (Online)	9798888266946	page 6	Click on the following: Resources (top right), Instructional Supports, Engaging Students in Scientific and Engineering Practices, View Files (open book icon on top right side), Secondary Exploring as Scientists and Engineers, students read different types of investigations	View Link	line one; processed to processes	accept	Changed processed to processes.

Publisher: Carolina Biological Supply Company

Science, Grade 8

Science Bits, Grade 8 program: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Science Bits, Grade 8	9781435029989	See Description-OfLocation	2nd selection choice	View Link	"??" added into the text	accept	The ?? was a typo and will be removed.
Science Bits, Grade 8	9781435029989	See Description-OfLocation	last paragraph	View Link	"??" added into text	accept	The ?? will be removed so the text will read, " The world's temperate forest…"

Publisher: EduSmart

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	6	Page 6- Extension (in its entirety)	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/17oUuJHFhjOEx7vFYjkpwI74eYc3zqQgR/view?usp=drive_link
2024 EduSmart Science Grade 8	9781939511249G8	7	Last sentence (3) 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
2024 EduSmart Science Grade 8	9781939511249G8	Page 1-8	Page 2-3- Carbon Cycle Page 3-5- Photosynthesis Page 5- Cellular Respiration Page 5- Combustion Page 6- Cycling of Carbon in the Ocean Page 7-8 Dissolving	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-jTODldFbZSlqTvl6CqrsOGMr/view?usp=drive_link

Publisher: Green Ninja

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	Refer to: a-investigate-conservation-of-mass-teacher-demonstration.pdf; located in Grade 8, Unit 4, Lesson 24, Section 2 (Investigation) of the Lesson Plan	View Link	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
Online Lesson Plans	9781948845687	N/A	Refer to: Grade 8, Unit 4, Lesson 22, Section 3 (Does Mass Change?) of the Lesson Plan	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

Publisher: Kiddom

Science, Grade 8

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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
OpenSciEd 8th grade Science powered by Kiddom	9781960634559	[1]	Unit 8.1 Contact Forces > Setting the Stage for Learning > How do we identify advantages and limitations of models? > Teacher Directions	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.
OpenSciEd 8th grade Science powered by Kiddom	9781960634559	[46]	Unit 8.1 Contact Forces>Lesson 12: What materials best reduce the peak forces in a collision?>8.1.12 Materials Testing	View Link	Used inches; needs to be centimeter or meters. Use the metric system.	accept	Content has been adjusted to centimeters.
OpenSciEd 8th grade Science powered by Kiddom	9781960634559	[46]	Unit 8.1 Contact Forces>Lesson 12: What materials best reduce the peak forces in a collision?>8.1.12 Materials Testing	View Link	Used weight; needs to be grams. Use the metric system.	accept	This content has been adjusted to grams.
OpenSciEd 8th grade Science powered by Kiddom	9781960634559	[46]	Unit 8.3 Forces at a Distance > Lesson 10 How does distance affect the strength of force pairs in a magnetic field? > 8.3.10 Conduct an Investigation and Graph Results > Question #2 Part G, Question #3	View Link	lab uses ounces and not grams	accept	The language has been changed to grams not ounces for question #2 and #3.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
OpenSciEd 8th grade Science powered by Kiddom	9781960634559	[50]	Unit 8.3 Forces at a Distance > Lesson 11 What else determines the strength of the force pairs between two magnets in a magnetic field? > 8.3.11 Conduct an Investigation and Graph Results	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.
OpenSciEd 8th grade Science powered by Kiddom	9781960634559	[59]	Unit 8.1 Contact Forces > Lesson 15: How can we use what we figured out to evaluate another engineer’s design? > 8.1.15 Construct Individual Design Pitch	View Link	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.

Publisher: McGraw Hill

Science, Grade 8

McGraw Hill Texas Science, Grade 8: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
McGraw Hill Texas Science Grade 8 Teacher Edition	9781265571795	1–4	Explore Lab: Engineer a Cell - entire lab, particularly under "Procedure" step 5 (on page 2)	View Link	Sentence 2 says "or" but should be "of"	accept	Thank you for your feedback. This correction has been made to the Explore Lab: Engineer a Cell.

Publisher: Savvas Learning

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	Imagine tab	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 CO_2 in the atmosphere?" We are adding the missing word "what". CO_2 will have the correct subscript in the actual VL as it does now.

Publisher: School-it!

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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Elemental Science - 8th TE	9780997829549	237-239	Last paragraph on page 237, up to the top paragraph on page 239.		Missing punctuation between the words options and adapt in the 6th line of the paragraph on page 238	accept	Change: "...options: adapt..."
Elemental Science - 8th TE	9780997829549	28-32	Models on Pg 29 & 30. Explanation 28 bottom paragraph & 30 2nd paragraph		Salt and sugar is not an example of a homogenous mixture. Salt and sugar crystals can be distinguished. This is in the T/F question on p.29.	accept	Original True/False Question: "Mixing Salt and Sugar creates a homogeneous mixture." Change: "Mixing Salt and Pepper create a homogeneous mixture." The answer will be False
Elemental Science - 8th TE	9780997829549	31	Pg 31 - Activity in the middle of the page		Cake mix is a heterogenous mixture not homogenous	accept	Original: "Cake Mix - Heterogeneous" Change: "Baked Bread - Homogeneous"
Elemental Science - 8th TE	9780997829549	42	Below the "Element/Compound" choice, students will apply stickers of the individual elements involved in the reaction. These stickers represent the atoms and the number of atoms present within the reaction. Stickers are shown in the Teacher Edition. Discuss question is also about the atoms involved.		This question is how many different atoms are found in the following chemical formula: 8Ag2S yields 16Ag + S8 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	accept	Our initial Question is: How many different atoms are found in the following chemical formula: 8Ag2S yields 16Ag + S8 We will change it to the suggested question: How many Ag atoms and S atoms on each side of this chemical equation are there?: 8Ag2S yields 16Ag + S8

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Elemental Science - 8th TE	9780997829549	43	first sentences		Chemical formula is NOT the same as a chemical equation. Each place you refer to a reaction it should be a chemical equation and not a formula.	accept	Changing the follow "Chemical formula" to "Chemical equation" in the following places. Pg 41 top paragraph (twice), bottom paragraph (three times) and Top heading. Pg 42 True or False (Once) Pg 43 Wrap it Up top paragraph (twice) bottom paragraph (three times)
Elemental Science - 8th TE	9780997829549	67-68	Paragraphs after the Law of Conservation of Mass on page 67, and all reading on page 68.		Label for the chemical equation for water is labeled as a chemical formula under the pictorial of the equation at the top of the page	accept	Original Pictorial Text: "Chemical formula for water" Changed to: "Chemical equation for water"
Elemental Science - 8th TE	9780997829549	69-71	All diagrams to be completed by students.		p.70 has the wrong heading in the header	accept	Original Text: "8.6D Acids and Bases" Change: "8.6D Mass Conservation"

Publisher: Summit K12 Holdings

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
Dynamic Science (Spanish) 4th Grade Student/Teacher Resources	9781433406133	2	4.9A Student Lab -- Record - Question 6	View Link	Utiilize la palabra analice en ves de calcular.	accept	Thank you for the feedback. We will update our content with your recommendation.

Publisher: McGraw Hill

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
McGraw Hill Ciencias para Texas, Grado 5 Student Edition	9781266314117	148	Transformaciones en los sistemas infograph-ic Leee la infografia.	View Link	Grammatical error- Leee 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"
McGraw Hill Ciencias para Texas, Grado 5 Student Edition	9781266314117	159	Lee el diagrama activi-ty, Question 2	View Link	Grammatical errors- Leee 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

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
Texas Proc 24 Science - STEAM en la CIEN-CIA - Grado 5 - Libro de texto para estu-diantes	9781788059343	59-61	p59-61	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 solubili-ty 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. Com-probar 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.'

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

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 6

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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6	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.
HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6	9780358881698	TEKS 6.13.B Examen breve, Elemento de prueba 6	TEKS Examen breve	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.
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9780358881605	TEKS Lección 6.10.C, Desarolla, pantalla 7	Mapas de los depósitos de carbón y sus instrucciones	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.
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9780358881605	TEKS Lección 6.10.C, Exploración 2, pantalla 3	Analiza y Explica Interacción y texto relacionado sobre cómo se forman las rocas ígneas	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.
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9780358881605	TEKS Lección 6.10.C, Exploración 3, pantalla 4	DESCRIBE y relacionado texto y imagenes sobre como se forman las rocas sedimentarias	View Link	The video is in English.	accept	The link will be updated to point to a Spanish video.
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9780358881605	TEKS Lección 6.12.B, Exploración 2, pantalla 1	Estabilidad y cambio Interacción y texto e imágenes relacionados sobre las relaciones simbióticas	View Link	The video is in English.	accept	The link will be updated to point to a Spanish video.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9780358881605	TEKS Lección 6.13.A, Exploración 2, pantalla 7	Analiza y Explica Interacción y texto relacionado sobre la célula es la unidad básica de todos los organismos	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.
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6	9780358881605	TEKS Lección 6.13.A, Exploración 2, pantalla 7	page shown on 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.

Publisher: Summit K12 Holdings

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
Dynamic Science (Spanish) 6th Grade Student/Teacher Resources	9781433406881	1	6.10B Video -- Layers of Earth (8:01 - 9:24)	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.
Dynamic Science (Spanish) 6th Grade Student/Teacher Resources	9781433406881	Lesson Guide	6.8B Lesson Guide -- Under Key Concepts -- Gear Activity - Conservation of Energy in Transformation Stations; objective paragraph	View Link	double word typo - conserva conserva	accept	Thank you for your feedback. We will update our resources to incorporate your correction.
Dynamic Science (Spanish) 6th Grade Student/Teacher Resources	9781433406881	Lesson Guide	6.11B Lesson Guide -- Under Key Concepts -- Gear Activity "Farming Models"	View Link	"Cres" should be "crees"	accept	Thank you for your feedback. We will update our resources to incorporate your correction.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Dynamic Science (Spanish) 6th Grade Student/Teacher Resources	9781433406881	Lesson Guide	6.10C Lesson Guide -- Under Key Concepts -- Gear Activity "Chocolate Rock Cycle (Step One) with Organizer"	View Link	Typo spelling 2) Calente ----- caliente	accept	Thank you for your feedback. We will update our resources to incorporate your correction.
Dynamic Science (Spanish) 6th Grade Student/Teacher Resources	9781433406881	Study Guide	6.10B Study Guide -- Apply	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.
Dynamic Science (Spanish) 6th Grade Student/Teacher Resources	9781433406881	Study Guide	6.10C Study Guide -- Wrap Up -- Question 3	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.

Publisher: TPS Publishing

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
Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes	9781788058872	p109-110	on letter d, a #5 was accidentally added right after the word "griego"	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto del profesor	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 edit will be made, thank you.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes	9781788058872	p144-145	Delete paragraph 3 on p 144 due to poor translation. This paragraph does not need to be translated from Spanish to English, as it is linguistically irrelevant and confusing. (The word "spring" has multiple meanings in English, but it only refers to the season in Spanish). More errors on page 145	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p172	p172	View Link	ytu(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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p179-184	particularly 182 question 4	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Guía de actividades STEAM - para estudiantes	9781788058919	p193	Rock Cycle	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p248-252	p248-252	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p355-359	p355-359	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p384	p384	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p402	not all words in METODO CIENTIFICO are capitalized	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p409	p409	View Link	Capital letters are needed for the words - "como" and "contienen"	accept	TPS agree, edits listed and will be made. Thank you.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p409-410	p409-410	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p444	Step 8	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 approriate.	accept	TPS agree. This word should be in uppercase. As for férula, it will be edited to tablilla de madera.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p479-480	p479-480	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p492-495	p492-495	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p492-495	p492-495	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p492-495	p492-495	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p519-525	p519-525	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	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.
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p712-717	P 714	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.
Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes	9781788058872	p77	Letter C	View Link	This is poorly worded, but can 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.
Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes	9781788058872	p8-9	Chapter 1 - reader story	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Texas Proc 24 Science - STEAM en la CIENCIA - Grado 6 - Libro de texto para estudiantes	9781788058896	p89-91	p89-91	View Link	The phrase "Que hace bien" may need to be revised so that it does not sound confusing. The owrd "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.
Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes	9781788058872	p95-98	Activity 4	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.
Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 6 Edición para estudiantes	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.

Publisher: eDynamic Holdings LP

Astronomy

Astronomy 1a/1b: 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
Astronomy 1a/1b	9781959433507	1A	9Ai document's Narrative section provides new content that will be added to Astronomy 1a: Introduction, Unit 3, Lesson 2, "The Cycle of Seasons" subheading, text beginning "Have you ever noticed…" and ending "related to plant growth, farming, or solar energy."		"The elliptical nature of the Earth's orbit causes the seasons to occur" is incorrect. There is a minor effect, as mentioned in the text, but the main point is properly that for Earth seasons arise mainly from axial tilt. (Less importantly, the assertion that the winter/summer difference in distance "does not affect" the seasons is an overstatement; "has only a minor effect" or "has little effect" would be more accurate.)	accept	Thank you for catching this. We will edit the caption for the image of the 4 seasons, found in 1aU3L2 under the heading "The Cycle of Seasons" to "The seasons we experience on Earth arise mainly from axial tilt". We will also edit 1aU3L2 paragraph 5 to say "Although Earth is closest to the Sun in January, the minor distance change has little affect on the amount of sunlight that reaches Earth."
Astronomy 1a/1b	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 5, Lesson 3, "The Shining Sun" subheading, text beginning "Another concept related to gravity…"	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.	accept	Will will change this sentence, found in the first paragraph of 1bU2L1 to "Gravity is a universal force of attraction between objects, and the amount of gravity is inversely proportional to the square of the distance between the objects and the product of their masses."
Astronomy 1a/1b	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 5, Lesson 3, "The Shining Sun" subheading, text beginning "Another concept related to gravity…"	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.)	accept	We will change the last paragraph in 1bU5L3 to read "Kepler's third law says that the square of the time a planet or satellite takes to complete one orbit is proportional to the cube of its orbital size".
Astronomy 1a/1b	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 2, Lesson 1, text beginning "An object that orbits…"	View Link	"3.7 billion" should be "13.7 billion" for Big Bang age	accept	This is a typo, thank you for catching it! We will edit to say "13.7 billion"

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Astronomy 1a/1b	9781959433507	1B	Astronomy 1b: Exploring the Universe, Unit 2, Lesson 1, "Gravity and Motion in Space" subheading, text beginning "As planets form, particles in space …"	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."	accept	We will edit the paragraph to say "Astronomers believe that the solar system began forming from the great explosion of the Big Bang, approximately 13.7 billion years ago. The Big Bang created a gigantic cloud of dust and gas called the solar nebula. This cloud contained several times the mass of the Sun that condensed and collapsed into a dense, flat, spinning disk with an extremely hot center. It is thought that the hot central part of the disk gradually became the Sun, while the planets and all other objects in the solar system formed from the remaining material (less than 5 billion years go)."

Publisher: Accelerate Learning Inc.

Biology

STEMscopes Science TX - Biology: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Biology (Online)	9798888266953	3	Click on the following: Ecological Relation-ships, Elaborate (top left), Science Today (drop-down under Elaborate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read pages two and three	View Link	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
STEMscopes Science TX - Biology (Online)	9798888266953	5	first sentence	View Link	"have you ever how? Missing a word, probably "wondered".	accept	Adjusted
STEMscopes Science TX - Biology (Online)	9798888266953	6,7,15	STEMscopedia See the document titled "Biol-ogy_9.A.viii_Narrative_ page 6,7,15". This was rewritten to address feedback.	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	Click on the following: DNA, Explore (top left), Explore: Edible DNA (drop-down un-der Explore), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read paragraphs one and two on page one	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
STEMscopes Science TX - Biology (Online)	9798888266953	page 5	Click on the following: Evidence for Evolution, Explain (top left), STEMscopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students read a passage on page 5	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	page 6	Click on the following: Evidence for Evolution, Explain (top left), STEMscopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students read a passage on page 6	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 6	Click on the following: Evidence for Evolution, Explore (top left), first Explore (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Station Cards, students will complete an activity following directions on page 6	View Link	Time should be on X axis. Flip your axis	accept	changed

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Biology (Online)	9798888266953	page 7	Click on the following: Evidence for Evolution, Explore (top left), first Explore (drop-down under Explore), Files (open book icon on top right side), Scroll down and click on: Station Cards, students will complete an activity following directions on page 7	View Link	there is an extra "a" added after the s in birds	accept	Adjusted
STEMscopes Science TX - Biology (Online)	9798888266953	page 8	Click on the following: Evidence for Evolution, Explain (top left), STEMscopedia (drop-down under Explain), Files (open book icon on top right side), Scroll down and click on: Student Handout, students complete a reading passage on page 8----the graph	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	para 8	Click on the following: Interactions in Body Systems: Teacher Background (middle left), teacher will read paragraph eight	View Link	the circulatory system does not increase heart rate, that is the job of the autonomous nervous system	accept	adjustment made
STEMscopes Science TX - Biology (Online)	9798888266953	paragraph 1	Click on the following: Gene Expression, Teacher Background (middle left), teacher will read first paragraph	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

Publisher: BIOZONE Corporation

Biology

Biology for Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Biology for texas	9781991014054	167	p167 (flipbook p179) Q1. Flipbook password XTfAQY3D Mid page B.1A(i)A arrow	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
Biology for texas	9781991014054	237	p237 (flipbook p249) paragraphs under Modifying Yukon pota-toes. Flipbook pass-word XTfAQY3D	View Link	Texas A&M Institute should be Texas A&M University	accept	This error will be corrected
Biology for texas	9781991014054	282	p282 (flipbook p294) Q21. Flipbook pass-word XTfAQY3D	View Link	says 'scientific though'	accept	this will be corrected
Biology for texas	9781991014054	313	p313 (p325 flipbook) paragraph 2. Flipbook password XTfAQY3D	View Link	There is a grammatical error on bullet #3 "competition for a finite SUP-PLE of environmental resources" The word should be SUPPLY.	accept	Thank you for spotting this. This error will be corrected
Biology for texas	9781991014054	87	p87 (flipbook p99) Q19. Flipbook pass-word XTfAQY3D	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

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
Science Techbook for Texas by Discovery Education - Biology (Digital)	9781616296551	Lesson 5	Unit: Cells > Concept: Cell Structure and Function > 5E: Explore > Lesson 5: What Is the Role of Mitochondria in Eukaryotic Cells? > Section: Reading Passage > Passage: Origins of Mitochondria	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.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.
Science Techbook for Texas by Discovery Education - Biology (Digital)	9781616296551	Lesson 5 Reading Passage	Unit: Plants > Concept: Plant Form and Function > 5E: Explore > Lesson 5: How Do Plants Transport Water and Organic Molecules? > Section: Reading Passage > Passage: Plant Transport Processes	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 hyplothesis.	accept	Thank you for your feedback and review of our custom program for Texas. Discovery Education has reviewed your feedback with our team of internal experts. Discovery Education will be making the suggested revision(s) as part of the TEA edits and corrections process. See LCEC document for specific content updates.

Publisher: EduSmart

Biology

2024 EduSmart Science Biology: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
2024 EduSmart Science Biology	9781939511256GB	5	text for testing for allelopathy	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	We have changed to text to: As rainfall lands on the leaves, the water interacts with the leaf surface and may accumulate dissolved chemicals from the leaf. These chemicals can dissolve in the water from rain. As the water moves across the leaf, what drips below the tree is no longer just water. It is a dilute solution of chemicals from the leaves and water. This process is called foliar leaching. Edited document is at https://drive.google.com/file/d/1Rs1mUlSNcEE337sKkzYdxFTVD7iyru2d/view?usp=drive_link

Publisher: Kiddom

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
OpenStax Biology powered by Kiddom	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

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
Biology Student Handbook	9781418358921	294	p. 294, Question 51 Analyze	View Link	"how is geneflow 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
Biology Digital Components	9781428553941	Worksheet Link	Quick Lab: What is a Cell? (Scroll to the second page, Part B: Compare the Size of a Plant Cell and a Bacterial Cell, and find Step 1)	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/1Hg3vUhrXgMiS4K9VVO8hvlS-aa7MpSWFn2JB3yiuHFg/edit#heading=h.r0o4ztinwodt Teacher version: https://docs.google.com/document/d/1Wzj9FPIsGBMeQ2u0ZIzZ38ZL8bnyCPDWzkDHdnI6ZMI/edit#heading=h.nnkxxogwknzn

Publisher: Smart Biology

Biology

BIOLOGY Texas: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
BIOLOGY Texas | Teacher Edition	9781777945060	See-description-below	Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biolo-gy.com/textbook/module?id=63f7a98ba19256002f3acd79 (This will bring you to Unit 1, Chapter 1, Module 4) Step 2. Click on "GO BEYOND: Tech-niques and Experi-ments" on the left of the page". Step 3. See figure and read text. Experiment re-quires microscope and slides.	View Link	In the last question: Do you see cells? Should say "Do you see organ-isms?"	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 organ-isms. Both are correct. However since this lesson (and the entire mod-ule) 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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
BIOLOGY Texas | Teacher Edition	9781777945060	See-description-below	Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biolo-gy.com/textbook/module?id=640781cfa562d5002f415200 (This will bring you to Unit 5, Chapter 18, Module 6) Step 2. Click on "ASSESS" on the left of the page (is should already be selected by default). Step 3. Read all assessment questions. Students have to develop an explanation supported by data.	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 specices that live in a specific region.	accept	We will change "climate" to "climate zone".

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
BIOLOGY Texas | Teacher Edition	9781777945060	See-description-below	The "investigate" and "evaluate" components are taught together, so the instructions below will be the same for these two breakouts. Step 1. Use the following URL (must be first logged in to www.smart-biology.com): https://www.smart-biolo-gy.com/textbook/module?id=63a47bad369ecf65fe1e65d6 (This will bring you to Unit 5, Chapter 19, Mod-ule 4) Step 2. Click on "Take Quiz" on the left of the page to answer the quiz questions. These questions are graded automatically once the quiz is complete. Please note that these quiz ques-tions cover all topics throughout this module, not just this breakout. Since all of the topics in this set of breakouts are in the same module, this "Step 2" (the end-of-module quiz) will be the same for each. Step 3. Use the follow-ing URL (must be first logged in to www.smart-biology.com): https://www.smart-biolo-gy.com/textbook/module?id=640781f3a562d5002f415201 (This will bring you to Unit 5, Chapter 19, Mod-ule 5) Step 4. Click on "APPLY: Activity" on the left. Read through activity question 1. Note that the format of all of our activities is the same throughout all chapters, only the questions them-selves differ.	View Link	Intraspecies and interspecies are commonly used terms in Texas Biology and should be considered interchangeable with intraspecific and inter-specific. However the former answers were marked as incorrect in the quiz.	accept	We will delete this question.

Biology

BIOLOGY Texas: ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
BIOLOGY Texas | Teacher Edition	9781777945060	(See description below)	Please log in to "www.smart-biology.com" with the same credentials as before, then go to: https://www.smart-biolo-gy.com/textbook/module?id=64002ab3560222002ff1554a and click on "GO BEYOND: Real-World Relevance" on the left. Please see figure, read description below figure, and read question/answer. Students use their prior knowledge of the word "organic", as they understand it from everyday life, to understand the meaning of the word "organic" as it relates to chemistry and biology.	View Link	In the image that is on he 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 orgninc.	accept	We will remove arsenic from this list.

Publisher: TPS Publishing

Biology

STEAM into Biology - High School Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Student Textbook - Biology	9781788059572	p110	expository text Haber process Paragraph five, third sentence	View Link	Ammonium (NH3) is incorrect as Ammonia is (NH3) and Ammonium is (NH4).	accept	Agree. Change Ammonium to Ammonia
Student Textbook - Biology	9781788059572	p223-230	223 - Interphase	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….
Student Textbook - Biology	9781788059572	p261-265	Expository text - 261- Keywords Gene Ex- pression, 263 - first paragraph, 264	View Link	Practice question #3 RNA Not RMA.	accept	Agree, although Practice Question #2. Change RNA to RMA
Student Textbook - Biology	9781788059572	p28	Lesson plan tasks 1-4 and plenary details use of, and adherence to risk assessments and TEA approved safety standards - Lesson plan activities are appropri- ate for Student activity citations in all TEKS 1C Breakouts. Some alter- native examples taken from the text as a whole are given for later breakouts.	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 Exposito- ry text and were cited as Narrative Citations. As, in this case, page 28 was cited as an Activity it is correct.
Student Textbook - Biology	9781788059572	p57	lesson plan task 5	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.

Chemistry

STEMscopes Science TX - Chemistry: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
STEMscopes Science TX - Chemistry (Online)	9798888266724	page 8 rubric	Light and the Atomic Emission Spectra, Evaluate (top right), Scope Assessment (drop-down under evaluate), Files (open book icon on top right side), Scroll down and click on: Student Handout, students will read a rubric on page 8	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.

Chemistry

Conceptual Academy Chemistry (Texas Edition): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Conceptual Academy Chemistry Student Edition	9781961087019	Card2	Card 2: Section 2.2 (a) Discovering the Atom. Paragraph 5, Figure 2.5, and paragraph 6.	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: McGraw Hill

Chemistry

McGraw Hill Texas Chemistry : ELPS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
McGraw Hill Texas Chemistry Teacher Edition	9781265762179	241	The English Language Proficiency Standards box provides three levels of an activity to support students in understanding the meaning of the words ion, cation, and anion before reading.	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: TPS Publishing

Chemistry

STEAM into Chemistry - High School Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Student Textbook - Chemistry	9781788059497	p185	particularly student task 3 and key questions 1	View Link	Same task from page 280.	reject	Error from the reviewer. Page 280 is expository text and not a student task.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Student Textbook - Chemistry	9781788059497	p224-231	228-229 ionic bonding and convalent bonding 230-231	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)	reject	TPS do not agree. This is addressed clearly in the book. The book explains how the atomic model has changed over time, and how using the 2,8,1 system is **a simplified way** of looking at electronic configuration for elements. See misconceptions section on the **teacher book** page 302 quote "Students may feel that the simple 2,8,8 electron model that they have used up to this point is totally wrong, and vastly different from the new model involving subshells and orbitals learned in today's lesson. In order to address this, the teacher should spend time evaluating the advantages and disadvantages of the more basic model and show how for smaller elements, it serves as an excellent guide to help predict chemical properties and interactions." However, pages 295-298 explain in detail how the 1s2, 2s2 etc electron configuration is arrived at for an element and the lesson plan page 300 **teacher textbook** allows students multiple opportunities to practice and embed this. Therefore, this book allows students to learn, understand, and apply **both** models of representing the electronic configuration of an element.
Teacher Textbook - Chemistry	9781788059480	p280-283	particularly student task 3 and key questions 1	View Link	Same activity from page 185	reject	TPS believe the page numbers provided by the reviewer are inaccurate. Page 185 in the teacher text book is expository text and page and 280 is a task.
Student Textbook - Chemistry	9781788059497	p298-299	particularly student task 4, task 5 and task 6	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.	reject	RAM and RFM are commonly used. The terms are defined on page 284 Chemistry student textbook.
Student Textbook - Chemistry	9781788059497	p323-326	particularly 325	View Link	22.4dm3 is incorrect. 1mol=22.4L This needs to be fixed.	reject	TPS does not agree. **1 dm3 IS 1 liter.** TPS understand that American students may not use the metric system in everyday life – but the student expectations require students to **use SI units**. The breakouts require students to use **SI units**. So, when TPS created content it was written to exactly align to the TEKS, and uses the **SI units for volume**, which is the cubic meter and not liters. In my answers, cubic **deci**meters are used instead of cubic meters in the same way; it is sometimes more appropriate to measure something in millimeters than it is to measure them in meters. But using liters would not be SI units, unless its prefix is an SI prefix such as "**milli**liters".

Publisher: Cengage Learning Inc.

Earth Systems Science

Earth Systems, Texas Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Earth Systems, Texas Edition Student Edition	9798214068589	510	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 *Halimeda*, *Penicillus* and *Padina*. *Nature* **285**, 323–324 (1980). https://doi.org/10.1038/285323a0 See also: Natsi PD, Koutsoukos PG. Calcium Carbonate Mineralization of Microalgae. Biomimetics (Basel). 2022 Sep 23;7(4):140. doi: 10.3390/biomimetics7040140. PMID: 36278697; PMCID: PMC9589979.
Earth Systems, Texas Edition Student Edition	9798214068589	627	LA 19.1, #5	View Link	"fl" in reflection has a print error x3	accept	Thank you for your comment. The typos have been corrected.
Earth Systems, Texas Edition Student Edition	9798214068589	753	The Sun and the Eight Planets, paragraph 2	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.
Earth Systems, Texas Edition Student Edition	9798214068589	753	The Sun and the Eight Planets, paragraph 2	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 *gravity*, *accretion*, and *protoplanet* have been added to the page.

Publisher: Cengage Learning Inc.

Environmental Systems

Environmental Science: Sustaining Your World, Texas Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Environmental Science: Sustaining Your World, Texas Edition, Lab Manual	9798214076591	60	Ch7 Investigation (all)	View Link	Page 89 is the correct page number	reject	Thank you for the feedback. The Chapter 7 Investigation student page is p. 60 and the teacher page is p. 89 in their respective Lab Manuals.

Publisher: Myriad Sensors, Inc.

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
Conceptual Academy Integrated Physics and Chemistry Student Edition	9781961087033	AllCards	Phenomenon: Pulled from the Ground. Cards 4 through 9.	View Link	Methane Hydrate Debate - student assignment should be L-Z not L-S	accept	Thank you. We will make this change.
Conceptual Academy Integrated Physics and Chemistry Student Edition	9781961087033	AllCards	Special Lesson: A Focus on Fossil Fuels. Card numbers: 2, 6, 7	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.
Conceptual Academy Integrated Physics and Chemistry Student Edition	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.

Publisher: Summit K12 Holdings

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
Dynamic Integrated Physics and Chemistry Student/Teacher Resources	9781433407093	1	2.4 Study Guide Key -- Apply	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.
Dynamic Integrated Physics and Chemistry Student/Teacher Resources	9781433407093	1	1.5 Study Guide Key -- Core Vocabulary Section - Questions #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.
Dynamic Integrated Physics and Chemistry Student/Teacher Resources	9781433407093	1	2.5 Lesson Guide -- Under Teach and Discuss -- 4th Gray Box Acitivty - "Literacy Connection: Seismic Wave Article - Teacher" - Procedure - #3-5	View Link	Teacher - Procedure 2 Seismis should be Seismic	accept	The spelling of seismic will be corrected.
Dynamic Integrated Physics and Chemistry Student/Teacher Resources	9781433407093	2	1.1 Lesson Guide -- under Apply and Extend - 4th gray box activity - "Graphing Motion Investigation - Key" - Procedure Question #6	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.

Publisher: McGraw Hill

Physics

McGraw Hill Texas Physics: 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
McGraw Hill Texas Physics Teacher Edition	9781265775384	1, 2	Applying Practices: Use a Computer Simulation, under "Get Started" and "Brainstorm Solutions"	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, 3	Applying Practices: Impact of Past and Present Research on Scientific Thought and Society, under "Task" and under "Part B- Perform a Cost-Benefit Analysis," all test	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.
McGraw Hill Texas Physics Student Edition	9780077006846	105–106	Digital: 29 of 197 Print: 105–106 Under "Free-Body Diagrams" and "Using free-body diagrams," all paragraphs and "Problem-Solving Strategy"	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 Student Edition	9780077006846	105–106	Digital: 29 of 197 Print: 105–106 Under "Free-Body Diagrams" and "Using free-body diagrams," all paragraphs and "Problem-Solving Strategy"	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 dicussion 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 Student Edition	9780077006846	105–106	Digital: 29 of 197 Print: 105–106 Under "Free-Body Diagrams" and "Using free-body diagrams," all paragraphs and "Problem-Solving Strategy," all steps	View Link	The 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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
McGraw Hill Texas Physics Student Edition	9780077006846	105–106	Digtial: 29 of 197 Print: 105–106 Under "Free-Body Diagrams," paragraphs 1–2; "Using free-body diagrams," all paragraphs; "Problem-Solving Strategy"	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.
McGraw Hill Texas Physics Student Edition	9780077006846	112–113	Digital: 30 of 197 Print: 112–113 Under "Newton's Second Law" and "Solving problems with Newton's second law, " all paragraphs	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 dicussion 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 Student Edition	9780077006846	112–113	Digital: 30 of 197 Print: 112–113 Under "Newton's Second Law," paragraphs 1–2; under "Solving problems using Newton's second law," paragraph 1; "Example Problem 1: FIGHTING OVER A PILLOW"	View Link	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
McGraw Hill Texas Physics Student Edition	9780077006846	164–168	Digital: 42 of 197 Print: 164–168 Under "Path of a Projectile," all paragraphs; under "Independence of Motion in Two Dimensions" and its subheads, all paragraphs; under "Horizontally Launched Projectiles"and its subheads, all paragraphs, "Problem-Solving Strategies: Motion in Two Dimensions" (Steps 5–7), and "Example Problem 1: A SLIDING PLATE"	View Link	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	Applying Practices: Evaluate a Solution, entire activity	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.	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	Applying Practices: Design a Solution, under "Work Through It," Step 9	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	2	Applying Practices: Design a Solution, under "Work Through It," Step 9	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.
McGraw Hill Texas Physics Teacher Edition	9781265775384	2–3	Applying Practices: Design a Solution, under "Finish Up," Bullets 1–2	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 Teacher Edition	9781265775384	3	Applying Practices: Engage in Scientific Argumentation: Nuclear Energy, under "Analyze the Debate," question 1	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	648–649, 653	Digital: 143 of 197 Print: 648–649, 653 Under "Rates of Charge Flow and Energy Transfer," paragraphs 2–4; "Example Problem 1: ELECTRIC POWER AND ENERGY"; under "Using Ohm's law," paragraph 1	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 Fdcosine(theta). so then P = Fd/t And the unit for work is Joules so the Joules tells us it is energy because that is the unit used when discussing energy.	accept	Thank you for your feedback. We will take this into future consideration.
McGraw Hill Texas Physics Student Edition	9780077006846	648–649, 653	Digital: 143 of 197 Print: 648–649, 653 Under "Rates of Charge Flow and Energy Transfer," paragraphs 2–4; "Example Problem 1: ELECTRIC POWER AND ENERGY"; under "Using Ohm's law," paragraph 1	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 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 Fdcosine(theta). So then P = Fd/t and the unit for work is Joules so the Joules tells us it is energy because that is the unit used when discussing energy.	reject	Thank you for your feedback. We will take this 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	Sci-12–Sci-13	Digital: 3 of 197 Print: Sci-12–Sci-13 Under "Evaluating sources of information," Paragraphs 1–3; Under "Spotting errors in logic," Paragraph 1 and bulleted list	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’	reject	Thank you for your feedback. We will take this into future consideration.
McGraw Hill Texas Physics Student Edition	9780077006846	Sci-14–Sci-15	Digital: 4 of 197 Print: Sci-14–Sci-15 Under "Diversity and Contributions in Science," Paragraphs 1–2; Under "Historical contributions," Paragraph 1; Under "Current contributions," Paragraphs 1–3	View Link	Same as previous Cecelia Payne was not the first female professor at Harvard.	accept	Cecelia Payne became the first female FULL professor. We will adjust text to better reflect this.
McGraw Hill Texas Physics Student Edition	9780077006846	Sci-14–Sci-15	Digital: 4 of 197 Print: Sci-14–Sci-15 Under "Diversity and Contributions in Science," paragraphs 1–2; under "Historical contributions," paragraph 1; under "Current contributions," paragraphs 1–3	View Link	Dr Alice Hamilton was the first female professor of Harvard.	reject	Cecelia Payne became the first female FULL professor. We will adjust text to better reflect this.

Publisher: Myriad Sensors, Inc.

Physics

Conceptual Academy Physics (Texas Edition): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Conceptual Academy Physics Student Edition	978196187026	1	Page 1 and 3 (Directions for analysis are within the Conclusion)	View Link	"Please do now merely connect the dots." Now should be not	accept	Thank you. We will make this change.
Conceptual Academy Physics Student Edition	978196187026	1	Pages 1 - 4: Hands-On Activity, Density: Float or Sink	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.
Conceptual Academy Physics Student Edition	978196187026	1	Pages 1 - 5: Hands-on Activity, Sweet Polarization	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.
Conceptual Academy Physics Student Edition	978196187026	1	Pages 1 and 2: Hands-on Activity: Safety Pin Motor	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
Conceptual Academy Physics Student Edition	978196187026	1	Chilling Exploration of Hands on Activity	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.
Conceptual Academy Physics Student Edition	978196187026	Card1	Card 8. Communicating the Explanation (Everyone's Turn) Students communicate collaboratively in a variety of settings.	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.
Conceptual Academy Physics Student Edition	978196187026	Card2	Card 2: Malus's Law	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Conceptual Academy Physics Student Edition	978196187026	Card2	Cards 2 an"d 4: Section 0.1 (a) Rational Thinking. Third Paragraph; Section 0.1 (b) Scientific Discoveries	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.
Conceptual Academy Physics Student Edition	978196187026	Card3	Cards 3 - 23: Background Information, et. al.	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
Conceptual Academy Physics Student Edition	978196187026	Card3	Cards 3 and 5: Video Check and Reading Check questions	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.
Conceptual Academy Physics Student Edition	978196187026	Card4	Card 4: Reading and Video Check Questions	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.
Conceptual Academy Physics Student Edition	978196187026	Card5	Card 5: Section 1.10 (d) Your Turn 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
Conceptual Academy Physics Student Edition	978196187026	Card5	Card 5: Section 9.7 (d) Series Circuits	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.
Conceptual Academy Physics Student Edition	978196187026	Card5	Card 5: Think About It (Your Turn)	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.
Conceptual Academy Physics Student Edition	978196187026	Card5	Card 5: Review questions 21 - 24. Under that section there is a section of question that reads Question 22, then another Question 22 instead of 23.	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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Conceptual Academy Physics Student Edition	978196187026	Card6	Cards 2" and 6: Section 0.5 (a) Video: Science and Technology; Section 0.5 (e) Risk Assessment: Cost-Benefit	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.
Conceptual Academy Physics Student Edition	978196187026	Card7	Cards 7: Section 0.5 (f) Reading Check	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.
Conceptual Academy Physics Student Edition	978196187026	Card7	Card 7: Section 5.9 (f) Podcast Show Notes	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.
		page 1 of 6	https://conceptualacademy.com/sites/default/files/2022-12/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.
		page 1 of 6	https://conceptualacademy.com/sites/default/files/2022-12/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.	accept	Thank you. We will make this change.

Publisher: Savvas Learning

Ch. 112.c Physics

Texas Experience Physics (Print with digital): 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
Physics Student Handbook	9781418358860	75	page 75, Solving Two-Dimentional Force Problems Infographic	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	In Step 1, we are adding an explanation in the form of an equation that shows that F<sub>FB is a combination of the forces of friction in the *x*-direction and the Normal force in the *y*-direction (and is not a phantom force). In Step 2, we are removing the absolute value bars and making the label f non-boldface to show the equation is for the value only and not the direction. A revised copy of the page may be seen at this link. https://drive.google.com/file/d/1bQU-TiQHxuOny6We8b3QFhD8RdoejiRR/view?usp=drive_link
Physics Digital Components	9781428553965	worksheet link	Engineering Workbench: Design an Electronic Quiz Board (On the first page find paragraph 1 and 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/12EGFYEe6342GOdgoj43PDiFwlxH9Pw9jYaQx83QCDCw/edit
Physics Digital Components	9781428553965	Worksheet Link	Inquiry Lab - Advanced: Electric Charges and Coulomb’s Law (Scroll to the fourth page and find 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
Physics Digital Components	9781428553965	Worksheet Link	Engineering Workbench: Egg Supply Drop (Scroll to the 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-ZxVedI/edit

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Physics Digital Components	9781428553965	Worksheet Link	Inquiry Lab: The Impact of Position on Energy (Scroll to the second page and find 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/1SdeUTMJvQRxsnEH82DMEbkQPn4KzXsI_XAwJuqpkPyk/edit
Physics Digital Components	9781428553965	worksheet link	Engineering Workbench: Design an Electronic Quiz Board (On the first page find paragraph 1 and 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/12EGFYEe6342GOdgoj43PDiFwlxH9Pw9jYaQx83QCDCw/edit
Physics Digital Components	9781428553965	Worksheet Link	Engineering Workbench: Egg Supply Drop (Scroll to the 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-ZxVedI/edit
Physics Digital Components	9781428553965	Worksheet Link	Inquiry Lab - Background: The Impact of Position on Energy (On the first page find paragraph 3)	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	We are revising the text to read: 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. Link to revised copy of the worksheet: https://docs.google.com/document/d/1wI2U59WC_kiprEzzvxuQ3DZYP6HnWKeACDxh0h05yis/edit

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Physics Digital Components	9781428553965	Worksheet Link	Engineering Workbench: Design an Air-drop System (On the first page find 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: 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
Physics Digital Components	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_SihNKrwXxNziUd2rPt2UNdB6llWWE/edit
Physics Digital Components	9781428553965	Worksheet Link	Performance Based Assessment: Force, Mass, and Acceleration (On the first page find 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_SihNKrwXxNziUd2rPt2UNdB6llWWE/edit

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Physics Digital Components	9781428553965	worksheet link	Engineering Workbench: Design an Airdrop System (Scroll to the 5th page and find 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	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 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 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. 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. Links to revised copies of the worksheets: INV01: ENGINEERING WORKBENCH Student worksheet: https://docs.google.com/document/d/14J2OWB6A6dGIdsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit Teacher worksheet: https://docs.google.com/document/d/1GxY_5RzKG_DvEb6eEyOCWtYG9di_nXP1zl6NPK0N8No/edit#heading=h.z3p5er15we9n INV09 Engineering Workbench Student worksheet: https://docs.google.com/document/d/1ZVVq4FW9Fg-m4Yg8E-0FOkoLrf1OkoVEM_YfezQSgJQ/edit#heading=h.z3p5er15we9n Teacher worksheet: https://docs.google.com/document/d/1JJELDW-frMithhW3vGvf9U8ec3QTmak-YFSQjZlO9EY/edit#heading=h.z3p5er15we9n

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Physics Digital Components	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/1nSbzhvbjC-c3dislwqddX9UpuksQ5sbynOpIM4XIOMI/edit Teacher Worksheet: https://docs.google.com/document/d/1OhAldR0LpHRlyKdowdl1wJF41_cU2nWeOtYAIbk80fk/edit
Physics Digital Components	9781428553965	Worksheet Link	Introduction to Science and Engineering Worksheet (Scroll to the second page and find Question 6)	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	We are *partially* accepting this feedback as follows. To the cost-benefit graphic on page 8, cited as the location of the error, we are adding drinking water as a benefit, by adding the following text: Dams have both costs and benefits for **communities**. <check>Reservoirs provide reliable sources of **drinking water**. Preventing floods was already listed as a benefit. The loss of soil deposition in seasonal flooding is a well-known cost, and we are clarifying one point to read: Floods deposit **rich sediment** on farmland. Without floods, **soil quality** may deteriorate. Also, the error description of location and and link point to a worksheet that does not address cost-benefit analysis, and the details of the error do not apply to this worksheet, so we are making no change in that worksheet. The revised graphic may be seen on a copy of the page at this link: https://drive.google.com/file/d/1Bk45Pgmm51-iYt9-Nt9Wy9UMCtnIHmhU/view?usp=drive_link

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Physics Digital Components	9781428553965	Worksheet Link	Performance Based Assessment: Speed, Acceleration, and Trajectory (On the first page find 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	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. Link to revised copy of the worksheet: https://docs.google.com/document/d/1mHMfWoBIUhM8HXrQZ3VdoIPVpzFbDrIcDZ02cc99SmM/edit
Physics Digital Components	9781428553965	Worksheet Link	Engineering Workbench: Design an Airdrop System (On the first page find 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	Engineering Workbench: Design an Airdrop System (Scroll to the 5th page and find 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_nXP1zl6NPK0N8No/edit#heading=h.z3p5er15we9n

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Physics Digital Components	9781428553965	Worksheet Link	Engineering Workbench: Design an Air-drop System (On the first page find 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
Physics Digital Components	9781428553965	worksheet link	Engineering Workbench: Design an Air-drop System (Scroll to the fifth page and find 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	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 verson: https://docs.google.com/document/d/14J2OWB6A6dGIdsbWYaSpmgE07ogJFIG366Vbqg84fY8/edit Teacher version: https://docs.google.com/document/d/1GxY_5RzKG_DvEb6eEyOCWtYG9di_nXP1zl6NPK0N8No/edit#heading=h.z3p5er15we9n
Physics Digital Components	9781428553965	Worksheet Link	Inquiry Lab: Elastic and Inelastic Collisions (Scroll to the second page and find 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/1yRgrotbR97DTSokrxl7OEd_HcQMLa74KYD3NwUaow-E/edit

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Physics Digital Components	9781428553965	Worksheet Link	Performance Based Assessment: Force, Mass, and Acceleration (On the first page find paragraph 1, paragraph 2)	View Link	This sentence implies that a control is where one variable is changed. It is not. A control, in the physics sense, is were no changes are made. Quote: Make sure to establish a control by changing one variable at a time when conducting measurements	accept	We are revising the text to read: Make sure to establish controls by keeping all other variables constant and changing only one variable at a time when conducting measurements. Link to revised copy of the worksheet: https://docs.google.com/document/d/1CBoO-5VC-hJqu_SihNKrwXxNziUd2rPt2UNdB6llWWE/edit
Physics Digital Components	9781428553965	Worksheet Link	Inquiry Lab: The Impact of Position on Energy (Scroll to the second page and find Procedure 7)	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	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. Please see the revised table in copies of the worksheet at the following links: Student Worksheet: https://docs.google.com/document/d/1SdeUTMJvQRxsnEH82DMEbkQPn4KzXsI_XAwJuqpkPyk/edit Teacher Worksheet: https://docs.google.com/document/d/1oQycRYrx7lcCYvpFpHN4fU4uuAXoWUMXj4eH8E_Wkxo/edit#heading=h.tefw6vsk28hd
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	We are revising the text to read: 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. Link to revised copies of the worksheets: Student Worksheet: https://docs.google.com/document/d/1BP4_NPE72LTkjjsSbToIH8NHPWNGOV_rS9P6-b0L1F0/edit#heading=h.z3p5er15we9n Teacher Worksheet: https://docs.google.com/document/d/1wUvMCan4sDfZJLvcj3k0cfgiQJvXtcrcChfitPsiTjY/edit

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Physics Digital Components	9781428553965	Worksheet Link	Engineering Workbench: Design an Electronic Quiz Board (On the first page find paragraph 1)	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/12EGFYEe6342GOdgoj43PDiFwlxH9Pw9jYaQx83QCDCw/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/1uuQAeITbaakadGHEdh4GumLjN9iOmdju3SHL-ZxVedI/edit

Publisher: TPS Publishing

Physics

STEAM into Physics - High School Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Teacher Textbook - Physics	9781788058766	p180-181	Whole pages	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)	reject	The symbols present are accurate, but the content does use a global approach. See link; https://www.ncl.ac.uk/webtemplate/ask-assets/external/maths-resources/mechanics/kinematics/equations-of-motion.html which is from Newcastle University. Another example here is the popular online "omnicalculator" which uses the SUVAT approach for equations of mo- tion: https://www.omnicalculator.com/physics/suvat Also the popular calculator soup web- site: https://www.calculatorsoup.com/calculators/physics/uniformly-accelerated-motion-calculator.php The very common *SUVAT* approach is a very useful learning tool for students as this 'easy to remember acronym' allows students to easily recall the quantities that are required when performing kinematic equations. TPS believe that with this inclusive teaching approach, all students, regardless of ability, will be able to succeed in solving problems involving motion with this approach. However, TPS is providing an edit to include a detailed note to explain the alternatives to SUVAT symbols that students will encounter. This edit will be placed on student textbook page 178. Global note: In this lesson you will learn about symbols used here in Texas and in other parts of the world. In the USA the following standard symbols are used: *Displacement Δx* *Time interval t* *Initial velocity v0* *Final velocity v* *Constant acceleration a* In many other countries, these symbols may be replaced with: s = displacement, u = initial velocity, v = final velocity, a = acceleration, t = time. It is important that you learn and understand both as some of you may have international careers.

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Teacher Textbook - Physics	9781788058766	p180-181	Whole pages	View Link	in addition to the u being miswritten. s is speed not displacement d should be used for displacement not s.	reject	The symbols present are accurate, but the content does use a global approach. See link; https://www.ncl.ac.uk/webtemplate/ask-assets/external/maths-resources/mechanics/kinematics/equations-of-motion.html which is from Newcastle University. Another example here is the popular online "omnicalculator" which uses the SUVAT approach for equations of mo- tion: https://www.omnicalculator.com/physics/suvat Also the popular calculator soup web- site: https://www.calculatorsoup.com/calculators/physics/uniformly-accelerated-motion-calculator.php The very common *SUVAT* approach is a very useful learning tool for students as this 'easy to remember acronym' allows students to easily recall the quantities that are required when performing kinematic equations. TPS believe that with this inclusive teaching approach, all students, regardless of ability, will be able to succeed in solving prob- lems involving motion with this approach. However, TPS is providing an edit to include a detailed note to explain the alternatives to SUVAT symbols that students will encounter. This edit will be placed on student textbook page 178. Global note: In this lesson you will learn about symbols used here in Texas and in other parts of the world. In the USA the following standard symbols are used: *Displacement Δx* *Time interval t* *Initial velocity v0* *Final velocity v* *Constant acceleration a* In many other countries, these symbols may be replaced with: s = displacement, u = initial velocity, v = final velocity, a = acceleration, t = time. It is important that you learn and understand both as some of you may have international careers.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Student Textbook - Physics	9781788059527	p181-184	equations of motion	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.	reject	The symbols present are accurate, but the content does use a global approach. See link; https://www.ncl.ac.uk/webtemplate/ask-assets/external/maths-resources/mechanics/kinematics/equations-of-motion.html which is from Newcastle University. Another example here is the popular online "omnicalculator" which uses the SUVAT approach for equations of mo-tion: https://www.omnicalculator.com/physics/suvat Also the popular calculator soup web-site: https://www.calculatorsoup.com/calculators/physics/uniformly-accelerated-motion-calculator.php The very common *SUVAT* approach is a very useful learning tool for students as this 'easy to remember acronym' allows students to easily recall the quantities that are required when performing kinematic equations. TPS believe that with this inclusive teaching approach, all students, regardless of ability, will be able to succeed in solving prob-lems involving motion with this approach. However, TPS is providing an edit to include a detailed note to explain the alternatives to SUVAT symbols that students will encounter. This edit will be placed on student textbook page 178. Global note: In this lesson you will learn about symbols used here in Texas and in other parts of the world. In the USA the following standard symbols are used: *Displacement Δx* *Time interval t* *Initial velocity v0* *Final velocity v* *Constant acceleration a* In many other countries, these symbols may be replaced with: s = displacement, u = initial velocity, v = final velocity, a = acceleration, t = time. It is important that you learn and understand both as some of you may have international careers.

Publisher: Ramsey Education (Dave Ramsey/Lampo)

Personal Financial Literacy and Economics

Foundations in Personal Finance High School 4th Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Foundations in Personal Finance High School 4th Edition Print/Digital	9781936948574	PDF Pg. 4,6	Activity. Chapter 10, Lesson 2. "Understanding Income Tax." Pg. 4 and 6 in PDF.	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

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
Personal Financial Literacy for Texas, Student Edition	9780138114268	203	Sources of Federal Grants	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.	reject	Noted, author disagrees.
Personal Financial Literacy for Texas, Student Edition	9780138114268	61	Long-term goal (5th full paragraph)	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.	reject	Noted for subsequent editions

Publisher: Typing.com

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
2nd Grade	979898777172308	5	Parts of a Computer Review Packet: Page 5, question 3 *Click "read transcript". Click "download lesson" to access review packet	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

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	What Makes a Computer Run Transcript: Section 1 & 2 *click "read transcript" to access transcript	View Link	typo - acomputer,	accept	Great find! We will correct this.
3rd Grade	979898777173008	1-5	Surfing Safety Review Packet: Pages 1-5 *Click "download lesson" to access review packet	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.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 4

Texas Technology Applications - 4: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Texas Technology Applications - 4	9798987914540001	4	Lesson Title: Big Problems With E-Waste, Procedure 3, Step 1	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

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	Unit 3 Activity 3 "How Can Decomposing a Problem Lead to Its Solution?", Step 3	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.
Middle School Tech Apps Grade 6	9781959433552	Unit 3	Learning or concept map: Put the original problem in the center of the map, and then identify decomposed parts of the problem and potential solutions. Represent these on your map using different colors (review the example in Lesson 1 for guidance, if needed). - The example is in lesson 2 not 1.	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.

Publisher: Learning.com

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
Learning.com TechApps for Texas - Grade 6	9798987398265	1	1. Click the play button to launch the lesson. 2. Click student preview in the upper right hand corner of the screen. 3. Click the start button. 4. Click the corresonding number at the bottom of the screen to go to pages. 5. Read the directions and complete the question on page 1.	View Link	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	1	1. Click the play button 2. Click the Student Preview button in the upper right 3. Click Get Started button to begin the lesson 4. Complete the activity	View Link	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Learning.com TechApps for Texas - Grade 6	9798987398265	1	NOTE: In this adaptive keyboarding item, speed and acuracy are measured every time a student enters key-board strokes. It meets 12.D.(i) in an ongoing aspect 1. Click the play button. 2. On top tool bar click Student Mode. 3. Below the toolbar is Today's Stats that show Accuracy & WPM speed. 4. Click the Practice icon on the top tool bar to choose 1 of 3 different practices if you want to enter text and change the Today's Stats. 5. The Practice Time and Practice Keys also up-date based on the most recent keyboard input. 6. In Student Mode click to see re-port features that show accuracy and speed. 7. Click Return to Teacher Mode but-ton at bottom right of screen. 8. Click the Reports icon on the top tool bar to see options for running class and individual student reports that will show speed and accuracy.	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 de-signed to prescribe content based on student's demonstrated skills (areas of weakness and strength). Due to this personalized design, stu-dents 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 to-wards accuracy before speed.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Learning.com TechApps for Texas - Grade 6	9798987398265	1	NOTE: In this adaptive keyboarding item, speed and acuracy are measured every time a student enters key-board strokes. It meets 12.D.(i) in an ongoing aspect 1. Click the play button. 2. On top tool bar click Student Mode. 3. Below the toolbar is Today's Stats that show Accuracy & WPM speed. 4. Click the Practice icon on the top tool bar to choose 1 of 3 different practices if you want to enter text and change the Today's Stats. 5. The Practice Time and Practice Keys also up-date based on the most recent keyboard input. 6. In Student Mode click to see re-port features that show accuracy and speed. 7. Click Return to Teacher Mode but-ton at bottom right of screen. 8. Click the Reports icon on the top tool bar to see options for running class and individual student reports that will show speed and accuracy.	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 de-signed to prescribe content based on student's demonstrated skills (areas of weakness and strength). Due to this personalized design, stu-dents 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 to-wards accuracy before speed.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Learning.com TechApps for Texas - Grade 6	9798987398265	1	1. Click the play button to launch the item. 2. Click the Student Preview button in the upper right hand corner. 3. See questions 1-2 for students to analyze the benfits of iteration	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?
Learning.com TechApps for Texas - Grade 6	9798987398265	1	1. Scroll to the Teacher Notes section and find the Lesson Plan. 2. Scroll all the way to the bottom of the lesson plan and find the Resources section. 3. Select the Intro Slides link. 4. Jump or progress to Slide 2 to define variables.	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	1	1. Scroll to the Teacher Notes section and find the Lesson Plan. 2. Find the Resources section in the lesson plan. 3. Select the Intro Slides link. 4. Jump or progress to slides 4 and 5 to label variables.	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	1, 2	1. Click the play button to launch the item. 2. Click the Student Preview button in the upper right corner. 3. Click the Start button. 4. Click the page number at bottom of screen and move to page 1,2	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.

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Learning.com TechApps for Texas - Grade 6	9798987398265	1, 2	1. Click the play button to launch the item. 2. Click the Student Preview button in the upper right corner. 3. Click the Start button. 4. Click the page number at bottom of screen and move to page 1,2	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?
Learning.com TechApps for Texas - Grade 6	9798987398265	1, 2, 3, 4	1. Click the play button to launch the lesson. 2. Click student preview in the upper right hand corner of the screen. 3. Click the start button. 4. Click the corresponding number at the bottom of the screen to go to pages 1, 2, 3, and 4. 5. Read the directions and complete the question on pages 1, 2, 3, 4.	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	1,2	1. Click the play button to launch the item. 2. Click student preview in the upper right hand corner of the screen. 3. Click the start button. 4. Read the directions and questions on pages 1and 2 by clicking the 1 and 2 at the bottom of the screen.	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	10	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide: 10	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	10,11,13,15	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 10, 11, 13, 15	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	10,15	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 10, 15	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.

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Learning.com TechApps for Texas - Grade 6	9798987398265	11	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide: 11	View Link	Grammar, pronoun agreement: Now since./..YOU...WE. Pick one. Please use Grammarly, Chat GPT or a proofreader or editor throughout.	accept	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	12-15	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 12-15	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
Learning.com TechApps for Texas - Grade 6	9798987398265	13	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide: 13	View Link	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	15-17	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 15-17	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	15-21	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide: 15-21	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	2	1. Click the play button to launch the lesson. 2. Click student preview in the upper right hand corner of the screen. 3. Click the start button. 4. Click the corresonding number at the bottom of the screen to go to pages. 5. Read the directions and complete the question on page 2.	View Link	Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations. 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
Learning.com TechApps for Texas - Grade 6	9798987398265	2	1. Click the play button to launch the lesson. 2. Click student pre-view in the upper right hand corner of the screen. 3. Click the start button. 4. Click the corresponding number at the bottom of the screen to go to pages. 5. Read the directions and com-plete the question on page 2.	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 per-mission 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.

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Learning.com TechApps for Texas - Grade 6	9798987398265	2	1. Click the play button to launch the item. 2. Click student preview in the upper right hand corner of the screen. 3. Click the start button. 4. Read the directions and questions on page 2 by clicking the 2 at the bottom of the screen.	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	Slide 1 will be updated to say: Think About It 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. Activity 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: 1. What animal to 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 List your thoughts in the space below. Be sure to answer all questions listed above. Slide 2 will be updated to say: 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. After you create your visual representation, think about the following questions to determine if changes need to be made to your initial design. 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.

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Learning.com TechApps for Texas - Grade 6	9798987398265	2	1. Click the play button to launch the lesson. 2. Click student pre-view in the upper right hand corner of the screen. 3. Click the start button. 4. Click the corresonding num-ber at the bottom of the screen to go to pages. 5. Read the directions and com-plete the question on page 2.	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	2, 16	1. Click the play button 2. Click Get Started button to begin the lesson 3. Complete activities 2 and 16 by advancing using the gray circles at the top	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."
Learning.com TechApps for Texas - Grade 6	9798987398265	22	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presenta-tion. 2. View the slide/notes on slide: 22	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 con-sult 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.
Learning.com TechApps for Texas - Grade 6	9798987398265	3	Click the play button to launch the item. 2. Click the Student Pre-view button in the upper right corner. 3. Click the Start button. 4. Click the page num-ber at bottom of screen and move to page 3.	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 up-dated to include district policies related to emerging technologies, such as artificial intelligence.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Learning.com TechApps for Texas - Grade 6	9798987398265	3, 11	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide: 3,11	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	3, 4, 5	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 3, 4, 5.	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 informATION.	accept	The slide deck teacher notes will be updated to include consistent ending punctuation marks.
Learning.com TechApps for Texas - Grade 6	9798987398265	4, 5, 6, 11	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide: 4,5,6,11	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	4, 5, 6, 8, 16	1. Click the link for the slide show presentation. 2. View the slide/notes on slide 4, 5, 6, 8, 16	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	4, 5, 8, 12	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides: 4, 5, 8, 12	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Learning.com TechApps for Texas - Grade 6	9798987398265	4, 7-17	1. Click the link for the slide show presentation. 2. View the slide/notes on slide 4, 7-17.	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	4-11	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 4-11	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	4-6	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 4, 5, 6.	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	5, 7, 10, 19	1. Click the play button to launch the item. 2. Click the play button to begin the lesson. 3. Select an avatar. 4. The standard is met in segment 5 timestamp 0:11-0:31, segment 7 timestamp 0:19-0:40, segment 10 timestamp 0:09-0:20, segment 19 timestamp 0:01-0:30	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Learning.com TechApps for Texas - Grade 6	9798987398265	5,6	1. Click the link for the slide show presentation. 2. View the slide/notes on slide 5, 6.	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	5,6	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 5-6	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	6	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide 6.	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	6	1. Click the play button to launch the item. 2. Click the Student Preview button in the upper right corner. 3. Click the Start button. 4. Click the page number at bottom of screen and move to page 6.	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."
Learning.com TechApps for Texas - Grade 6	9798987398265	6	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide 6.	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Learning.com TechApps for Texas - Grade 6	9798987398265	6,7	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide 6,7	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
Learning.com TechApps for Texas - Grade 6	9798987398265	7, 8, 11	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide: 7,8,11	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	7, 8, 9, 11	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 7, 8, 9, 11.	View Link	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	7,8,9	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide: 7,8,9	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	8, 9, 11, 12	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slides 8, 9, 11, 12	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
Learning.com TechApps for Texas - Grade 6	9798987398265	9	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide: 9	View Link	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	9, 10, 11	1. On the Lesson Plan page in the Teacher Instruction section: Click the link for the slide show presentation. 2. View the slide/notes on slide: 9,10,11	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.
Learning.com TechApps for Texas - Grade 6	9798987398265	9-12	1. Click the play button 2. Click play button to start slide show 3. Click the forward button to move through the slides. Slide number is indicated at bottom of screen. 4. Move forward and listen to the audio on slides: 9, 10, 11, 12	View Link	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.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 8

Texas Technology Applications - 8: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Texas Technology Applications - 8	9798987914588001	2	Lesson Title: Game Industry Career: Producer, Procedure 1; Steps 1 to 6 Blue hyperlink in step 2 is part of the citation. Click to open.	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."
Texas Technology Applications - 8	9798987914588001	3 to 4	Lesson Title: Problem Solving with Constraints, Procedure 2; Steps 5 to 7	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.
Texas Technology Applications - 8	9798987914588001	5 to 6	Lesson Title: For Loops, Procedure 2; Steps 2 to 10 Blue hyperlink in step 2 is part of the citation. Click to open. Activity Tip is part of the citation.	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.

Publisher: Learning.com

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
Learning.com TechApps for Texas - Grade 8	9798987398289	2	1. Click the play button to launch the item. 2. Click student preview in the upper right hand corner of the screen. 3. Click the start button. 4. Click the 2 at the bottom of the screen to go to page 2.	View Link	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.

Anatomy and Physiology

Understanding Anatomy & Physiology (Texas Edition): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Understanding Anatomy and Physiology - Workbook	9781719648721	67	Ch. 7 Workbook: Page 77 of PDF reader.	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

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
Introduction to Anatomy and Physiology - Online Learning Suite	9798889993056	15	Check Your Understanding #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

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
Welsh, Holes Essentials of Anatomy and Physiology, Texas Student Edition (High School)	9781265337018	727	Short Answer 14	View Link	The question violates state statue 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 statue 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

Child Development

Child Development 1a/1b: TEKS

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

Publisher: Goodheart-Wilcox Publisher

Child Development

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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Child Development: Early Stages Through Adolescence - Online Learning Suite	9798889990000	443	Critical Thinking #3	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.	reject	While the reviewer is correct that this may not meet the standards, we provided a secondary citation that was accepted as correct. See the other pages cited for where the text meets the standard.
Child Development: Early Stages Through Adolescence - Online Learning Suite	9798889990000	507	Review and Assessment #7	View Link	16.1-5Recognizing Preschoolers' Stress	accept	Will update the reference on the question to 16.1-6 rather than 16.1-5.
Child Development: Early Stages Through Adolescence - Online Learning Suite	9798889990000	523	Recall and Application #8	View Link	Unit referrenced is 16.1-5Recognizing Preschoolers' Stress.	accept	Will update the reference on the question to 16.1-6 rather than 16.1-5.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Child Development: Early Stages Through Adolescence - Online Learning Suite	9798889990000	555	Recall and Application #5	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 therefor 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.	reject	While there may be research stating that whole milk provides benefits, we are basing our information on MyPlate recommendations, which still say that fat-free or low-fat dairy is the best option.

Publisher: The Curriculum Center for Family and Consumer Sciences

Communication and Technology in Education

Communication and Technology in Education: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Communication and Technology in Education	9781953248305	Additional Resources	Instructions Have students listen to a podcast from "Podcast.apps" website, Education Technology Podcasts. (Click the linked title.)	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
Communication and Technology in Education	9781953248305	slide 12	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	View Link	Slide 12 has 6 bullets; 3 of the bullets are blank	reject	The bullets are black to allow for student/teacher response.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Communication and Technology in Education	9781953248305	Slide 14	Use provided URL and credentials. Provided URL will open the correlated content. (Select Topic# and Unit# from page listing.)	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
Communication and Technology in Education	9781953248305	Slide 5	Slide 5: sentence #4	View Link	missing verbiage The sentence read: "Why is important" Correction: Why is it important.....	accept	Google Slide Presentation Updated.
Communication and Technology in Education	9781953248305	T2_U3_Email	https://docs.google.com/presentation/d/1_SZgZl-VPePj0sdQ9LXD66y-tr91DLWXWZGZEbJoJKmQ/edit?pli=1#slide=id.g1e8d2cfcf64_0_50	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.
Communication and Technology in Education	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

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
iCEV Computer Science I (Individual Course)	8888640036001	Activity - Mathematic Functions Coding	This Activity is found in the Problem Solving with Functions lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	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.
iCEV Computer Science I (Individual Course)	8888640036001	Activity-Debugging	This Activity is found in the Error Types and Debugging Strategies lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
iCEV Computer Science I (Individual Course)	8888640036001	Activity-Identifying Common Problems	This Activity is found in the Problem Solving with Algorithms lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	SHould be Identifying Common Algorithms not Problems	accept	This error will be addressed.
iCEV Computer Science I (Individual Course)	8888640036001	Activity-Know My Methods	This Activity is found in the Subroutines and Data lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	View Link	Program written on teachers answer document still does not work Syntax error. See line 5.	accept	This error will be addressed.
iCEV Computer Science I (Individual Course)	8888640036001	Activity-Programming Logic Practice	This Activity is found in the Programming Logic lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	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
iCEV Computer Science I (Individual Course)	8888640036001	Assignment (0:30-4:19)	In the Problem Solving with Functions Video, view the time codes suggested in the Page Number(s) for the Assignment segment. This segment is NOT the video in the player window. To locate the video, click on the Select Playlist drop down menu and select the name of the segment listed in the Page Number(s). Once the video loads, you can navigate to the time codes needed. You can also follow along in the transcript which appears beneath the player window.	View Link	x = 3 x = x * 5 print ("x is ") x is 15 there is an error	accept	This error will be addressed.
iCEV Computer Science I (Individual Course)	8888640036001	Assignment (0:30-4:19)	In the Problem Solving with Functions Video, view the time codes suggested in the Page Number(s) for the Assignment segment. This segment is NOT the video in the player window. To locate the video, click on the Select Playlist drop down menu and select the name of the segment listed in the Page Number(s). Once the video loads, you can navigate to the time codes needed. You can also follow along in the transcript which appears beneath the player window.	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
iCEV Computer Science I (Individual Course)	8888640036001	Assignment (0:30-4:19)	In the Problem Solving with Functions Video, view the time codes suggested in the Page Number(s) for the Assignment segment. This segment is NOT the video in the player window. To locate the video, click on the Select Playlist drop down menu and select the name of the segment listed in the Page Number(s). Once the video loads, you can navigate to the time codes needed. You can also follow along in the transcript which appears beneath the player window.	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
iCEV Computer Science I (Individual Course)	8888640036001	Data Types and Objects Needed (00:15-1:30)	In the Programming Problem-Solving Processes Video, view the time codes suggested in the Page Number(s) for the Data Types and Objects Needed segment. This segment is NOT the video in the player window. To locate the video, click on the Select Playlist drop down menu and select the name of the segment listed in the Page Number(s). Once the video loads, you can navigate to the time codes needed. You can also follow along in the transcript which appears beneath the player window.	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.
iCEV Computer Science I (Individual Course)	8888640036001	Project-Data Visualization Program	This Project is found in the Visual Presentation lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
iCEV Computer Science I (Individual Course)	8888640036001	Project-Formatting a Program	This Project is found in the Programming with Proper Format and Style lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	While teaching proper indentation and style, please fix the indentation errors on line 9	accept	This error will be addressed.
iCEV Computer Science I (Individual Course)	8888640036001	Project-Formatting a Program	This Project is found in the Programming with Proper Format and Style lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	Indentation error	accept	This error will be addressed.
iCEV Computer Science I (Individual Course)	8888640036001	Project-Formatting a Program	This Project is found in the Programming with Proper Format and Style lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	Make students aware of issues within code that need repair. The code does not work.	accept	This error will be addressed.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
iCEV Computer Science I (Individual Course)	8888640036001	Project-Programming Problem-Solving Process	This Project is found in the Programming Problem-Solving Processes lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	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.
iCEV Computer Science I (Individual Course)	8888640036001	Project-Programming Problem-Solving Process	This Project is found in the Programming Problem-Solving Processes lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	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.
iCEV Computer Science I (Individual Course)	8888640036001	Slides 3-16	In the Developing a Program Plan PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
iCEV Computer Science I (Individual Course)	8888640036001	Slides 3-6, 24-28	In the Subroutines and Data PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	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.
iCEV Computer Science I (Individual Course)	8888640036001	Slides 5-25	In the Digital Etiquette and Security PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	Not including Ada Lovelace in the programming of the analytical engine.	accept	Content will be added to include Ada Lovelace.

Publisher: CodeHS, Inc.

Computer Science I

Texas Computer Science 1: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Texas Computer Science 1	9798987718209	1.3.1	Video: 8:15 - 9:00, 11:10 - 12:00	View Link	"Hexidecimal" in the dropdown should be "Hexadecimal"	accept	Updated video and fixed spelling error. https://codehs.com/lms/assignment/106355346
Texas Computer Science 1	9798987718209	1.5.1	Video: 0:30 - 5:30; Slides: 4-17	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.
Texas Computer Science 1	9798987718209	1.8.1	Video: 4:00 - 7:30; Slides: 7-15	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
Texas Computer Science 1	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
Texas Computer Science 1	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
Texas Computer Science 1	9798987718209	11.4.4	Assignment description, In this exercise section, second paragraph (starting with "Start by copying...")	View Link	duplicated word -- "reverse the the status"	accept	Removed the duplicated word. https://codehs.com/lms/assignment/106355334
Texas Computer Science 1	9798987718209	14.4.10	Line 2	View Link	spelling error "recieved"	accept	Fixed spelling error. https://codehs.com/lms/assignment/106355332

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Texas Computer Science 1	9798987718209	15.2.5	Article: Why Certifications section (pages 2-3) and Assignment description: second and third sentence	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
Texas Computer Science 1	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
Texas Computer Science 1	9798987718209	15.2.7	Article content, page 2	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.
Texas Computer Science 1	9798987718209	15.4.3	First paragraph	View Link	"Fued" should be "Feud"	accept	Fixed spelling error. https://codehs.com/lms/assignment/106355331
Texas Computer Science 1	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
Texas Computer Science 1	9798987718209	2.13.1	Video: 0:24 - 0:40 and 1:06 - 1:45; Slides: 3, 6-8	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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Texas Computer Science 1	9798987718209	2.13.1	Video: 0:24 - 0:40 and 1:06 - 1:45; Slides: 3, 6-8	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
Texas Computer Science 1	9798987718209	2.16.5	Quiz questions	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
Texas Computer Science 1	9798987718209	2.4.1	Video: 1:15 - 2:00; Slides: 5-7 (To see the slides, choose Slides on the top toolbar)	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
Texas Computer Science 1	9798987718209	4.4.6	Page 1, "What is a Virus?" section and "Virus Detection" section	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
Texas Computer Science 1	9798987718209	4.5.9	Assignment description, graph analysis questions 1-4	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
Texas Computer Science 1	9798987718209	5.2 Lesson Plan	Teaching and Learning Strategies, Activites section, Complete Daily Activites bullet point	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
Texas Computer Science 1	9798987718209	5.4.8	Example description, first paragraph; Example code, lines 15-17	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
Texas Computer Science 1	9798987718209	5.4.8	Example description, third paragraph (starting "This example also shows how to use the Number library...")	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 maxNumberPlusOne have the same value.	accept	Removed that piece of the program. https://codehs.com/lms/assignment/106355337

Publisher: eDynamic Holdings LP

Computer Science I

Introduction to Programming 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Introduction to Programming 1a/1b	9781737161660	1A	Programming 1a Unit 7 Lesson 2: Making Change	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	reject	The SRP's feedback does not indicate what the issue is with this material.

Publisher: eDynamic Holdings LP

Computer Science II

Programming 2a/2b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 4 Lesson 1: Data Structures and Abstract Data Type (two separate sections in the same lesson)	View Link	"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.	reject	These sections are written from the standpoint of Python, which considers a linked list to be an abstract data type.
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 2 Lesson 1: High-Level Languages	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.	reject	Thank you for sharing your opinion. We appreciate it. We do not feel that adding statistics will enhance the material or students' learning.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 1: Lesson 3: Project Management	View Link	lti.edynamiclearning.com's server IP address could not be found.	reject	Unit 1 Lesson 3 seems to be functioning as normal in our learning management system.
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 4 Activity 1	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.	accept	We will remove the line, "In your sorting code, you'll want to use Nested Loops to sort the data into categories."
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 1 Lesson Plan Class 4: Slide 37, last bullet point	View Link	Slide 38 is actually where the student uses programming file access.	reject	This comment is directed at the citation location, not the actual content. In the word document for Unit 8 Lesson Plans, there is a Class 4 which corresponds to Lesson 4, and a Class 5 which corresponds to Lesson 4. Sometimes, when a Lesson is particularly lengthy, we split it between two classes.
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 5 Lesson 3: Entire lesson	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.	reject	In the paragraph that follows the initial definition, recursion is explained further: "Recursion works best for problems that need to be repeatedly broken down into smaller problems."
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 5 Lesson 4: Entire Lesson	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*.	accept	We will change the sentence to "In computing, we also use time to measure efficiency in terms of how many times the statements of a program execute, known as time complexity."
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 5 Lesson 4: Entire Lesson	View Link	"Big-O of logn means that the algorithm increases proportionately to the logarithm of the input data set" Imprecise sentence.	reject	This is a standard definition of Big-O of logn. The definition is further expanded upon with examples in the next paragraph.
Programming 2a/2b	9781737161585	2A	Programming 2a Unit 5 Lesson 3: Fibonacci Series. There's a paragraph just above the first diagram of the series that talks about tracing through the program	View Link	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.	accept	We will change the sentence to "An application programming interface (API) is a tool allows software applications to communicate and work together."

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Programming 2a/2b	9781737161585	2B	Programming 2b Unit 8 Lesson Plan, Class 5: Direct Instruction just before Closure	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.	reject	In the word document for Unit 8 Lesson Plans, there is a Class 4 which corresponds to Lesson 4, and a Class 5 which corresponds to Lesson 4. Sometimes, when a Lesson is particularly lengthy, we split it between two classes.
Programming 2a/2b	9781737161585	2B	Programming 2b Unit 8 Lesson Plan: Class 5: Slide 38: last bullet point	View Link	There is no lesson 5. There are two lessons 4. I assume this is a typo.	reject	In the word document for Unit 8 Lesson Plans, there is a Class 4 which corresponds to Lesson 4, and a Class 5 which corresponds to Lesson 4. Sometimes, when a Lesson is particularly lengthy, we split it between two classes.
Programming 2a/2b	9781737161585	2B	Programming 2b Unit 8 Lesson 2: Critical Thinking	View Link	"peer code review" is a phrase not a word	accept	We will change "word" to "words" in the sentence to "However, the words “peer code review” can strike fear in the heart of some programmers because…"
Programming 2a/2b	9781737161585	2B	Programming 2b Unit 8 Lesson Plan Class 2: 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	accept	We will modify this information.

Publisher: CEV Multimedia

Engineering Design and Presentation II

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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
iCEV Engineering Design and Presentation II (Individual Course)	8888640050001	Project - Socratic Seminar	This Project is found in the Ethics in Advanced Engineering Design lesson beneath the Interactive Assignments heading. After clicking the link to the Project, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Project.	View Link	"Thernos" is the incorrect spelling. Please correct to "Theranos"	accept	We will correct this spelling error.

Publisher: CEV Multimedia

Food Science

iCEV Food Science (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
iCEV Food Science (Individual Course)	8888640067001	Slide 12	Second SUB bullet	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

Forensic Science

iCEV Forensic Science (Individual Course): TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
iCEV Forensic Science (Individual Course)	8888640074001	Activity - Designing Solutions	The Activity - Designing Solutions can be found on pages 19-20 of the printed/digital packet.		Should be forensics not food science theme	accept	We will address this error.
iCEV Forensic Science (Individual Course)	8888640074001	Activity-Developing a Model	This Activity is found in the Developing a Model: Forensic Science lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	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
iCEV Forensic Science (Individual Course)	8888640074001	Activity-Job Search	This Activity is found in the STEM Careers: Forensic Science lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	View Link	Change pathophysiology to forensics.	accept	We will address this error.
iCEV Forensic Science (Individual Course)	8888640074001	Slides 32-43	In the History and Evolution of Forensic Science PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	Says Blood Splatter. There is no L it should be spatter.	accept	We will address this error.

Publisher: TPS Publishing

Forensic Science

STEAM into Forensic Science - CTE Edition: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Forensic Science Teacher Textbook	9781788053372	p156-165	p156-165	View Link	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 officers ....recording 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.	accept	Edit provided during SRP review as follows: A CSI will prioritize taking photos of the scene whether they are from a small or large department. CSIs may also participate in fingerprint analysis depending on the size of their department. A detective can also take photos at a crime scene. It is important to recognize that, if a victim does not die at a scene, then Patrol Officers may take pictures of a crime scene. If the victim does die on the scene, they will definitely take pictures at a crime scene. This is also true for a scene involving a serious substantially violent assault, for example, that of a child. In this situation, a CSI will be assigned to the scene and pictures of the scene are their number one priority.
Forensic Science Teacher Textbook	9781788053372	p201-204	p201-204	View Link	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)	accept	Agreed. Will make the following correction. Original text is - Firearms should be packaged in cardboard or wooden containers and padded with filler (e.g., cardboard or cotton). Change to - Firearms should be packaged in a new, sealed firearms box and, when possible, secured inside the box with plastic ties.

Publisher: CEV Multimedia

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	Frame 5:48:	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.

Fundamentals of Computer Science

Fundamentals of Computer Science: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
CodeHS Fundamentals of Computer Science	9798987718247	2.2.1	Video, 0:00 - 0:09	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
CodeHS Fundamentals of Computer Science	9798987718247	6.2.1	Video: 1:40-3:55	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
CodeHS Fundamentals of Computer Science	9798987718247	8.10.1	Video, 5:46 - 6:35	View Link	Change course title to Fundamentals of Computer Science	accept	Updated video and slides

Publisher: Compuscholar, Inc.

Fundamentals of Computer Science

Computer Science Foundations: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Computer Science Foundations - Student Material	9781946113023SM	Chapter 14, Lesson 1 Text	"Computing Innovation: A technology or service that relies on software, in part, to provide a service or feature."	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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Computer Science Foundations - Student Material	9781946113023SM	Chapter 15, Lesson 1 Text	"Example - Finding the First Space in a String" section Definition of rectangle A rectangle represents one or more specific steps that your algorithm needs to take Rectangle represents one step that your algorithm needs to take.	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
Computer Science Foundations - Student Material	9781946113023SM	Chapter 23, Lesson 1 Text	"Versions of HTML" and "Other Markup Languages" sections Under the markup <h1>My Favorite Movies<h1>	View Link	Under the markup <h1>My Favorite Movies<h1> it should be <h1>My Favorite Movies</h1>	accept	Thank you, we have fixed the </h1> closing tag! Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/23/L1/lesson.html
Computer Science Foundations - Student Material	9781946113023SM	Chapter 29 Activity Instructions	"Exploring Job Sites" section	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
Computer Science Foundations - Student Material	9781946113023SM	Chapter 4, Lesson 3 Text	Integer: A whole number that does not need fractional information (like 4 or 7).	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
Computer Science Foundations - Student Material	9781946113023SM	Chapter 7, Lesson 2 Text	This entire page describes several trouble-shooting approaches students will use to find and fix problems.	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

Publisher: Savvas Learning

Fundamentals of Computer Science

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

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	112-113	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,..."	reject	Noted for subsequent editions
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	125	"Sequence Structures"	View Link	Two periods after "series of steps in an algorithm.."	accept	change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	125	"Sequence Structures"	View Link	end of sentence has two periods "algorithm.."	accept	change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	134	line 5-7, 9-11, 17-22, bullet point 1	View Link	"array" should be "arrays" or "an array"	accept	change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	149	list	View Link	Debugging Exercises #1-4 Either #4 should be #3 or #3 is missing.	accept	change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	150	Formula	View Link	Formula for #6 is incorrect. Missing operator "/"	accept	change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	158	Bottom of the page		Integer division -- the decimal portion of the division is truncated. Don't use the word "rounding" or "rounded".	reject	Noted for subsequent editions

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	171	Bottom of the page		There is no "mathematical operator" for integer division. Mathematics only has division. The goal is for students to be able to distinguish between integer division and real division in the context of programming.	accept	change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	3	Figure 1-2, lines 2-3	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.	reject	Noted for subsequent editions
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	31	Short Answer #3-6 Q4	View Link	Extra word "you need a to store" -- "a" not needed	accept	change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	40	Bottom of the page		"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.	reject	Noted for subsequent editions
Fundamentals of Computer Science for Texas, Student Edition	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	reject	Noted for subsequent editions
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	46	"What is an Algorithm?" lines 2-3;	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.	reject	Noted for subsequent editions
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	500	2nd line of paragraph	View Link	"gets" should be "get" -- they get	accept	change made

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	507	"word-"	View Link	Says "word-" related, should be "work-" related	accept	Change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	512	"Legal and Ethical Responsibilities in Computer Science" paragraphs 2 and 3	View Link	"One of the most significant...for computer science worker is to stop" should be "computer science workers"	accept	change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	518	Second sentence	View Link	"Employee effective technical reading strategies" should be "Employ ...."	reject	Noted for subsequent editions
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	519	First word ends a sentence	View Link	Two periods (..) at end of sentence.	accept	change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	526	"Impact of Technology on Society" paragraphs 2-3	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.	reject	Noted for subsequent editions
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	526	"Impact of Technology on Society" paragraphs 2-3	View Link	"can impact person privacy" should be "can impact personal privacy"	accept	change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	53	1st paragraph	View Link	End of sentence has two periods (documents..)	accept	change made
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	533	"Privacy Laws", bullet points 1-3, lines 12-14	View Link	"If it takes affect" should be "If it takes effect"	accept	change made

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Fundamentals of Computer Science for Texas, Student Edition	9780138045074	536	#6, line 4	View Link	prevention is a valuable "too", should be "tool"	accept	change made

Publisher: eDynamic Holdings LP

Health Science Theory

Health Science Theory 1a/1b: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Health Science Theory 1a/1b	9781959433514	1B	Health Science Theory 1B, Unit 5, Lesson 3, "Cuts"all paragraphs including slideshow, click arrown on right middle of slide to advance through all slides, "Puncture Wounds",	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'.	accept	This is located in the Image " Wound First Aid" and yes, we can absolutely revise "hart" to "heart"

Publisher: Savvas Learning

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
Health Science Theory for Texas, Student Edition	9780138046057	563	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.	accept	The differentiation has been made.

Publisher: CEV Multimedia

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
iCEV Medical Coding and Billing (Individual Course)	8888640142001	1	This Activity is found in the Legal and Ethical Responsibilities in Medical Coding and Billing lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	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.
iCEV Medical Coding and Billing (Individual Course)	8888640142001	1	This Activity is found in the Medical Coding and Billing: Cardiovascular System lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
iCEV Medical Coding and Billing (Individual Course)	8888640142001	1	This Activity is found in the Legal and Ethical Responsibilities in Medical Coding and Billing lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	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.
iCEV Medical Coding and Billing (Individual Course)	8888640142001	Slide 23	In the Legal and Ethical Responsibilities in Medical Coding and Billing PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	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.
iCEV Medical Coding and Billing (Individual Course)	8888640142001	Slide 23	In the Legal and Ethical Responsibilities in Medical Coding and Billing PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	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.

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
iCEV Medical Microbiology (Individual Course)	8888640159001	(0:00-14:57) of the Streaking Methods video segment	The video that opens is NOT THE VIDEO which meets the standard. TO LOCATE THE VIDEO YOU NEED, click on the Select Playlist drop down menu above the video player and then select Streaking Methods. Once the video loads, you can navigate to the time codes needed. You can also follow along in the transcript which appears beneath the player window.	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.
iCEV Medical Microbiology (Individual Course)	8888640159001	Categorizing Statem	This Activity is found in the Science Explained: Medical Microbiology lesson beneath the Instructional Materials heading. You will be viewing the Answer Key for this Activity in order to see the full scope. An interactive version of this Activity can be located beneath the Interactive Assignments heading.	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.

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
iCEV Medical Microbiology (Individual Course)	8888640159001	Preparing a Smear 0:00-10:02	In the Gram Staining Video, view the time codes suggested in the Page Number(s) for the Preparing a Smear segment. This segment is the video in the player window. You can also follow along in the transcript which appears beneath the player window.	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.	accept	We will address this error to update the methodology to match standard procedure.

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

Pharmacy I

PharmaSeer: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
PharmaSeer	9781565334939	1	Once in Module 3, using the left hand toolbar, navigate to DEA numbers and Record Keeping.	View Link	Reverse distributor is form 41 not 222	reject	A DEA form 222 is for the ordering or transferring of Schedule 2 controlled substances. The only person who should be completing that form is a Pharmacist. If by some chance that a schedule 2 medication is needing to be destroyed, per the DEA, the DEA form 41 and DEA form 222 must both be completed by a Pharmacist. DEA 222 is one component for the transfer of the destroyed medication & DEA form 41 is for the reverse distribution component. Below is a source to verify. Federal Register :: Disposal of Controlled Substances

Publisher: CEV Multimedia

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
iCEV Principles of Applied Engineering (Individual Course)	8888640180001	Project - Turning Ideas into Reality	This Activity is found in the Engineering Design lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	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

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
iCEV Principles of Education and Training (Individual Course)	8888640197001	1	This Activity is found in the Teaching Career Preparation lesson beneath the Interactive Assignments heading. After clicking the link to the Activity, if a page appears asking if you want to continue where you left off or start over, select Start Over to view the Activity.	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.
iCEV Principles of Education and Training (Individual Course)	8888640197001	Slide 48	In the Careers in Education and Training PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	View Link	The 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.
iCEV Principles of Education and Training (Individual Course)	8888640197001	Slide 56	In the Employability Skills in Education PowerPoint, go to the slides suggested in the Page Number(s). When the PowerPoint opens, if a menu appears asking "Would you like to resume the presentation from the last slide viewed?" select No.	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.

Publisher: The Curriculum Center for Family and Consumer Sciences

Principles of Education and Training

Principles of Education and Training: TEKS

Component Title	ISBN	Page Number	Location	Link	Description of Error	Publisher Accept/Reject	Publisher Response
Education Career Investigation	978953248060	T1_U1_CareersIII	Use provided credentials to log in to the platform. Careers III; Instructions #1-#4	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
Education Career Investigation	978953248060	T1_U1_CareersIII	Use provided credentials to log in to the platform. Careers III; Instructions #1-#4	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
Education Career Investigation	978953248060	T1_U7_StateandRegi	Use provided credentials. State and Regional Job Outlook; Instructions #1-#5	View Link	Where are "job appropriate numerical calculations..."?	reject	Student are required to search for and document school enrollments across the nation in comparison to the demand for specialized teaching assignments in those documented areas.
Education Career Investigation	978953248060	T1_U7_TexasEmpl	Use provided credentials. Texas Employment Data; Instructions #1-#5; Texas Employment Data Aid	View Link	I do not see evidence of alignment to the TEKS cited - 1.B.i - "perform job-appropriate numerical applications."	reject	Student are required to read and comprehend job growth statistics, and salary statistics relating to careers of their choice
Education Career Investigation	978953248060	T3_U1_Lesson Planning I	Use provided URL and credentials. Select Topic 3: Teaching and Training; Unit 1:Professional Roles and Responsibilities; Lesson Planning I	View Link	Make sure to address summative assessments as stated in the TEKS.	accept	Course content and teaching aids will be updated when approved to do so by the SRP team
Education Career Investigation	978953248060	T3_U1_Lesson Planning II	Use provided URL and credentials. Select Topic 3: Teaching and Training; Unit 1:Professional Roles and Responsibilities; Lesson Planning II	View Link	Grammatical error in the breakout : Develop and evaluate instructional materials	accept	Course content and teaching aids will be updated when approved to do so by the SRP team